

ANNUAL REPORT AY2023

April 2023 - March 2024

CENTER FOR INCLUSIVE LEADERSHIP

Shape your world



Ritsumeikan
Asia Pacific University



APU Center for Inclusive Leadership
インクルーシブ・リーダーシップセンター

TABLE OF CONTENTS

I. ABOUT US

- 1 Our Mission
- 2 Greeting from the President
Core Members
- 3 CIL Logo
Official Website
CIL by Numbers

II. RESEARCH

- 4 Overview of Research Projects
- 4 Core Members
- 6 CIL Research Project Grant
(2023-2024)
- 9 CIL Teaching Case Development
and Publication Grant (2023)
- 11 CIL Teaching Case Development
and Publication Grant (2022-2023)
- 12 CIL Research Project Grant
(2022-2023)
- 15 CIL Research Project Grant
(2021-2022)
- 18 CIL Pedagogy Research and
Event Subsidy (2020-2021, 2022)
- 24 CIL Research Project Grant
(2019-2020)
- 29 Publications

III. EVENTS

- 31 CIL-Supported Events
- 33 Lectures
- 34 CIL Special Sessions at Asia
Pacific Conference 2023

IV. PEDAGOGY

- 35 Diversity and Inclusion
Teaching Assistants (DITA)



I. ABOUT US

Our Mission

The Center for Inclusive Leadership (CIL) pursues and promotes inclusive leadership in research, education and practice. Our goal is to build a network of inclusive leaders who strive for excellence and a sustainable future. Through research and events, CIL equips both professionals and students to aspire to lead inclusively, participate in creating solutions, and unleash the power of diversity.

Realization of a rich and diverse society

多様性のある豊かな社会の実現

CENTER FOR INCLUSIVE LEADERSHIP (CIL)			 APU Center for Inclusive Leadership インクルーシブ・リーダーシップセンター
Inclusive leadership in research, education, and practice			
インクルーシブ・リーダーシップ研究・育成・実践拠点			
PILLAR 1	PILLAR 2	PILLAR 3	
Business Practice and Applied Research: Case development based on business in the Asia Pacific region 実務研究・応用：アジア太平洋地域の企業をベースにしたケース開発	Pedagogical research: Developing teaching materials on multicultural collaborative learning, project-based learning and the case method 教授法研究・応用：多文化協働学習、プロジェクト・ベース・ラーニング、ケースメソッドをテーマにした教材開発	Theoretical Research: Output from the construction of a theoretical framework and research results 理論研究：理論的枠組みの構築と研究成果のアウトプット	
Students and Alumni ／ 在学生・校友			
36 Alumni Association chapter network across the world 世界中に広がる36の校友支部ネットワーク	Universities and research institutions from 74 countries / regions 74の国・地域の大学・研究機関	Students from 91 countries / regions Welcomed students from 152 countries / regions 91の国・地域から集う在学生 152の国・地域の学生受入	Faculty from 22 countries / regions 22の国・地域出身の教員

※数値は2019年5月1日時点

▲ Cooperation / 連携 ▼

Applicants / 受験生	Businesses / 企業	Academic world / 学術界
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Building a Global Learning Community that "cultivates individuals who can change the world"
「世界を変える人を育てる」グローバル・ラーニング・コミュニティ構築

Basic Ideals: Freedom, Peace and Humanity

International Mutual Understanding

Creating the Future Shape of the Asia Pacific region

自由・平和・ヒューマニティ

国際相互理解

アジア太平洋の未来創造

Message from the President

"I believe the establishment of the Center for Inclusive Leadership (CIL) in APU's unique and diverse community is truly significant in the sense that it encompasses research, education and practical applications in inclusive leadership in order to realize the APU 2030 Vision that APU graduates possess the power to change the world. As a hub of research in inclusive leadership, I hope CIL will be better able to contribute to the betterment of society through sharing its research results with the corporate sector and research institutions within and out of Japan. Your continued understanding and support of CIL is highly appreciated."

DEGUCHI Haruaki
President, Ritsumeikan Asia Pacific University (APU)



Core Members



SHINOHARA Yoshiki
Director, Associate Professor



ROUX Petrus Willem
Deputy Director, Associate Professor



ALCANTARA Lailani L.
Managing Director, Professor



OTAKE Toshitsugu
Adviser, Professor

CIL Logo

"10 people 10 colors"

Drawing inspiration from the Japanese saying "Jyu-nin to-iro" (十人十色), literally meaning "10 people 10 colors", the logo features ten so-called "feathers," each colored differently. These colorful feathers represent diversity, one of the core values of CIL and APU.



The Arrow

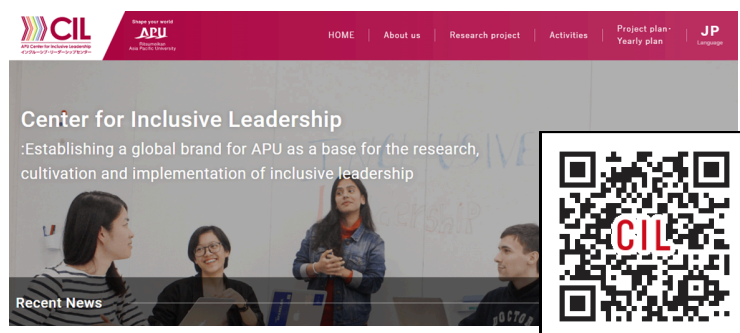
The 10 feathers form an arrow, reflecting the determination and power to fly forward. With all our "colors" (uniqueness and differences), we create powerful synergy, strength and progressive momentum to move forward when we coexist and cooperate with each other.

An APU Touch

Looking more closely, you can also see that the first and last feathers are the same dark red color as the logo for APU, the home of CIL, and where inclusion and inclusive leadership are embraced and valued.

Official Website

Website: <https://en.apu.ac.jp/cil/>



CIL Video

What is the Center for Inclusive Leadership (CIL)?

Scan or Click
to watch



2023

CIL by Numbers

45

RESEARCH MEMBERS
& COLLABORATORS

31

SUPPORTED
PROJECTS

105

SEMINARS, EVENTS
& PRESENTATIONS

18

PUBLICATIONS

Facebook

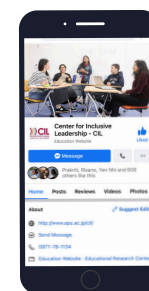
731 followers

As of March 31 2023

Find us on
Facebook

www.facebook.com/CILsecretariat/

Scan
or
Click



II. RESEARCH

Scan or Click



Overview of Research Projects

For more details about each research projects, please visit the CIL website.

Core Members

Inclusive leadership and corporate social responsibility in Japan, gender differences in social entrepreneurship

SHINOHARA Yoshiki, Associate Professor, APU, CIL Director



Corporate initiatives on diversity and inclusion have been discussed in the context of human resource management and CSR. In the latter context, this study focuses on how corporate initiatives to promote diversity and inclusion are linked to employees' value creation by applying stakeholder theory. In particular, leaders will play an important role to foster an inclusive climate in the organization. Therefore, this research focuses on inclusive leadership and investigate how it relates to employees' value.

On the other hand, from the perspective of diversity and inclusion, I am also conducting research focusing on entrepreneurial behavior. In particular, since the number of both men and women who start their own businesses has been increasing in recent years, I am focusing on gender differences in entrepreneurial activities and attempting to clarify the differences between the two groups.

Facilitating inclusive leadership on a diverse campus: Systemic perspectives and practices

ROUX Petrus Willem, Associate Professor, APU, CIL Deputy Director



This project is concerned with understanding how inclusive leadership is practiced and develops over time in the physical, digital, and conceptual space that is occupied by APU. Utilizing a systemsthinking approach, the investigation assumes that the university exists in a complex arrangement of inter-related systems, actors and stakeholders that engage dynamically, relationally and in complex ways to maintain and extend itself. In this context, and given the unique character of APU, the notion of inclusive leadership is seen as an organizing principle that has potential to shape and change people's ideas and practices. The question at the core of the study is to understand how inclusion is performed in this context. Taking the view that each element and/or actor in APU's system may express a unique and valuable perspective, the investigation aims to give voice to these various elements by collecting, for instance, opinions, interviews, institutional artefacts, media, policies and the observed practices of actors and groups. An analysis of the patterns, flows, exchanges, and inherent relations of power that these (and other) elements display over time will be utilized to conceptualize inclusion as a systemic principle and to help characterize and direct inclusive leadership at APU.

Global talent inclusion, Impact of inclusion on organizational performance and employee engagement

ALCANTARA Lailani L. Professor, APU, CIL Managing Director



While there has been increasing attention to inclusion and exclusion, there have been limited studies on how individuals experience and navigate through inclusion and exclusion at work. Hence, we know little about inclusion and exclusion through the narration of employees' own exploration of their professional and social worlds. To fill this gap, this qualitative study uses an interpretative approach to explore the phenomena of inclusion and exclusion through the lived experiences of individuals at work by conducting an in-depth interview of 52 foreign employees in Japan. This approach provides a new understanding of how foreign employees experience inclusion and exclusion and how they navigate through them. The analysis uncovers the underlying assumptions on the way inclusion and exclusion are conceived and result in a range of individual responses. The findings suggest that both inclusion and exclusion are multifaceted, attributed to oneself and others, and associated with unintended consequences that have implications for the performance and well-being of individuals at work.

Diversity and inclusive leadership in higher education, Program development for inclusive leadership

OTAKE Toshitsugu, Professor, APU, CIL Adviser



Due to the widening income inequality in developed countries including Japan in recent years, inclusive finance, which is all financial services including the poor and micro-enterprise, is drawing attention. Achieving this is an important step for developed and developing countries to make sustainable progress, and efforts to support the poor and micro-enterprise, having been excluded from the conventional financial system, are worldwide. This research investigates how inclusive finance, which provides financial service opportunities including the poor and micro-enterprise in developed and developing countries, should be enhanced and promoted in Japan. By analyzing the efforts of the United States and the United Kingdom, which are financially advanced countries, and the success stories of micro finance in developing countries, we have found out what kind of technology we should provide for the poor and micro-enterprise in Japan and it is expected to bring new insights for promoting inclusive finance in Japan.

CIL Research Project Grant (2023-2024)

The role of intersectionality theory in women's leadership: The case of women entrepreneurs in Oita

FUJII Seiichi, Professor, APU



Research Members:

ALCANTARA Lailani L., Professor, APU

ACKARADEJRUANGSRI P., Associate Professor, APU

SHINOHARA Yoshiki, Associate Professor, APU

Intersectionality theory is considered one of the hopeful solutions to expand the relationship study between leadership performance and surface/deep-level diversity. Then, intersectionality was first articulated by Crenshaw in 1989, discussing blacks and women simultaneously. Rosette et al. (2018) argued that the significance of research on intersectionality is to “find the points of contact between multiple social sections and individual identities,” and “to explore two essentially inseparable social sections simultaneously”. In previous research, race and religion were chiefly discussed in Europe and US. However, little research was taken in a society like Japan where the influence of race and religion is not so strong.

This research focuses on women's leadership. There are three main reasons. The first one is intersectionality has a close relationship to feminist research. Secondly, women's leadership studies by intersectionality are little. Lastly, very few previous articles have been conducted about intersectionality in high gender gap society like Japan.

This research set three research questions. These are to clarify stereotypes and biases that women entrepreneurs in Japan are facing, to explore the differences of stereotypes and biases by intersectional identities, and to find out the developed leadership styles and decisionmaking processes by intersectional identities.

To explore three setting research questions, our research is going to take a qualitative approach in Oita prefecture. Oita is a higher rank of women CEO share in Japan and some alumni of APU are running businesses in Oita.

Additionally, members of this research team have some connections to the institutions that support entrepreneurs and small and medium firms in Oita. The team estimates that the feasibility of this research is high. The research method has four phases. Those are literature reviews to reveal the research gaps and develop the interview questions, implementation of an in-depth semi-structured interview, analysis of interview data, and dissemination of outputs.

The research team consists of four members with diverse experiences and backgrounds. Two are female and the other two are male. In addition, two members are in their 30s, one member is in their 40s, and one member is in their 60s years of age. Each also has teaching and publishing research experience in the field of leadership and entrepreneurship. In addition, one research member is from the Philippines, one is from Thailand, and two are from Japan.

This research will take three methods of dissemination. Those are presentations at domestic conferences, organization of seminars, and publishing in peer review journals.

Towards Inclusive International Relations (IR): The Pedagogical Use of Aesthetic/Creative Means When Dealing with Conflict Narratives in Post-war Societies

HEO Seunghoon Emilia, Associate Professor, APU



Research Member:

Felix Rösch, Associate Professor, Coventry University, UK

The research explores the pedagogical use of artistic means in dealing with the clash of conflict narratives in post-war societies. By bringing arts into politics, the study examines how inclusive pedagogy affects individual agencies, youth in this project, to understand competing narratives through the eyes of 'enemies'. In a typical IR classroom often featuring multiple nationalities, the learning space becomes a room for encountering different versions of war-related narratives. While currently enrolled students, often born after 2000, are far from past violent events, they may exhibit entrenched views derived from official narratives they were exposed to. This can lead to elements of surprise when students realize that there are other versions of 'what happened' while studying international history and politics with students from the other side of the world. Here, we witness the clash of national narratives every day that tends to endure, posing a major obstacle to peace and reconciliation. Drawing on class observations, surveys, and interviews, the research first aims at problematizing how selective history comes to count as official knowledge; second, exploring how globalizing learning environment at higher education system challenges its shaping; and third, identifying teaching methods to practice in order to create inclusive historical narratives.

The scientific originality of the research lies on its contribution to legitimizing a greater variety of approaches to the study of world politics by revealing the analytical purchase of everyday IR in exploring conflict resolution. The research is by nature creative as it investigates unconventional ways (art forms) in analyzing political dilemmas. By producing non-traditional means of sharing narratives, it invites us to discover new ways of understanding world politics and helps us to see the world differently and in turn behave differently. The expected result is to map which conflict narratives coexist or clash in peace studies and to find out pedagogical tools to implement for creating inclusive historical narratives. The inclusive pedagogy, we name 'Through the eyes of others' approach here, offers an opportunity for students to think, learn, and reflect with others when exposed to competing national narratives on war and peace. In doing so, the research contributes to developing research on inclusive teaching and its application. By providing practical answers to the essential question on "(How) Does peace studies contribute to peace?" this research contributes to giving a new or renewed mission to the IR discipline, educating students to become an inclusive leader of peace.

Accomplishing Corporate Missions Abroad: Do Inclusive Leadership Matter?

HOOI Carol Lai-Wan, Professor, APU



The main goal of the study is to explore if inclusive leadership matters in accomplishing corporate missions of Japanese multinational companies abroad. As inclusive leadership likely promotes organizational inclusion, the study will examine (1) the nexus between inclusive leadership and organizational inclusion, (2) organizational inclusion in expatriation, and (3) its effect on expatriate mission accomplishment. Specifically, the expatriation policies of two Japanese multinational companies (MNCs) will be examined to establish the presence or lack of inclusive leadership, organizational inclusion and its effect on expatriate mission accomplishment. Data collection via in-depth interviews with the expatriates in the subsidiaries and senior HR managers at their headquarters will be conducted. The findings of the study will verify the significance of inclusive leadership and organizational inclusion in expatriate mission accomplishment. The study will contribute to leadership theory for inclusivity and will provide insights into how MNCs in developed economies in a collectivist East Asian context, particularly homogeneous island nations, where people in general hold strongly to their cultural beliefs and norms, promote organizational inclusion in their expatriation policies. It further verifies the necessity to embrace organizational inclusion in expatriation to enhance expatriate mission accomplishment.

The research will be conducted within an interpretivist framework and relies on a cross-case study approach to illustrate and illuminate the notion of organizational inclusion in Japanese multinational companies, particularly for expatriate mission accomplishment. An iterative process of data collection and analysis will be employed to identify key themes as data is collected. Thematic analysis will be used to identify a range of case themes pertaining to inclusive leadership and organizational inclusion in fostering expatriate mission accomplishment. The consistent and repetitive process of constant comparison of the data collected will lead to a comprehensive understanding of the presence or lack of inclusivity in Japanese MNCs and provide an insight into factors that emphasize the need for more organizational inclusion initiatives in expatriation. The aim here is to account for the role of inclusive leadership in fostering organizational inclusion and the patterns of organizational inclusion initiatives that promote expatriate mission accomplishment via grounded sensemaking (Sandberg & Tsoukas, 2020; Weick, 1995) accounts of Japanese senior HR managers and expatriates. Sensemaking is defined as “a motivated, continuous effort to understand connections in order to anticipate their trajectories and act effectively” (Klein, Moon, & Hoffman, 2006, p. 71). In this study, sensemaking is chosen as a diagnostic tool to facilitate data interpretation.

CIL Teaching Case Development and Publication Grant (2023)

Transforming adversity into opportunity under COVID-19: A chronicle of Ritsuko-san's restaurant startup in downtown Osaka

MAKINO Emi, Associate Professor, APU



This teaching case looks at how experienced, small business entrepreneurs think and act when they are making decisions under high degrees of uncertainty. It is intended for entrepreneurship courses that teach entrepreneurial thinking including effectuation. Decision-based teaching cases about Japanese small businesses, especially those run by women entrepreneurs are few and far between. Students will be introduced to a Japanese woman trying to decide whether or not to start her dream venturean Italian restaurant in downtown Osaka. She had decades of experience initiating and building up a successful business in merchandising. But the timing was not ideal. The business district was deserted due to the pandemic. Was orchestrating a major pivot during COVID-19 simply crazy?

SUN-CREA: Drastic Change of Own Concept to Make Inclusive Community Environment in the VUCA age

OZAWA Tomoyuki, Associate Professor, APU



Suncrea operated hotels in Hiroshima and Ehime Prefecture for about 30 years. Masayuki Hosoba (Hosoba), President, was working for IBM Japan, and his family was running Suncrea. But the company went bankrupt. Hosoba retired from IBM and did business restructuring and established new Sun-Crea in 2015. He was riding on the inbound boom and expanding his business with a grand goal.

The COVID-19 hit the business, and the declaration of a state of emergency in Japan in 2020 forced the suspension of all hotel operations. His common sense collapsed, and a strong doubt arised as to whether the company can continue only with the economic growth.

In the world, there is an idea to switch from measures only from an economic perspective to new indicators such as sustainability, inclusiveness, and circular economy, which Hosoba feels right. With the COVID-19 raging, Hosoba moved to Meguro district, Ehime Prefecture (only 270 people and 64% elderly population rate), where there is a hotel that has just been contracted to rebuild.

Hosoba's activities and ideas include:

- Aims to throw himself and his family into the village community engaging agriculture, become a role model, and create a way of life in this VUCA age.
- Appointed a few-year university graduate female who wants to run a hotel in Indonesia in the future to be the manager of a new hotel.
- Started an outdoor education business as an incubation facility for ways of life appointing a young female to oversee the business.
- Upcycling as a means of achieving sustainability and a circular economy.

- “If a goal is set by a leader, it contains an obligatory element, so it takes away independence. On the other hand, it is important to have an organization growing naturally even if members are left alone. It is important that the company and its members match their values and goals, and that each person's internal energy is welling up, rather than being imposed by a leader.”

The case is suitable for undergraduate and graduate courses in inclusive leadership, sustainable development, regional development, organizational behavior, and diversity.

Through this case, students will:

1. Understand the concepts of inclusive leadership, inclusion in the workplace, sustainable development, and regional development.
2. Identify the challenges faced by leaders in the VUCA age.
3. Discuss the balance between social impacts and economic values.
4. Formulate strategies balancing social impacts and economic values considering inclusivity and financial sustainability.

CIL Teaching Case Development and Publication Grant (2022-2023)

Finger Talk: Breaking the Silence and Empowering the Special Needs

ACKARADEJRUANGSRI P., Associate Professor, APU

Research Members:

KAWAZOE Satoshi, Professor, APU

OZAWA Tomoyuki, Associate Professor, APU



Established in 2015, FingerTalk is an Indonesian social enterprise that serves the disabled community, specifically those who are hearing impaired, by providing them market-oriented skills, employment opportunities, and venues where hearing impaired and unimpaired people can (re)connect. For the past years, Dissa Ahdanisa, the founder and CEO of FingerTalk had put her whole heart and efforts into establish, run and expand FingerTalk as a business for a good cause. Her Deaf FingerTalk Café was well received and supported by the communities. With the mission of changing perceptions and providing equal employment opportunities for people with disabilities, FingerTalk has expanded from one small Deaf FingerTalk café to three cafés, and recently to the FingerTalk Shop where a handicraft workshop and carwash services are provided. The FingerTalk social enterprise has grown to employ 30 Deaf employees. That was when the unprecedented pandemic hit. All FingerTalk businesses and services had to be suspended. Dissa and her crew faced unexpected challenges. Given the effects of the pandemic, Dissa wondered what could be done to sustain her social enterprise and continue to help not just the hearing-impaired people exclusively but also individuals with other disabilities. Will her dream of providing equal employment opportunities to people with special needs and empowering them come to an end? Dissa sat quietly alone in one of her once busy and crowded Deaf FingerTalk cafés. She was very deep in thought finding the solutions that would be good for all.

The case is suitable for undergraduate and graduate courses in inclusive leadership, social entrepreneurship, and diversity. The case outlines how FingerTalk became a social enterprise under the lead of Dissa that involved the entire value chain of disability inclusion: educating lip reading, imparting market-oriented skills, providing jobs, career support as well as career advancing, highlighting the challenges to overcome the social stigma and communication barrier when working with the underrepresented groups in the society. The case will let students to confront the tradeoffs that arise when an unexpected event accentuates the tensions between organization purpose and sound financial management.

Through this case, students will:

1. Understand the concepts and essences of inclusive leadership, social entrepreneurship, and diversity and inclusion in workplace
2. Understand the new perception and culture of communication in a professional setting and overcome the social stigma, negative perceptions, and communication barrier when working with the underrepresented groups in society
3. Articulate the challenges and opportunities faced by social enterprises and/or inclusive leaders
4. Discuss the tradeoffs between social impacts and economic values, when an enterprise is confronted by unexpected obstacles.
5. Formulate strategies balancing inclusivity and financial sustainability

CIL Research Project Grant (2022-2023)

Exploring gamification theory and practice for cultivating diversity and inclusion in classrooms

RUIZ-NAVAS Santiago, Assistant Professor, APU

Research Member:

ACKARADEJRUANGSRI P., Associate Professor, APU



Educating in inclusivity and diversity is a latent need of our society; the heated discussions around Black Lives Matter, #me too, white privilege, male privilege; prove how much this discussion needed to happen and the need to train the new generation of leaders in inclusivity and diversity. Furthermore, the recent pandemic fostered the implementation of new or improved teaching and learning techniques, presenting educators with emerging opportunities and challenges. Evidence has shown that traditional passive learning techniques have become gradually ineffective due to hybrid learning environments and broader exposure of students to active learning activities. On the other hand, previous studies have shown that the use of game design elements in the non-game contexts, namely gamification, has improved student engagement and learning in face-to-face and hybrid settings. Moreover, gamified activities have been used in organizations to sensitize workforces on diversity and inclusion. Additionally, gamified activities allow participants to share their unique contributions to classroom learning, enhancing a sense of belongingness to the group. Thus, there is a high need and potential for the integration of gamification techniques into inclusive teaching in higher education.

Thus far, there is an abundant literature on gamification and about inclusive education. However, very few have explored the integration of gamification for inclusive teaching in higher education. This paper fills this gap by implementing a mix of expert consultation and state-of-the-art computational techniques, particularly a bibliometric analysis of scientific papers to address the following research questions:

- How have the topics of gamification in higher education, and inclusive teaching and learning evolved during the past years?
- What research opportunities can be identified in the interception of gamification and inclusive teaching and learning literatures?

What gamification techniques can be integrated into pedagogies used to cultivate diversity and inclusion in the classrooms?

Towards Developing a Pedagogy for Inclusive Environmental Citizenship Education

MAHICHI Faezeh, Associate Professor, APU



Research Members:

ROUX Petrus Willem, Associate Professor, APU

ALCANTARA Lailani L. Professor, APU

HUISINGH Donald, Professor, Institute for a Secure and Sustainable Environment, The University of Tennessee

TAKEKAWA Daisuke, Professor, University of Kitakyushu, Japan

DASANAYAKE Ranahansa, Senior Lecturer / International Project Manager, Institute for Applied Material Flow Management (IfaS), Trier University of Applied Sciences, Germany

As the global environmental crisis deepens, higher educational institutions are challenged to educate and prepare graduates for uncertain futures. Although university administrators and faculty increasingly recognize the value of multi-disciplinary and integrative approaches for new curricula, the pedagogical support for these efforts remains underdeveloped in higher education. While the United Nations' Sustainable Development Goals (SDGs) have helped to focus climate action efforts globally, development and measurement of educational interventions that encourage societal changes are urgently needed. The vision that empowering people to become active environmental citizens through education is, therefore, vital for creating sustainable and equitable societies.

As part of environmental citizenship education at an international university in Japan, the authors of this research, intend to create and develop a relevant and focused pedagogical framework for catalyzing inclusive environmental citizenship in higher education. The research is aimed specifically at developing inclusive pedagogical practices. The relevant research was reviewed by the research team in the first phase of the project (Mahichi et al., 2021). The review identified common ground among the different pedagogical approaches employed in environmental citizenship education, inclusive leadership studies and sustainability research. The review highlighted gaps, that require additional theoretical and practical clarification to develop an integrated and inclusive pedagogy for environmental citizenship education to link universities with local and international stakeholders. The review also indicated a lack of relevant, English-based research literature in the Japanese context.

For the proposed study, the authors outlined the needed pedagogical development by performing a learning needs and expectations analysis. By using relevant measurement tools and conducting a semi-formal learner analysis, the new research will systematically collect insights from learner backgrounds, learning attitudes and needs, expectations regarding environmental studies, cultural intelligence (CQ) and measures for inclusivity. Specifically, the Environmental Citizenship Questionnaire (ECQ) (Hadjichambis & Hadjichambi, 2020), Cultural Intelligence (SFCQ) (Thomas et al., 2015) will be employed to assess their potential application in higher education in the diverse cultural setting of APU.

The team will develop a preliminary framework to underpin the development of an appropriate pedagogy for inclusive environmental citizenship education in our research setting. The expected results of the research will be used to educate students to become future, inclusive leaders with a global mindset which will equip them with the knowledge and skills to address environmental issues at local, national, and global levels for building inclusive, equitable, sustainable societies.

Inclusive Business Leadership in New Capitalism: Asian Perspectives

KIM Rebecca ChungHee, Professor, APU



COVID-19 pandemic has asked global community to reinvent capitalism and the responsibility of business. The purpose of the project is to explore NEW capitalism and revised roles of business leadership in the new economic society. I will seek to find the potentials of inclusive leadership of business, especially in Asian society of the NEW capitalist system.

Skepticism toward capitalism is increasing. In this regard, can Kishida' idea on 'NEW capitalism' harness nostalgia for traditional business? (Lewis, 2022). While capitalism is an unparalleled vehicle for meeting human needs, improving efficiency, creating jobs, and building wealth, a narrow and selfish approach of current capitalism has prevented business from harnessing its full potential to meet society's broader challenges (Porter and Kramer, 2011). We can observe contemporary capitalism has many errors and distortions. For instance, there are a range of chronic byproducts of the capitalistic system such as business misbehavior, bankruptcies, and scandals, which are regularly found in capitalist economies, and sustained inequality, societal exclusion, institutional collapse and environmental destruction. Capitalism corrodes values. Especially, COVID-19 pandemic has suggested us the necessity of rethinking capitalism. In this light, Kim (2022) highlights five "shortcomings" of contemporary capitalism: runaway self-interest, quarterly focus, elite orientation, volume orientation, and one-pattern capitalism, and suggests that 'the moment for a new conception of capitalism', and proposes reinventing of capitalism.

Built on the gaps in literature, this study aims to explore the under-researched linkages among capitalism, inclusive leadership, Asian business and Asianism retold, and proposes three research questions:

RQ1) What are distortions of current capitalism and where is Asia to lead NEW capitalism?;

RQ2) Why and to what extent inclusive leadership with ethical Underpinnings is crucial in NEW capitalism?; and

RQ3) HOW can Asia lead and contribute to the inclusive growth of the global capitalist society?

To examine these questions, I will use "management clinic approach" taken by Badawy (1976). I first conduct a "diagnostic analysis" regarding the influence of problematic aspects of contemporary capitalism, business leadership and Asian business, and then proceed exploration of the NEW capitalism for potential ways of "inclusive leadership" for Asian business society in ways that better serve the sustainable development needs of global society. Moreover, one of the most distinctive features of this research is to build the 'Model of inclusive leadership of Asia in NEW capitalism' which can be used to explain Asian business's potentials for the sake of sustainable and inclusive economic system. This project is evident as it is the first study to investigate the potential of Asia's leadership in NEW capitalist system by employing various ideas and theories of leadership including inclusive and sustainable leadership.

CIL Research Project Grant (2021-2022)

Financial Inclusion for Inclusive Development: A Study on Bangladesh and India

BARAI Munim Kumar, Professor, APU



Just before the onset of Covid-19 in early 2020, Bangladesh and India had been able to bring down the poverty of their mass population and improve socio-economic conditions so that the development is considered to have become more inclusive. The facts reflect that the BPLP in Bangladesh fell to 39 million in 2016 from nearly 63 million in 2000, reaching 24.3%. Likewise, 271 million moved out of poverty between 2005-06 and 2015-16 in India. During this period, India's poverty rate nearly halved, falling from 55% to 28%. Not only that, the bottom of the pyramid population in both Bangladesh and India made progress in various socio-economic indicators like income and consumption, income inequality, employment, household vulnerability, women empowerment, social productivity, etc. Interestingly, we find that a huge expansion of financial inclusion efforts in both countries during this time. These happened through the introduction of various financial products and methods of banking by various banks, other financial institutions, and governments. In Bangladesh, the standout FI programs are microcredit, mobile banking, whereas, in India, the Jan Dhan Yojana (Public Wealth Scheme) initiative aimed to increase the ownership of bank accounts of the poor people for various financial transactions under the welfare schemes of the government. All these measures in Bangladesh and India to include the marginalized people in the financial streams, seem to have played an essential role in reducing their poverty and progress in the socio-economic variables. In that way, both countries' economic and social development has become more inclusive. The proposed research aims to make an in-depth study to address how efforts of inclusive finance in both countries have impacted the economic and social development becoming more inclusive. This analytical research wants to estimate the actual causality between their FI and poverty alleviation and socio-economic development by proposing a new Poverty Index reflecting FI in a comparative setting. To do that, various FI measures deployed by various institutions in both countries, the similarities and differences in the FI approaches, and their impact on inclusive development, will be explored. The expected findings that how FI in India and Bangladesh made development inclusive could be highly relevant to developing and developed countries, including Japan.

Factors contributing to the social inclusion of foreign employees into the workplace: The case of the hotel industry in Japan

SAITO Hiroaki, Associate Professor, APU



Research Members:

BAUM Thomas, Professor, University of Strathclyde, United Kingdom

KASHIWAGI Sho, Assistant Professor, Kanagawa University, Japan

YOO Kate Inyoung, Assistant Professor, Kansai Gaidai University, Japan

Tourism and hospitality have become one of the major strategies to revitalise Japan's economic growth. At the same time, the sector struggles with labour shortages caused primarily by an aging and shrinking national population. As the industry relies heavily on human involvement to create products and services, the current labour shortage constitutes an impediment to develop and respond to growing demand. Since the government recruited foreign workers to mitigate the challenge, the population had reached to 1.7 million in 2020, and 13% joined the tourism and hospitality jobs. While the hospitality sector witnesses growing workplace diversity, creating social integration and an inclusive workplace for ethnic minority workforces remains a problem.

Hence, the purpose of this proposed research is to explore how inclusivity in the workplace can be increased for migrant workers in the hospitality sector in Japan. The study primarily aims to identify multilevel factors that influence integration by migrant hospitality workers into the host society and discover measures that could be taken to make the hospitality workplace more inclusive for migrant workers. By adopting a mixed-methods approach (exploratory design – instrumental design model), this research aims to:

- (a) explore the factors that contribute to a sense of perceived social inclusion/exclusion;
- (b) develop and test a research framework to enhance understanding of social inclusion/exclusion in the context of Japan;
- (c) develop practical guidelines which will help to moderate existing hospitality employment challenges; and
- (d) increase awareness of social inclusion/exclusion within hospitality industry practices.

The research findings will contribute to add knowledge to diversity management and sustainable human resource management within hospitality contexts. Furthermore, the results will inform hospitality management and policymakers engaged with immigration issues in Japan.

Towards inclusive historical narratives: Research on the clash of conflict narratives in the study of international reconciliation and peace

HEO Seunghoon Emilia, Associate Professor, APU



This research explores the clash of conflict narratives youths share in the study of international reconciliation and peace in International Relations (IR) classrooms. In a typical IR classroom often featuring multiple nationalities, the learning space becomes a room for encountering different versions of war-related narratives. While currently enrolled students, often born after 2000, are far from past violent events, they may exhibit entrenched views derived from official narratives they were exposed to. This can lead to elements of surprise when students realize that there are other versions of 'what happened' while studying international history and politics with students from the other side of the world. Here we witness clashes of national narratives every day when addressing the heritage of the Second World War.

In this context, the present study poses the following questions: Which conflict narratives do students bring into IR classes, international reconciliation and peace studies in particular? What happens when they clash? How do they react in the presence of many others? How can we create inclusive historical narratives in order to implement innovative learning about controversial past? Drawing on online surveys, interviews, and class observations, this research project aims at exploring how highly selective narratives of the national past, learnt at school or absorbed from the media, affect collective identity (the way we perceive the self versus the other), how globalizing learning environment challenges its shaping, and most importantly, which pedagogical tool to implement in order to create inclusive and cross-border historical narratives.

The originality of this study lies in challenging the current state of conflict narrative studies, often staying exclusive to each other. It is a new attempt at looking into painful past from the opposing view. The pedagogical method, I name 'Through the eyes of others' approach here, offers an opportunity for students to think, learn, and share with others when exposed to competing national narratives on war and peace. In doing so, this research invites us to redefine the concept of wholeness across national borders: Do we want peace with them or against them? This reflection itself does not bring any immediate solution to the issue of international reconciliation itself. But engaging in it is an open expression of willingness to ask revising the concept of enmity and to demand overcoming the spirit of exclusion, still very present in IR today.

CIL Pedagogy Research and Event Subsidy **(2020-2021, 2022)**

Fostering the inclusive leadership of students and teaching assistants through multicultural groupwork

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In the globalized and uncertain world with specializations spread among work teammates, inclusive leaders, who empathize with and respect others, values their ideas, appreciate their cultural, ethnic and gender differences, and include them the process of decision-making, are increasingly called upon. How can universities help students develop such inclusive leadership? One of the ways in which this can be done is to use multicultural collaborative groupwork (MCGW) in increasingly multicultural classes in universities, as a space in which students development inclusive leadership by interacting with students from other nationalities. Teaching assistants (TAs) play important roles in facilitating MCGW, particularly for large-size classes. Through helping MCGW to be more inclusive, TAs too can grow as inclusive leaders. However, there have been limited studies on the effects and growth of TAs in and through facilitating MCGW. Furthermore, though there are common elements between long-standing multicultural competencies and emerging inclusive leadership, there appear to have been no concrete studies for rigorously connecting these. Therefore, this study seeks to measure the development of inclusive leadership of students and TAs through their engagement in and with MCGW in multicultural classes of Ritsumeikan Asia Pacific University (APU). This will be done through an inclusive leadership framework, which the research team will try to develop, by basing it on the literature of multicultural competencies. Then it will seek to investigate what factors facilitate and hinder such development, including the effects of TAs on MCGW.

This study will employ the mixed methods strategy and seek to meet the international standards of research on multicultural collaborative learning. The research team will first review the past inclusive leadership studies in order to identify its attributes related to multicultural competencies, thereby creating an inclusive leadership framework suitable for this study. It will then craft and administer research instruments (particularly a questionnaire) based on the framework, in order to measure how much students and TAs in the sample multicultural classes develop inclusive leadership. It will also examine their inclusive leadership development process in depth through qualitative methods, such as interviews, focus groups and observation.

In addition, we plan to hold the inclusive leadership workshop for multicultural groupwork for the different education units (namely, the colleges and centers) in APU for FD purpose, comprising 1) a sharing session of practices and research on inclusive leadership in the sample multicultural courses; and 2) a workshop for designing courses/programs which incorporate inclusive leadership.

Examining the Potentials and Challenges of Grassroots Activism as a Pedagogical Framework for Implementing Inclusive Sustainable Development in Societies, Locally, Regionally and Globally



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Against the unprecedented socioeconomic and environmental issues of global-scale such as the COVID-19 pandemic and climate changes, we are facing today, 'inclusive sustainable development' is being promoted as a conceptual framework to help envision and to achieve equitable, sustainable, livable, societies for all. To that end, the contributions of both leadership and education are pivotal. Higher education is called upon to lead in educating leaders who value inclusion and sustainability. In this regard, the Education for Sustainable Development (ESD) emphasizes local grassroots activism within communities and problem-solving learning through practical education, particularly, in a multicultural and intergenerational setting. Grassroots activism is a collective action of individuals who promote and take actions for a cause from the local level.

While grassroots activism covers a wide range of issues and is practiced in different forms, this research will focus upon environmental grassroots activists to demonstrate how such initiatives can serve as movements, which can educate, motivate and empower societal leaders in ways to integrate the values of inclusion and sustainability into all societal levels. In the proposed research, we will document the traits, behaviors, processes, and actions of the Ritsumeikan Asia Pacific University Environmental Activists (EA) in their collaborations with the 'Grassroots Environmental Activists' (GEA). The EA consist of APU students from different nationalities and cultures who have been involved in environmental conservation and cultural exchange activities. The GEA is a group of Beppu locals of diverse ages and professional backgrounds. In particular, we will document and assess the factors that drive inclusivity and its impacts within and between the two groups. Through holding lectures, workshops, volunteering, and cultural events, and conducting extensive surveys and interviews we will investigate the impacts of grassroots activism on students from 'inclusive leadership and sustainability perspectives. Additionally, the proposed research was designed to identify the drivers, rewards, challenges, and barriers of practicing grassroots activism as a pedagogical tool to promote inclusive leadership and sustainability in a highly diverse setting such as the case of the collaboration between EA and GEA.

The findings of the research will provide a deeper understanding and insights into the potentials of grassroots activism as a pedagogy tool for inclusive leadership and an inclusive approach to socio-environmental sustainability. Moreover, findings and lessons learned from the research will be utilized to integrate IL skills of collaborative conservation into APU's "normal classroom" activities to provide students the motivation and commitment to apply them to real-world situations in their home countries.

Training and Research for Inclusivity and Resilience

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The importance of social connectedness, optimism, and community learning as features of community resilience have recently been highlighted. But social capital resiliencedepends to a large extent on these features being established over a long period of time. This has implications for those trying to increase the resilience of communities as it highlights that resilience needs to be considered as part of long term community development plans, rather than part of quick fixes or short-term preparations for natural disasters. This means that there is a need to refine our pedagogy. It is imperative that Universities and other organizations redefine the pedagogy of learning systems, processes and contents across formal and non-formal education sectors that support the creation of sustainable societies. We propose to research and implement through pilot testing the most appropriate and effective ways to do this by developing the following:

1. An International Leadership Development Program

What we are proposing here is to take a small group of selected students (Japanese, international students) and mentor them by our group at APU (6 months to one year) to give them specific skills (research, inclusive development and management, presentation, discussion, negotiation, etc.) and international sensibilities (such as trying to understand the other person, to think for yourself, to be able to think and communicate properly in the business and community context, to be flexible, and so on) that can help the internationalization of companies and society. Research will be done by the students as part of their training on what kind of people companies want to hire after the CoVID19 pandemic and on how to increase inclusivity in the workplace, for the purposes of strengthening the acceptance of inclusivity training at APU and in Japan. This set of programs will be presented and overseen by Ms Wendy Holdenson, Chief Operating Officer, Mitsui Australia.

2. Personal and Business resilience and inclusivity videos

Mr Leigh Bennett and Associates will oversee the development and translation for the local Japanese market of an 8 Module Personal Resilience Self Coaching Program. This will be 8 short videos with slides (8-10 minutes) each with 2-3 follow up tools to put into place, reflection, personal growth tasks, etc. These modules are designed to enable future and current business leaders to tap into their diverse personalities, abilities, and qualities, and accept these diverse values as a member of the community. This will enable them to convert diversity and inclusivity into organizational power and, in turn, help solve the issues facing businesses and society.

3. Webinars and Workshops

The videos will also be material for a series of workshop webinars designed to develop a new pedagogy for the way APU and other education and training in resilience and inclusivity. Prof. Dr Loretta Chen and Prof. Dr Vafadari will coordinate, with Dr Rouault, this part of our research. Dr Vafadari recently co-hosted the Resilience and Recovery of Small Tourism Entrepreneurs and Communities Webinar (ICTA). These events will show participants how to develop:

- Esprit de Corps
- Resilience amongst teams/communities/groups
- Mutual confidence and co-dependency (inclusivity)
- Agility in handling future rapidly changing environments
- Shared spirit amongst teams working individually from remote locations
- Monitoring productivity of subordinates/team as a leader
- Ability to handle inter-personal issues of subordinates/team by increasing emotional intelligence
- Develop pro-active vision and ability to think on their feet

The business training component will be heavily oriented to the needs of the local community but will be reliant on and provide information and experience to our Faculty, students, and community representatives. The workshops will enhance the branding of APU in the local community as they will be oriented towards resilience, leadership and inclusiveness issues in the community now and in the future. It will also provide us with the opportunity to undertake active community-based research on resilience and inclusivity.

4. Creating research and disseminating the results

Finally, the purpose of this CIL project is to research and develop practical lessons from academic, business, and community attitudes and ways of doing things that will serve the interests of the community at large as well as APU. Thus, the results are applicable to all three areas of Inclusive Leadership in research, education, and practice. Each of our themes seek to further extend our understanding of the benefits of inclusivity and diversity in developing social and business capital in the community and passing that back into the pedagogy of research, learning and training. Each will be accompanied by a research modality that will provide data on the effectiveness of our approach to practical management for resilience based on inclusivity and the need to cultivate not just a diverse workplace and customer/industry contacts but also an inclusive approach to the university/Business/government network as a whole. There is growing recognition that leaders and teachers have a critical role to play in achieving this. Our group is focused on how to develop the practical management and leadership skills that will ensure that inclusivity is promoted in the context of the pedagogy of education and training. However, while the language of diversity and inclusive leadership is increasingly used in the management literature there is little readily available practical guidance that is:

- Evidence-based, drawing on the latest international and national research and practice in developing the pedagogy of inclusiveness;
- Business-focused, demonstrating the connection between inclusive leadership and both business outcomes (e.g. innovation, performance) and individual outcomes (e.g. feelings of belonging and uniqueness); and
- Comprehensive, clearly describing and connecting the three inter-related concepts of diversity, inclusion and inclusive leadership, and describing not just the characteristics of an inclusive leader but importantly also the knowledge, skills and behaviors they require to build that inclusion.

The results of this research will be published in the academic literature, presented in webinars and workshops and will be disseminated to the community through social media on an ongoing basis throughout the course of our work.

A case study of inclusive class development based on UDL concept: Improving the 1st year seminar and mandatory language subjects at Ritsumeikan Asia Pacific University

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In recent years, the number of special needs students and the ratio of these students in Japanese universities have been increasing. Since the enactment of Developmental Disability Support Law (2005) and the reform of School Education Act (2013), educational institutions have been expected to provide a better environment and more efficient classes to meet the needs of a diverse range of students, including those with special needs. Universities in particular have been tasked with providing support for students with learning difficulties such as LD, ADHD, and ASD. Many universities in Japan are offering “reasonable accommodation” support to assure that human rights are met by offering academic advising, self-management, expert counseling, and providing case-by-case accommodation, however, the fact remains that such educational and instructional efforts have not been shared effectively among the faculty and staff. We will soon be expected to not only prepare better physical learning environments but also to improve or develop teaching contents to the point in which instructors understand the characteristics of learners and all the learners are able to learn from each other. We believe that through the promotion of such teaching methods, the development of teaching contents, and each teacher implementing such teaching methods, we will achieve inclusive education at the university level.

In this study, we will investigate the way the universities can implement an inclusive educational system with a focus on learners with developmental disorders, while at the same time keeping in mind a variety of learners including those who are physically handicapped, have learning disabilities, and are sick or frail. We will also take into account learners who face difficulties which are not officially classed as disorders, foreign language speakers, different cultural backgrounds, and gender minorities. We could say that this is an attempt to expand the framework of inclusive ++educational research which has been aiming for educational systems where both challenged and regular students learn together. In considering the ways to reduce exclusionary practices in education, in a broad sense, we believe this is in line with the spirit of inclusive education. We will adopt the Universal Design framework (UDL) advocated by the Center for Applied Special Technology (CAST) to improve lectures and conduct case studies with the aim of supporting various types of learner.

UDL is a theory developed recently by neurocognitive science in order to consider what we learn and the ways in which we learn. It is a framework that enables us to teach students from different language backgrounds, cultures and cognitive differences inclusively (Tracey E. Hall, Anne Meyer, David H. Rose, 2018). Since it allows us to take advantages of each learner’s learning styles and strengths, teachers are able to expand the possibilities to design lessons that value learners’ individual characters. Due to this, we can say that it offers the foundations for inclusive education practices that leave no learner behind.

In addition, based on UDL principles, we teach in a flexible way, and the use of technologies is a core strategy, therefore, we can expect new possibilities toward UDL to emerge with regard to online teaching, which saw an increase due to the pandemic. UDL has already been adopted in primary and secondary educational institutions domestically and abroad. European and American universities have implemented it as a way to heighten the learning outcome regardless of disabilities which may impede learning, and many have observed positive learning outcomes (Burgstahler, 2013). In Japanese tertiary institutions, some universities such as Tsukuba University have started adopting UDL.

It has been receiving attention as a lecture framework that does not require individual accommodations to be made for students with various needs, and also as a mission of a university which assures that students of various background will have equal learning opportunities (Burns-Kameyama, 2019). Based on these backgrounds, in this research project, we aim to improve our own lectures with UDL principles in mind.

We will start by investigating the trends, issues, and assessment efforts in inclusive educational systems in higher education both domestically and internationally to consider ways to improve our lectures at APU and design our learning assessments. Based on the insights gained through the literature review, we will design inclusive teaching methods for 1st year seminar and language subjects. As an outcome, we will implement revised lectures (either in-person or online) as case studies. After that, we will conduct qualitative and quantitative investigations with the enrolled students, examine the UDL theory, and propose a new lecture model. We believe that 1st year seminar and language subjects are important courses that impact the experience of group learning and university life. We aim to lighten the pressures faced by individual faculty members and ensure that all students have the opportunity to learn. It is our hope that this research project and the lecture implementation will move us forward in realizing inclusive education at APU, which encompasses diversity among students with or without disabilities, who are multilingual, multicultural, and gender diverse.

CIL Research Project Grant (2019-2020)

Exploring the Determinants of Young Inclusive Leadership: Research Taxonomy and Theoretical Framework

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Existing literature has emphasized leadership as one of the most important research topics that could lead to a better understanding of organizational performances (Yukl, 1989). Therefore, many scholars have investigated and tried to explore various dimensions regarding the antecedences and consequences of various roles of leadership as well as the definition of inclusive leadership. Despite the general definition of inclusive leadership, the leaders who value individual differences through respect and equality (Bourke & Dillion, 2016; Randel et al., 2018), we still lack consensus regarding whether inclusive leader's perceptions and behaviors – including special traits, various characteristics, skills, and attitudes may differ based on the generation and diverse in a different context. This topic is essential as younger generation leaders tend to be autonomous, creative, and entrepreneurial: in which their leadership styles might be different from the older generation. The differences in a generation may also influence the roles related to inclusive leadership as the young inclusive leader may behave differently in leading and managing their employees. Therefore, this research aims at clarifying the definition of young inclusive leadership that could be different from the general inclusive leadership, specifically in the Thai context. This research also aims to explore and determine the special traits, characteristics, skills, behaviors, attitudes of young Thai inclusive leaders who have influential roles in different sectors/industries. The results of interviews with 12 young Thai leaders (under 35 years of age) would help identify the theoretical framework of the various dimensions of young inclusive leadership that may influence organizational performances. Thailand, as selected for this research context, is one of the fast-growing nations for entrepreneurial ventures. Thus, we could expect to see many leaders of the younger generation who would use their various traits, characteristics, skills, and attitudes to lead their employees. By relying on the exploratory qualitative approach with the semi-structured interview, we hope to further explore these different dimensions of young inclusive leadership. The results may provide great contribution toward leadership literature, especially the emerging inclusive leadership literature. It would also extend a better understanding of young inclusive leadership, in which both local and multinational organizations could utilize the results to guide its organizational practices in a diverse generation setting.

Towards Inclusive Leadership in Japan's National Parks: Investigating the Potential of a 'Park Partners' Program to Improve Diversity

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USUI Rie, Assistant Professor, APU

With a renewed policy-focus on 'inbounds' since 1996 (Soshiroda, 2005), the number of international arrivals to Japan increased from 3.8 million (2003) to 8.3 million (2008), then 13.4 million (2014) and 23 million in 2018 in line with the national policy to promote inbound tourism in the run-up to the 2020 Olympics. This rapid increase has encouraged visitors to diversify geographically away from the urban hubs to visit remote rural regions, including popular national parks such as Fuji-Hakone-Izu (Kanto) and Aso-Kuju (Kyushu). However the sudden influx and diversity of the new visitors is posing significant challenges for park management. Visitor demographics have been homogenous and few of the rangers are ready to deal with a new era of international tourists. The profile of staff and site managers is highly homogenous in favour of middle-aged/elderly Japanese males without much experience travelling abroad or speaking foreign languages. This lack of diversity, specifically few female and no foreign rangers, is prevalent amongst permanent MoE rangers (shizen hogokan). It undermines their ability to implement meaningful management interventions viz-a-viz the increasingly heterogeneous spectrum of inbound visitors.

In order to tackle the three main research questions, this study contains both qualitative and quantitative research methods. The qualitative component derives from data collected from pilot interviews (September 2019) and focus groups conducted at the 2 national parks in 2020 February/March. The quantitative component derives from data collected through a survey of ranger offices Japan to investigate rangers profile and create an inventory of issues related to inbounds. The 3 Research Questions are:-

RQ1: What is the current state of inclusive leadership among MoE rangers in national parks?

RQ2: What are the challenges that inbound visitors pose to MoE rangers' preparation and skillsets?

RQ3: How could more diversity among rangers / site managers tackle the aforementioned challenges?

The broadening number and range of inbound tourists' nationalities symbolizes the internationalization of the national parks. In response, there is an urgent need to set-up and nurture inclusive management environments that can support diversity in natural resource stewardship. In the role of field leaders and site managers, rangers require the requisite knowledge and understanding in assessing the needs of 'inbound' segments, monitoring not only quantitative visitation and spatial flow patterns but also gaining qualitative insights into international visitor behavior in order to provide various services.

Value-oriented Inclusive Leadership of Asia: Harnessing the Link between Varieties of Capitalism and CSR

KIM Rebecca Chunghee, Professor, APU



The project aims to investigate the potential of inclusive leadership of emerging Asia by employing the idea of the Varieties of Capitalism and its link to Asian CSR dynamics. Furthermore, it seeks to compare the theory capitalism and CSR phenomenon between the U.S. and Asia (here in this research, focused on Japan, South Korea and China), and offer insights on how and to what extent Asia can perform authentic and inclusive leadership. The work, therefore, has wide applications to Asian business and wider society, particularly for creating inclusive leadership through win-win partnerships among various stakeholders.

The idea of capitalism is under siege (Porter and Kramer, 2011). Although capitalism and free market ideas from the West benefit the current economic growth of Asia greatly, Asians hesitate (feel difficulty), by nature, to accept the current theories of capitalism and therefore Asian-contextspecific research is necessary to tackle this gap. Asians respect inclusiveness, sharing and harmony by emphasizing on community involvement as one of the key features of CSR and stakeholder management (Kim and Moon, 2015). In this light, there has been an emergence of alternative business model that might be intricate mix of the western capitalism ideas with various Asian values within the Asian institutional contexts. Asians are eager to identify NEW Asian value-oriented business model which may harness Asian's unique inclusive leadership.

The study employs triple Cs (i.e., 1) Capitalism; 2) CSR; and 3) [Business] Case) as key analytical angles in order to provide new avenues for Asian firms to create inclusive value-oriented leadership model. By adopting triangulation methods (i.e., extensive interview, participation & observation, and the case study), it delves into the relevance and veracity of the institutional framework for understanding each nation's perception and practice in relation to the Varieties of Capitalism and CSR. Such a comprehensive approach is particularly appropriate in searching for NEW themes and phenomena not previously conceived or codified in existing literature.

The project offers new insights on Asia's potential leadership by pursuing inclusive and sustainable business model. This timely research contributes to the management and leadership literatures by proposing an "Asian Value-oriented Inclusive Leadership Model" as a comprehensive outcome of the project. More substantively, the leadership practices reflect many institutional factors in diverse capitalism systems. The suggested model can help provide business practitioners who are searching for the unique leadership to solving contemporary global and Asian market challenges with a sufficient intricate Asian patterns of inclusive value-oriented leadership.

The Development of Inclusive Leadership in the Medical and Tourism Industries in Oita Prefecture

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This research project seeks to understand the benefits of inclusivity and diversity in developing social and business capital. It will test the need to cultivate not just a diverse workplace and customer/industry contacts but also an inclusive approach to their whole operations. There is growing recognition that leaders have a critical role to play in achieving this. Our group is focused on how to develop the practical management and leadership skills that will ensure that inclusivity is promoted in the context of the medical and tourism industries in the local region. However, while the language of diversity and inclusive leadership is increasingly used in the management and tourism literature there is little readily available practical guidance that is:

- Evidence-based, drawing on the latest international and national research and practice;
- Business-focused, demonstrating the connection between inclusive leadership and both business outcomes (e.g. innovation, performance) and individual outcomes (e.g. feelings of belonging and uniqueness); and
- Comprehensive, clearly describing and connecting the three inter-related concepts of diversity, inclusion and inclusive leadership, and describing not just the characteristics of an inclusive leader but importantly also the knowledge, skills and behaviors they need to build inclusion.

To help us develop such practical programs in the context of APU and Oita Prefecture we will work with the following organizations: A range of local hospitals, accommodation and healthcare/aged care facilities has expressed interest in providing the workshop participants central to our research. One of the main goals of these sectors as expressed recently (in the Onsen Academia program) is the development of more effective local management and their ability to create new and successful integrated activities such as medical tourism based on local resources. To these participants we add the experience of two active international programs involved in training for inclusive leadership to provide the benchmarks required for local development.

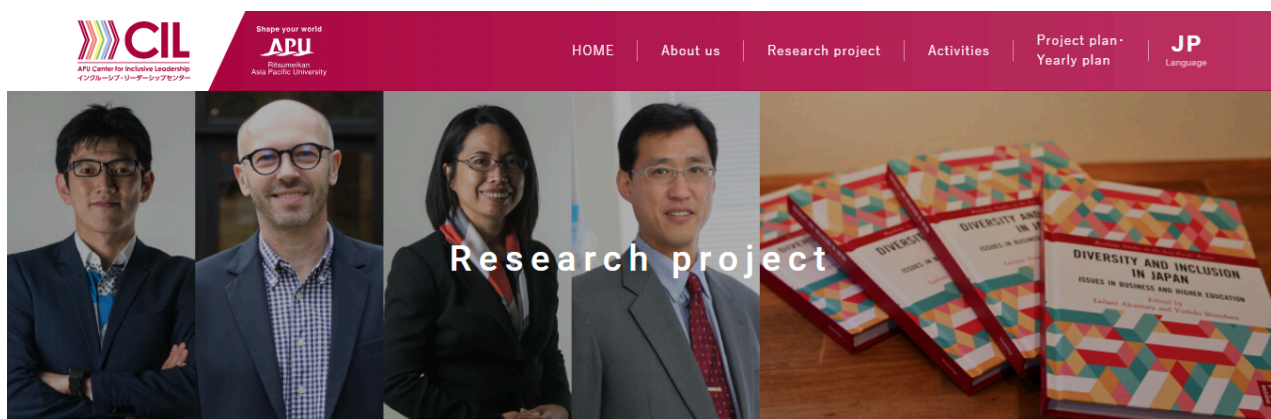
We will obtain these benchmarks from the Institute for Tourism Leadership Australia (ITLA) and Practical Learning, Paris, organizations we have worked with in the past in studying management behavior. ITLA provides a Diploma of Leadership and Management and various tailored and non-accredited courses and workshops focused on developing inclusive leadership capability in the tourism sector across Australia. ITLA contends that industry business operators need to embrace inclusive and collective leadership to build on local social capital. Practical Learning Paris seeks to develop management capacity by example through training in inclusive leadership and the energy of diversity. Industry leaders adopting a mindset encouraging collective actions and the achievement of mutual and sustainable goals is the foundation for success.

A thorough understanding of the influencing factors and mechanisms of community resilience in destinations is also vital not only for recovery after disasters but also for strengthening their adaptive capacity to manage sudden change.

We will use our research to contribute to the development of the inclusive leadership literature and practice. We will build a practical information and training based inclusive leadership system for industry use. In applying these ideas to the development of a practical and localized model of inclusive leadership training for Oita Prefecture, we will concentrate on the healthcare and tourism sectors in Beppu. Successful medical management in the context of medical tourism relies on the ability of key players to bring medical resources and attractions within communities together while facilitating responsible practices and inclusive community development.

Our research is based strongly in the leadership and management literature while at the same time closely identifying the relevant management practices and suggesting ways to implement them in the Oita context so that this can form the central part of the outcomes of the research. We are basing our research on the Shore et al 2011 model of work group inclusion, and the Griggs et al (2014) integrated framework for sustainable development goals but will carry out an exhaustive literature review prior to building our inclusive leadership model based on the real-world experiences of our international group.

To develop these inclusive leadership concepts into an overall model, we aim to ensure that the capabilities incorporated include the mindsets, knowledge, skills, and behaviors of leaders in making their organizations inclusive. We want to create an outcome that is inclusive so that leaders (of different ages, cultural backgrounds, and genders) feel valued and respected, have access to opportunities and resources, and can contribute their perspectives and talents to improve their organization.



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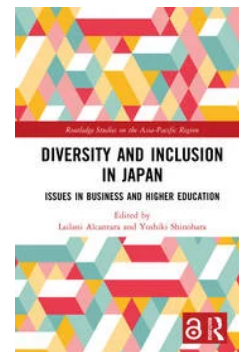
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III. EVENTS

CIL-Supported Events



Through research and events, CIL equips students and professionals to aspire to lead inclusively, participate in creating solutions, and unleash the power of diversity.

Firefly Watching Event at Hiyakawa River

On June 7, APU's environmental protection circle, ECOS (Environmental Community Organization for Sustainability), co-hosted a firefly watching event with the Kamegawa Nature Conservation Society (亀川の自然環境を守る会). The event took place at Hiyakawa River, the only river in Beppu that is unaffected by hot spring water. Participants, including APU students and Beppu citizens, enjoyed the sight of approximately 450 fireflies lighting up the area.



Before the event, an environmental conservation workshop was conducted by Associate Professor Petrus Willem ROUX (CIL Deputy Director) and Associate Professor Faezeh MAHICHI (APU). In collaboration with the Kamegawa Nature Conservation Society, ECOS has been actively engaged in preserving the Hiyakawa River ecosystem by conducting cleanups and other conservation activities. These efforts aim to address the decline in firefly populations caused by environmental changes and pollution. This initiative, now in its 11th year, thrives on the cooperation between the local community and the university, as well as the active involvement of students.

Students who helped organize the event had the opportunity to develop problem-solving skills through collaboration with the local community during the planning, preparation, and execution stages. These efforts included implementing safety measures and overcoming communication barriers. Furthermore, through various teamwork opportunities, they gained a deeper understanding of inclusive leadership and honed their leadership abilities.

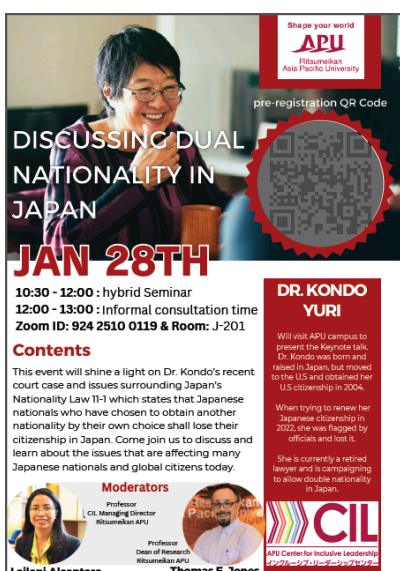
Many of the participating students had limited prior experience engaging with the local community. However, by communicating with local volunteers in Japanese and participating in workshops with children, they experienced inclusive interactions with local residents.

This firefly watching event provided an excellent opportunity for students and the local community to collaborate in promoting environmental conservation and practicing inclusive leadership. Moving forward, CIL will continue to support initiatives like this, contributing to the realization of a sustainable society.



Talk Show: The Job of Being a Female Entrepreneurs - Diverse Ways of Living and Working

On January 27, 2024, a talk show "The Job of Being a Female Entrepreneurs" was held, organized by Professor Seiichi Fujii, a CIL research member. The event featured a presentation by Ms. Yoko Kondo, Chancellor of the Japan Mother's Entrepreneur College, on the theme "A Happy and Sustainable 'Mom Entrepreneurship' work style". In the following talk session, five women entrepreneurs from Oita joined as guest speakers. They participated in a panel discussion with APU faculty members, sharing insights on the theme "Business Overview and Own Positive Core." The Q&A session saw a continuous stream of questions from students, creating a valuable opportunity for direct interaction and idea exchange with the entrepreneurs.



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Symposium: Discussing Dual Nationality in Japan

On January 28, 2024, a symposium titled "Discussing Dual Nationality in Japan" was held, organized by Professor Thomas E. Jones, a CIL research member.

The keynote speaker, Dr. Yuri Kondo, delivered a compelling lecture focusing on the issue of dual nationality, which is not permitted in Japan under Article 11, Paragraph 1 of the Nationality Act. She shared her personal court case and discussed various issues surrounding dual nationality in Japan. During the Q&A session, numerous questions and opinions were raised by participants, leading to a highly interactive discussion across the venue.

We hope that this symposium served as an opportunity for many attendees to deepen their understanding of the challenges surrounding dual nationality in Japan and to reflect on the issue. The video recording of the symposium is available on APU's official YouTube channel. You can access it via the QR code on the left.

Event Implementation

Every year, CIL holds and opens to public events like those showcased above to raise awareness and deepen understanding of diversity & inclusion and inclusive leadership. Please visit the CIL website and Facebook page for more information on events. We also welcome requests from companies, universities, and organizations that would like CIL researchers to give lectures, workshops, and seminars. Please contact the CIL secretariat to make a request (centers@apu.ac.jp).



Lectures

We have received requests and invitations from leading companies, organizations, and universities to deliver keynote speeches, lectures, workshops, and training sessions on topics such as inclusive leadership, diversity and inclusion, teamwork, cultural intelligence, and inclusive teaching, both in English and Japanese. To uphold our confidentiality commitments, we do not disclose the names of these entities without explicit permission. In addition to our existing engagements, we are actively contributing to other companies, organizations, and universities. We eagerly welcome future requests and collaborations.

Symposium Commemorating the Launch of the Diversity & Inclusion Promotion Project by Toyo University SDGs Promotion Center

On October 28, the Toyo University SDGs Promotion Center hosted a symposium titled "Universities Embracing Diversity: University Initiatives Toward Realizing a D&I Society" to commemorate the launch of its Diversity & Inclusion Promotion Project. Associate Professor Yoshiaki Shinohara (Director of CIL) participated as the keynote speaker. His lecture, titled "From Diversity to Inclusion: Initiatives at APU and CIL," highlighted various activities and examples of efforts promoting inclusion at APU and CIL.



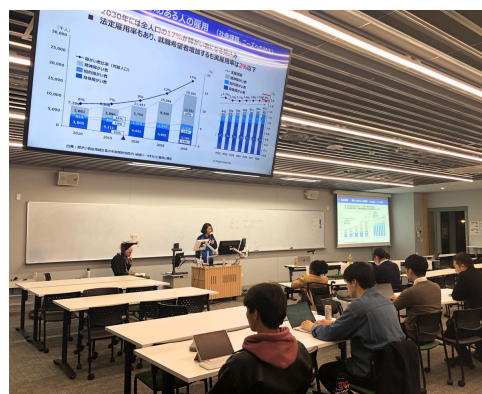
Jiyuu Sugiru Research EXPO

At the "Jiyuu Sugiru Research (自由すぎる研究) EXPO 2023", an event for middle and high school students engaged in inquiry-based learning hosted by Tomonokai Co., Ltd., CIL members served as judges for the APU Inclusive Leadership Award. During the APU Open Campus held on November 12, Ms. Nozomi Ueda (a sixth-year student at the Secondary School attached to the Faculty of Education, the University of Tokyo at the time of receiving the award) was invited to participate in a special award ceremony. At the event, Associate Professor Yoshiaki Shinohara (Director of CIL) delivered a lecture on the significance of exploring diversity and inclusion.



Exchange Event to Support Students with Disabilities

On January 18, 2024, the "Exchange Event to Support Students with Disabilities" was held for students with disabilities and faculty members interested in working with individuals with disabilities. The event featured alumni who have secured employment at companies in Oita, as well as Ms. Emi Eguchi (Diversity & Inclusion Promotion Group) from Omron Taiyo Co., Ltd., a company that has been promoting the employment of people with disabilities since 1972. A panel discussion was held on job hunting for students with disabilities and the current state of disability employment, with Associate Professor Yoshiaki Shinohara (Director of the CIL) serving as the moderator.



CIL Special Sessions at Asia Pacific Conference 2023

CIL Special Sessions have been held annually at the Asia Pacific Conference since the center was established. CIL Researchers give presentations on their research topics during these special sessions.

This year, we held two sessions in person. Over 50 participants from both within and outside the university attended and engaged in lively discussions. We are pleased to hear the students saying "It was exciting" and glad we could exchange opinions inclusively, which is a major focus of the CIL. We sincerely thank everyone who attended and look forward to your participation next year.



Session 1: Leadership and Learning: Fostering Inclusion in Education and Entrepreneurship

Breaking the Silence and Empowering Individuals with Disabilities

- ACKARADEJRUANGSRI P, APU
- KAWAZOE Satoshi, APU
- OZAWA Tomoyuki, APU

Developing an Inclusive Pedagogy for Environmental Citizenship Education: Insights from research done within an undergraduate course at Ritsumeikan Asia Pacific University (APU), Japan

- MAHICHI Faezeh, APU
- ROUX Petrus Willem, APU

Founding a dining startup in downtown Osaka during COVID-19

- MAKINO Emi, APU

A Scoping Review of Literature Reviews About Gamification: Do Inclusive Teaching and Learning Gamification Literature Reviews Exist?

- RUIZ-NAVAS Santiago, APU

Session 2: Exploring Inclusive Leadership in Asia: Female Leadership, Corporate Mission & Asian Values

Introduction of "The role of intersectionality theory in women's leadership: The case of women entrepreneurs in Oita"

- FUJII Seiichi, APU

Accomplishing Corporate Missions Abroad: Does Inclusive Leadership Matter?

- HOOI Carol Lai-Wan, APU

Inclusive leadership of Asian business leaders: Harnessing the link between Asian values and CSR

- KIM Rebecca ChungHee, APU

IV. PEDAGOGY



Diversity and Inclusion Teaching Assistants (DITA)

A Support System for Inclusive Teaching

What is DITA?

DITA means Diversity and Inclusion Teaching Assistants and a support system launched in the 2020 fall semester to assist faculty members in practicing and promoting inclusive teaching in the classroom by assigning additional Teaching Assistants (TAs) to help develop inclusive leadership mindsets among APU students.

Purpose

- (1) Promote inclusive teaching
- (2) Identify effective practices for inclusive teaching at APU
- (3) Understand the inclusive climate of APU
- (4) Foster inclusive leadership mindsets and practices among students at APU

Provided in
120 courses

From Fall Semester 2020
to Fall Semester 2023

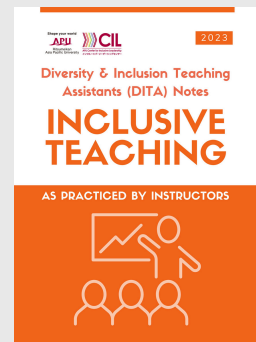
What is Inclusive Teaching?

Inclusive teaching refers to pedagogy that aims to create a learning environment where all students feel welcomed and valued.

DITA Notes

The CIL has published "DITA Notes", which is based on APU instructors' experience teaching with DITAs. At APU, our instructors deliver unique lectures tailored to the diverse, international campus environment, and "DITA Notes" contains several practical examples of these lectures. We hope "DITA Notes" can provide you with some hints on inclusive teaching.

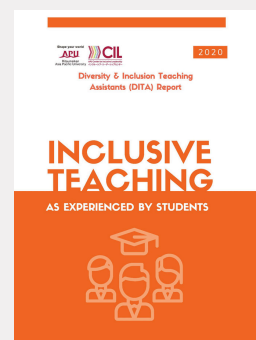
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DITA Report

The CIL has also published "DITA Report", which compiles the results of surveys with APU students who attended the courses where DITAs were assigned. Hear directly from our students about their experiences with inclusive teaching practices.

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www.facebook.com/CILsecretariat/



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