

**Japan Association for College and University Education
(JACUE) Conference 2024**

Visualization of Learning Outcomes:

Means for Academic Advising or Educational Interventions

Part 3

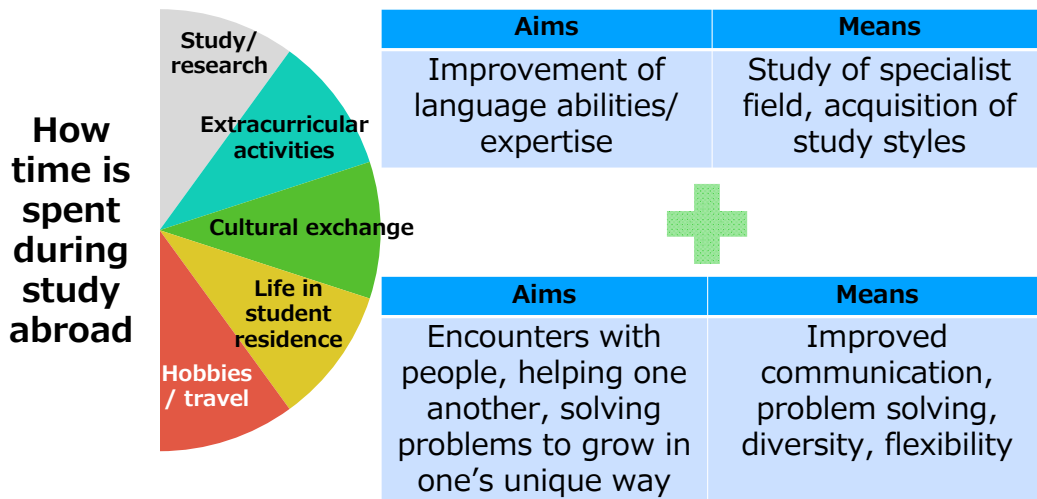
**Utilizing Behavioral Traits as Goal-Setting
and Assessment Tools for Study Abroad**

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Agenda

1. Overview of the Assessment Test
2. Implementation at HU
3. Assessment results and implications

The real purposes of study abroad ("stepping into the unknown")



Qualities demanded in order to play an active role in a global environment

Negotiating with people with strong personalities

Expressive abilities cannot keep up with the pace of conversation

Abundance of hurdles and obstacles in

Study Abroad

Energy needed to make people understand a different perspective

Capacity to deal with different level of customer services

Qualities demanded of global human resources (Global Human Resources Development Promotion Committee, 2012)

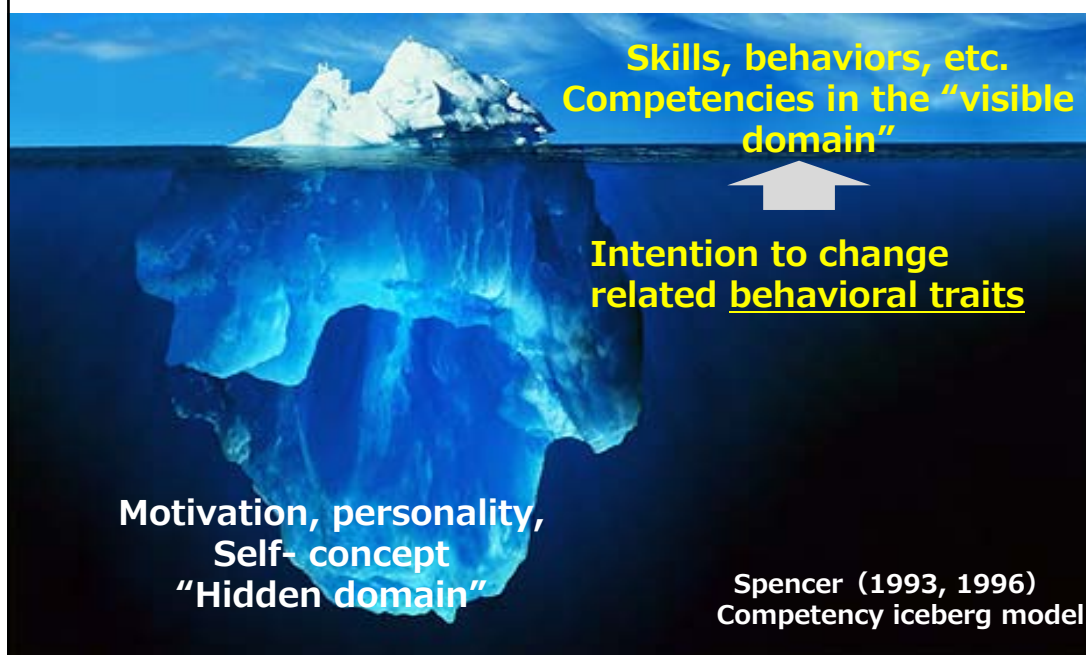
- (1) Linguistic ability/ communicative ability
- (2) Assertiveness/ proactivity, willingness to take on challenges, ability to cooperate/ flexibility, sense of accountability and purpose
- (3) Japanese identity in the context of cross-cultural understanding

JAOS Study Abroad Assessment Test

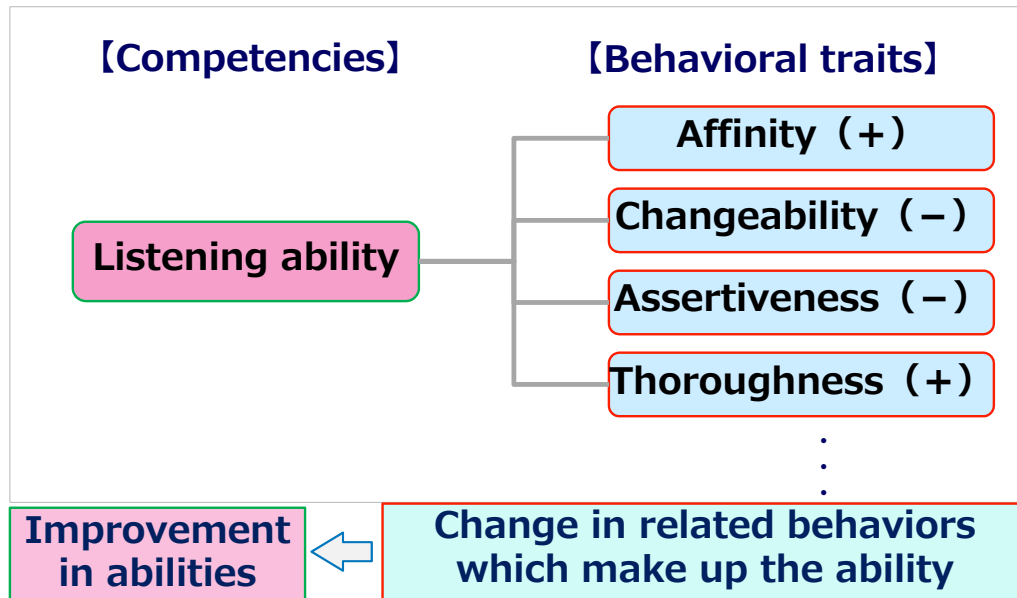


Global skills	Main competencies (abilities which lead to success)
Communication	Listening ability, Empathy, Receptiveness, Openness, Assertiveness, Persuasiveness
Problem solving	Plan-drafting ability, Information-gathering ability, Proposal ability, Fast-execution ability, Adaptability, Thoroughness
Global mindedness	Challenging oneself, Ambition, Proactiveness, Acceptance of diversity, Inquisitiveness
Global behavior	Active questioning, Participation, Persistence, Openness to criticism, Hospitality

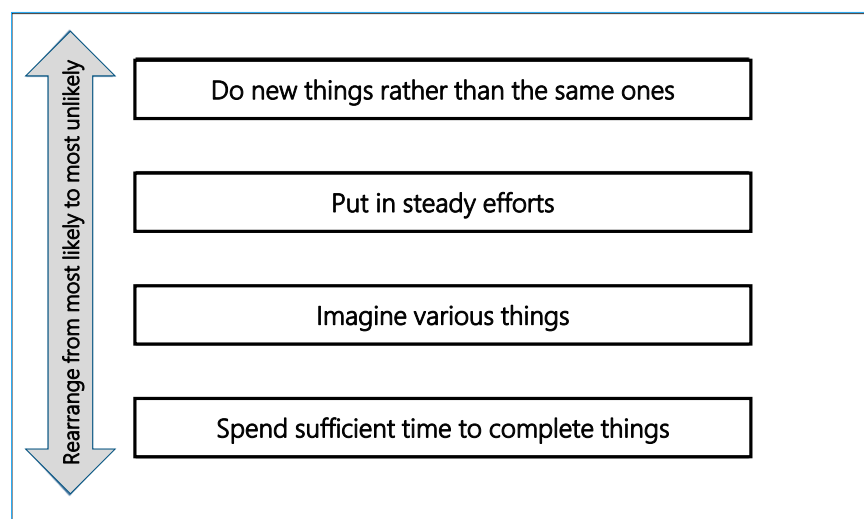
Changes in competencies (abilities)



Competencies and behavioral traits



Study Abroad Assessment: Test Taking



38 questions

① Non-judgemental questions

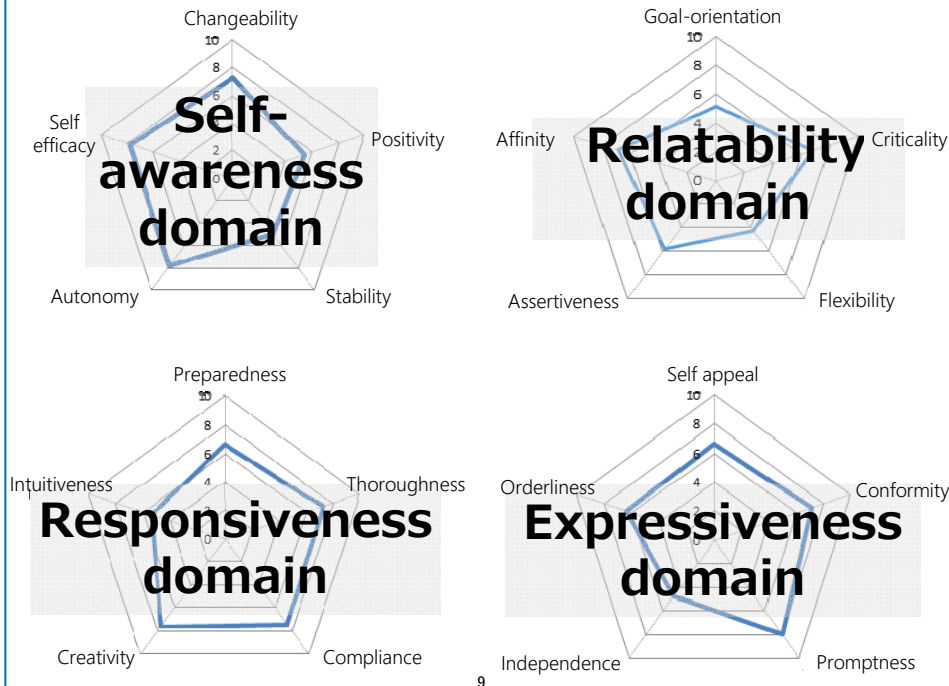
⇒ Focuses on behaviors, NOT on perceived "successful" abilities

② Non-level method

⇒ Focuses on behaviors, NOT on how much one is capable of

Report sample for 20 behavior traits

Behavioral traits: 20 indicators across 4 domains



Report sample for 4 global skills [Communication & Problem Solving]

① Communication

Listening ability	The ability to take in all of someone else's words, to the end, without interrupting.	47.9
Empathy	The ability to be there for someone else's thoughts and feelings, and genuinely empathize.	44.2
Receptiveness	The ability to agree to someone else's opinions and ways of thinking without being critical.	54.6
Openness	The ability to actively communicate what you are thinking and feeling.	56.2
Assertiveness	The ability to clearly convey your thoughts and opinions.	54.5
Presentation ability	The ability to present materials and data in an easy-to-understand way.	57.3

② Problem Solving

Plan drafting ability	The ability to form a short or long-term plan towards the achievement of a goal.	69.1
Information gathering ability	The ability to establish an information network and gather information from various sources.	65.0
Proposal ability	The ability to turn an idea into a plan, putting together information and data to form a proposal.	70.8
Fast execution ability	The ability to quickly make up one's mind and act in response to a problem.	51.6
Adaptability	The ability to flexibly deal with changes in the environment or other people.	55.8
Completing ability	The ability to complete projects without leaving problems or goals half-finished.	71.8

Report sample for 4 global skills [Global mindedness & Global Behavior]

③ Global mindedness: attitudes enabling one to play an active role during study abroad (global)

Challenging oneself	Continuing to strive for higher goals rather than being satisfied with the current situation.	57.5
Ambition	Remaining ambitious and succeeding in accomplishing tasks even in difficult circumstances.	65.8
Proactiveness	Setting your own goals and carrying them out while remaining conscious of others.	63.8
Acceptance of diversity	Accepting a wide variety of cultures and values.	51.2
Inquisitiveness	Taking in a wide variety of information, maintaining an interest in and pursuing various ways of thinking.	51.1

④ Global Behavior: behaviors required at universities/ in classes overseas

Active questioning	Actively asking questions in order to make clear things you don't understand, and deepen your understanding of topics.	51.9
Participation	Endeavoring to interact with a variety of people and cultures, and proactively attending parties, events, etc.	44.7
Persistence	Continuing to make your best effort and tackle challenges in order to acquire new skills.	22.2
Openness to criticism	Accepting criticism from others for the sake of your personal growth and improvement of your skills.	53.7
Hospitality	Contributing while remaining considerate of others, in order to build trusting relationships.	42.8

Interpreting behavioral traits: Points of Emphasis

Point ①

Behavioral traits can be both good and bad depending on how you express the traits

e.g., Changeability:

(+) Seeking new ideas, proactively take on challenges

(-) Gets easily distracted, quit easily

Point ②

Low scores for behavioral traits does not mean "You are not capable of conducting this behavior". Rather, "This behavior is unlikely to appear without being intentional"

Point ③

**Behavioral traits do change
Intentional, deliberate efforts will result in behavioural changes
six months to a year later**

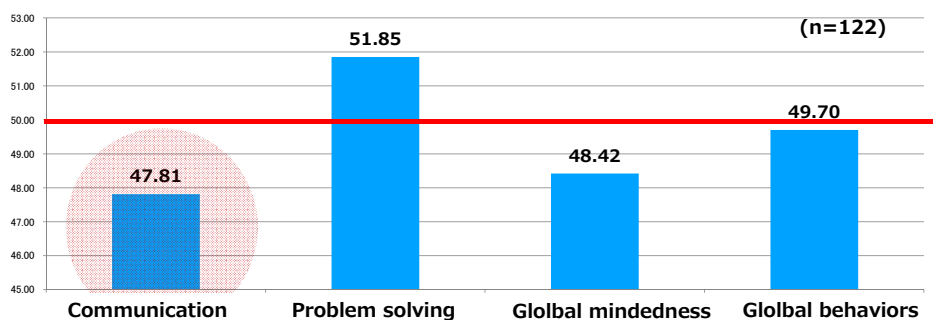
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Student needs

Abilities/ attitudes/ behaviors	Main competencies (factors leading to success)
Communication	Listening ability, Empathy, Receptiveness, Openness, Assertiveness, Persuasiveness
Problem solving	Plan-drafting ability, Information-gathering ability, Proposal ability, Fast-execution ability, Adaptability, Thoroughness
Global mindedness	Challenging oneself, Ambition, Proactiveness, Acceptance of diversity, Inquisitiveness
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Assessment results: HU study-abroad participants (pre-departure, 2016)



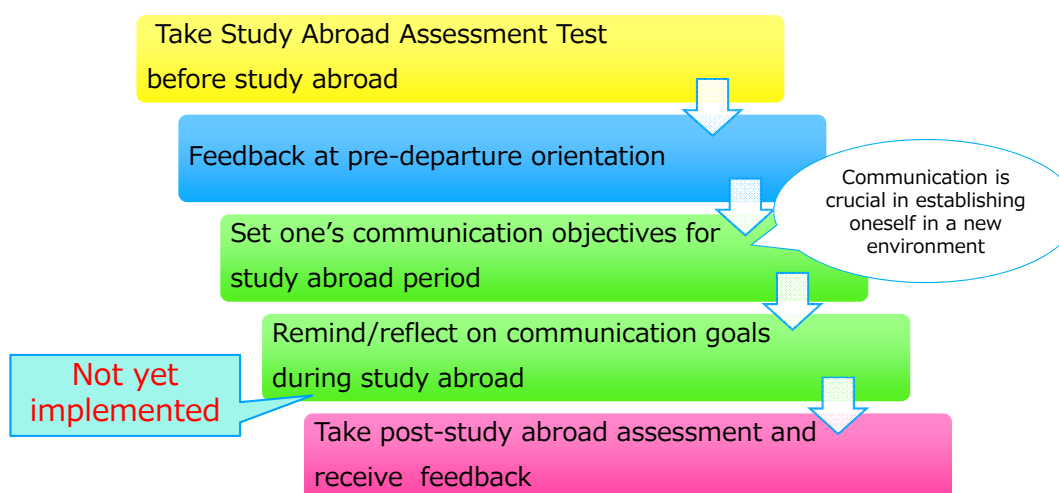
Employer needs

Qualities sought from college graduate employees
by Japan Business Federation (Keidanren) in FY 2018



**Qualities companies
consider important
when recruiting**

Using Study Abroad Assessment Test to set communication goal during study abroad



Examples of goal-setting for communication (before departure)

Choose one: Listening ability/ Empathy/ Inputness/
Openness/ Assertiveness/ Presentation ability

① Reason for choosing the competency you wish to improve

My Output ability is high overall, but my level of **assertiveness** is low: I tend to be satisfied simply with showing my presence by giving my opinion, so I am easily swayed by the opinions of my colleagues. However, if I do not assert my opinions based on firm ground, I feel that I will not be able to convey my ideas in a global setting, so I chose **assertiveness**.

② What behavioral traits should you change to do this?

I want to improve my **criticality**, **thoroughness**, and **self-efficacy**. Unless I express an opinion with critical eyes, my ideas won't reach out to the audience. Moreover, the higher my degree of thoroughness and self-efficacy, the more confident I can express my opinions.

③ How will you work on these traits (before study abroad)?

In order to hone my criticality and thoroughness, I want to **think about ideas from various angles, substantiated by concrete examples** while in Japan so that I can **convey my view with more conviction**.

④ How will you work on these traits (during study abroad)?

Here in Japan I begin with concrete examples before stating my conclusion, but I will aim to **"Start with the conclusion, followed by concrete examples"**, as foreign people do when speaking. As I get used to stating my opinion first, **adding specific examples, my assertiveness will improve**.

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Agenda

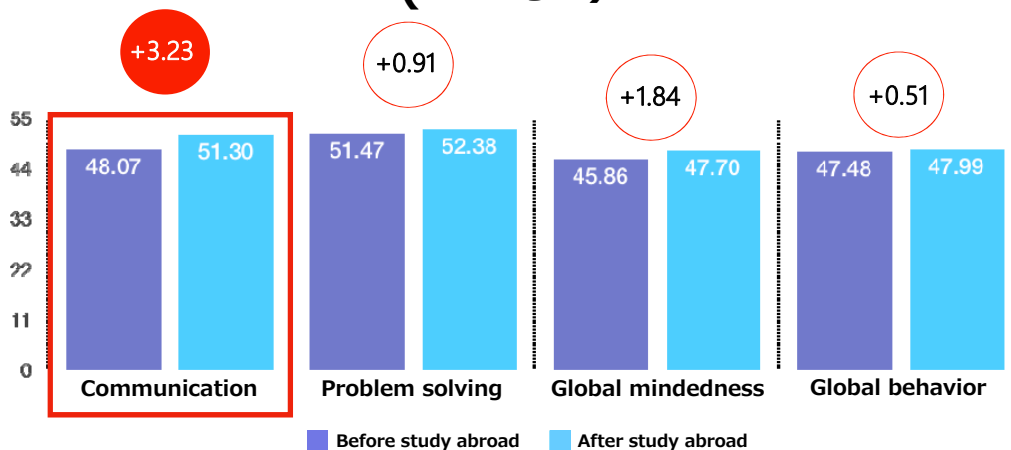
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Student demographics

- Study Abroad students in the 2016/ 2017 academic year who returned to Japan within 1 to 2 semesters
- 192/226 responded (86% response rate)

Attributes	Numbers
Sex	Male: 105 Female: 87
Study abroad duration	1 semester: 52 2 semesters: 140
Communication chosen as a goal	Input: 68 Output: 120 Missing: 4
Past study abroad experience of 1 month or more	Yes: 91 No: 85 International student: 16

Changes in the four “global skills” (n=192)



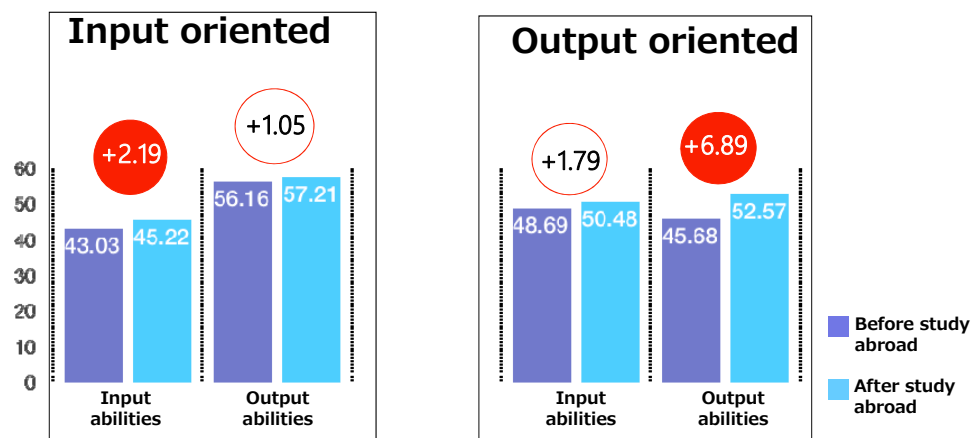
- Statistically significant change in Communication (red circle) [Effect size= Medium or more]
- Further analysis in “Communication” is warranted

“Communication” competencies

Listening ability	The ability to take in all of someone else’s words, to the end, without interrupting.	Input oriented
Empathy	The ability to be there for someone else’s thoughts and feelings, and genuinely empathize.	
Receptiveness	The ability to agree to someone else’s opinions and ways of thinking without being critical.	
Assertiveness	The ability to clearly convey your thoughts and opinions.	Output oriented
Openness	The ability to actively communicate what you are thinking and feeling.	
Presentation ability	The ability to present materials and data in an easy-to-understand way.	

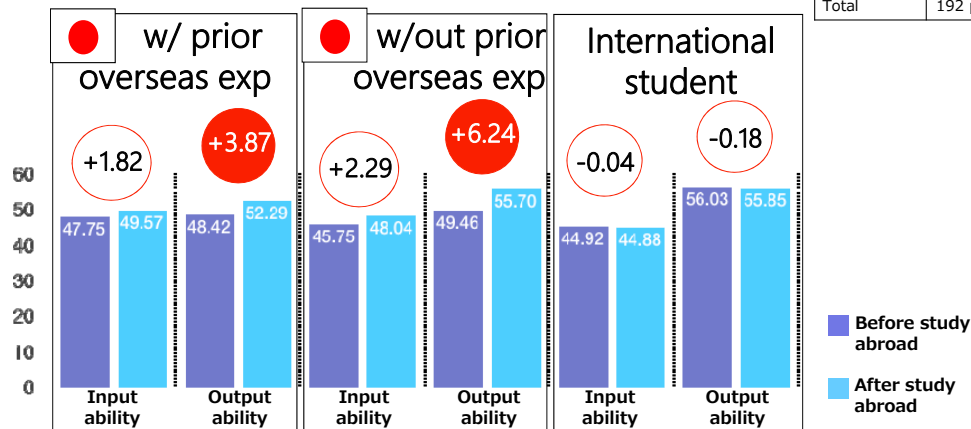
Analysis by objectives during study abroad

Input goals	68 people
Output goals	120 people
Total	188 people
Missing	4 people



1. Targeted abilities improved more.
→ Abilities with lower scores likely to change more?
2. The group who targeted “Output” yielded a greater improvement.
→ Output abilities likely to develop more during study abroad ?

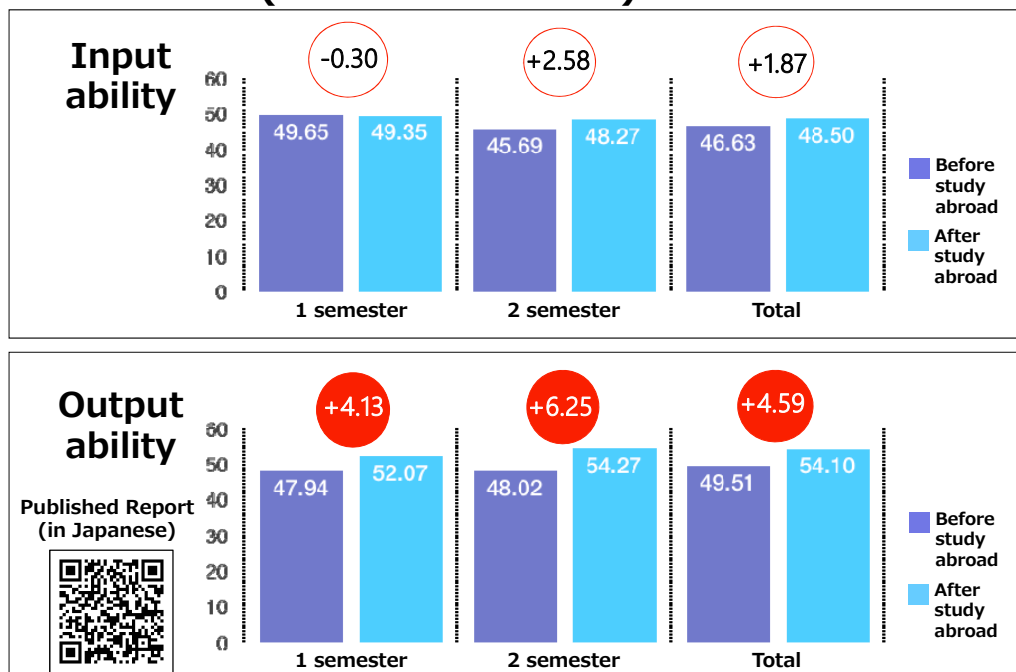
By past overseas experience



Yes	91 people
No	85 people
International student	16 people
Total	192 people

- Those without past study abroad experience of 1 month or more showed a greater change.
→ Possible "First Time Effect" (McKeown, 2009)
- Study abroad by international students resulted in almost no observable change.

By study abroad duration (1 or 2 semesters)



1 semester	52 people
2 semesters	140 people
Total	192 people

Implications: Initial Assessment Results (2019)**Potential for Growth in Communication Skills:**

- ① High when set as a goal
- ② High when studying abroad for the first time
- ③ Longer study abroad yields larger effects

Outlook: Enhancing the results (2024~)**Using Assessment effectively by:**

- ① Tracking Goal x Competency correlations over time
- ② Implementing a mechanism to remind students of goals set during their study abroad experiences