



Developing Global Leadership Skills in Japanese Youth: Insights from Self-Evaluation in Mock Job Interviews for University Students

Yuko Takahama

Career Education Division, Kanda University of International Studies

Kazumasa Mori

Institute for Excellence in Educational Innovation, Chiba University

Susumu Shibui

Research Department, National Institution for Academic Degrees
and Quality Enhancement of Higher Education

Tomoko Oe

Department of Psychology, Teikyo University

✉ takahama-y@kanda.kuis.ac.jp

Received: 15, January, 2024

Abstract

In this study, we experimentally conducted presentation training in English for Japanese students to elucidate factors influencing the development of global leadership and explore the learning stages from the perspective of human resource theories. More specifically, we conducted experimental mock job interviews in English to investigate the factors influencing participants' overall self-evaluation and to identify the stages at which self-evaluation improves. In conclusion, we found that the factors directly influencing the general self-evaluation of English presentations are the content itself, while other factors may have an indirect impact. We also found a three-stage process for the improvement of overall self-evaluation. Based on these results, we provided some recommendations to develop global leadership for Japanese companies from the perspective of human resource theories.

Keywords : Global leadership, Human resource management, Job interview, Self-evaluation

Faculty of Business Administration, Bunkyo University

5-6-1 Hanahata, Adachi, Tokyo 121-8577, JAPAN

Tel +81-3-5688-8577, Fax +81-3-5856-6009

<http://www.bunkyo.ac.jp/faculty/business/>

1. INTRODUCTION

In this study, we experimentally conducted presentation training in English for Japanese students, and elucidated factors influencing the development of global leadership. We also explored the stages of learning from the perspective of human resource theories. More specifically, we conducted experimental mock job interviews in English to investigate the factors influencing participants' general self-evaluation and to identify the stages at which self-evaluation improves.

In the internationalized contemporary society, cultivating global leadership in private companies and public institutions is an essential challenge. In the field of management theories, many researches have been conducted from various perspectives. For instance, conventional studies have highlighted that global leadership demands diverse competencies and that the required competencies may vary across regions (Joniken, 2005; Black et al., 1999; UNC Executive Development, 2015). However, the results of these previous studies primarily focus on experienced business professionals, who are often in managerial positions. Here, research on global leadership development for the younger demographic, including new employees and university students, is limited. Thus, this study experimentally conducts training for university students and discusses the cultivation of global leadership in the younger generation.

Additionally, this study focuses on

English presentation training as a method for cultivating global leadership. For this purpose, we analyze job interviews for university students in a representative presentation scenario. While the relationship between recruitment activities and leadership has been pointed in several conventional studies (e.g., Chilvers & Waghorne, 2018; Tay et al., 2006), these studies have predominantly approached the topic from psychological and learning theory perspectives, and they lack discussions from the fields of talent development or management studies. Therefore, we discuss the relationship between job interviews and leadership from the perspective of human resource theories, in this study. We also provide recommendations for Japanese companies based on the results.

The remainder of the paper is organized as follows: The experiment design is presented in Section 2, the main analysis results are in Section 3, and the conclusion and discussion are in Section 4.

2. METHOD

(1) Participants and procedure

The experiment was conducted with eight participants, 2nd and 3rd-year students from the foreign language department of a private university in Japan. Before the experiment, participants responded to psychological scales and questionnaires on self-evaluation of English proficiency, which are detailed below. Subsequently, they underwent mock interviews

in both Japanese and English. The content of these mock interviews was recorded on video. The participants were instructed to watch their own videos within a few days after the interviews. They were then asked to provide self-evaluation and comments for improvement.

It is important to note that participation in these experiments was voluntary, and participants were provided with explanations of the procedures and gave their consent before engaging in the study. Furthermore, the experimental procedures underwent ethical review and received approval from Chiba University and Kanda University of International Studies before implementation.

(2) Psychological scales and questionnaire

All participants were administered the following three psychological scales for evaluation. The initial scale assessed international orientation and employed the International Posture Scale (IPS; Yamashita, 2002; Hirose, 2020), comprising 15 questions. The second scale evaluated foreign language anxiety, utilizing the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al., 1986; Yashima et al., 2009), which consisted of 33 questions. Finally, the third scale centered on appraising participants' job preparation status, employing the Vocational Indecision Scale (VIS; Shimoyama, 1986), which consisted of 38 questions.

In addition, they were asked to respond to a self-evaluation of their English proficiency on a five-point scale.

(3) The mock interview

The mock interviews followed a structured format of responding to standardized questions. Each participant was individually called into a conference room and responded with their "reasons for application" and "personal PR" to the first choice company for each 3 minutes. Since the mock interviews were conducted in both English and Japanese, each participant underwent two mock interviews. These segments of these mock interviews were recorded on video.

(4) Self-evaluation and comments

Following the mock interviews, participants were asked to watch the video recordings of their responses and perform a self-evaluation on three aspects: "Reason for application," "Personal PR," and "General evaluation," using a five-point scale. This self-evaluation took place within a few days after the mock interviews. In addition to the self-evaluation, participants were asked to provide comments in a free-text format regarding their impressions and areas for improvement after viewing their own mock interview sessions. As the mock interviews in this study were conducted in both English and Japanese, and participants were instructed to provide comments in the language in which they underwent the mock interview (English or Japanese).

(5) Data Analysis

All quantitative analyses were conducted using the latest version of R at the time of writing, namely R ver. 4.3.2. Text mining was also conducted using KH-Corder ver. 3, the

latest version.

3. MAIN RESULTS

(1) Basic statistics

Table 1 presents the basic statistics of the measured values obtained in the experiment. It includes self-evaluations for Reason For Application (RFA), Personal PR (PPR), and General Evaluation (GE) with the notation (E) for English mock interviews and (J) for Japanese mock interviews. Note that VIS, IP, and FLCAS were used here by scoring the Likert scale and calculating the total score. These results indicate that no notable trends were found, except that self-ratings for the English interview tended to be lower than those for the Japanese interview using the native language.

(2) Analysis 1: Factors influencing self-evaluation in English mock interviews based on correlation analysis with GE(E)

In Analysis 1, we explored factors influencing the GE(E), representing confidence in En-

glish presentations. 2. The results are presented in Table 2. The correlation coefficients indicate that self-evaluations in other aspects of the English interviews (RFA(E), PPR(E)) show a high correlation with GE(E) and that GE(J) exhibit a moderate correlation with GE(E). However, anticipated relationships with the IP, and the FLCAS, could not be established. Moreover, a suitable moderate correlation was observed between the VIS and GE(E).

(3) Analysis 2: Detailed analysis of influencing factors on GE(E) through multiple regression

Following the correlations observed in Analysis 1, a multiple regression analysis was conducted with self-evaluation and psychological scale variables as independent variables and GE(E) as the dependent variable. This aimed to provide a more detailed examination of the factors influencing confidence in English presentations.

The results are presented in Table 3. we found some certain correlations with GE(E), RFA(E), GE(J), and VIS were treated as independent variables in this analysis. As a

Table 1. Basic statistics of the measured values obtained in the experiment

	GE(E)	RFA(E)	PPR(E)	GE(J)	RFA(J)	PPR(J)	IP	FLCAS	VIS
Mean	1.750	1.875	1.875	3.250	3.250	3.250	30.750	93.750	70.500
SD	0.707	0.641	0.641	0.886	0.886	0.886	8.242	28.734	11.892

NOTE: In this table, Mean represents the sample mean, and SD represents the sample standard deviation.

Table 2. Correlation coefficients between GE(E), other self-evaluations, and psychological scales

	RFA(E)	PPR(E)	GE(J)	RFA(J)	PPR(J)	IP	FLCAS	VIS
GE(E)	0.867	0.867	0.570	0.570	0.570	-0.037	0.081	-0.493

result, the significant independent variable was identified as RFA(E). To enhance confidence in English business presentations, it is suggested that the content in English addressing specific points directly influences confidence more than overall proficiency in English speaking or presentations in the participants' native language.

Notably, as the response patterns for RFA(E) and PPR(E) were similar for many participants, results similar to those in Table 3 were obtained with the same implications when using PPR(E), GE(J), and VIS as independent variables.

(4) Analysis 3: Analysis of factors influencing RFA(E)

In Analysis 2, we found that self-evaluations on specific points like RFA(E) play a significant role in confidence in English presen-

tations. Now, the question arises: What factors impact these self-evaluations of specific points? Table 4 illustrates the correlation between RFA(E), self-evaluations in Japanese interviews, and psychological scales. Initially, RFA(E) was found to have a moderate correlation with self-evaluations in Japanese interviews (GE(J), RFA(J), PPR(J)), and VIS. Additionally, despite unclear results in Analysis 1 (Table 2), we found the present correlation between RFA(E), IP, and FLCAS here. Therefore, we conclude that crucial psychological factors for international interactions, such as IP and FLCAS, indirectly influence general self-evaluation.

Furthermore, as mentioned in Analysis 2, RFA(E) exhibits similar response patterns to PPR(E) in this study. Hence, conducting a correlation analysis for PPR(E) would yield similar insights.

Table 3. Main results of estimation for multiple regression analysis

	Estimate	Std.Error	t value	Pr(> t)	
(Intercept)	-2.078	4.102	-0.507	0.639	
RFA(E)	0.890	0.319	2.788	0.049	*
GE(J)	0.299	0.502	0.595	0.584	
VIS	0.017	0.037	0.462	0.668	

Multiple R-squared: 0.773, Adjusted R-squared: 0.603,
F-statistic: 4.538 on 3 and 4 DF, p-value: 0.090

NOTE: In this table, *indicates significance at the 5% level

Table 4. Correlation coefficients between RFA(E), self-evaluation for Japanese interview, and psychological scales

	GE(J)	RFA(J)	PPR(J)	IP	FLCAS	VIS
RFA(E)	0.566	0.566	0.566	0.156	-0.142	-0.534

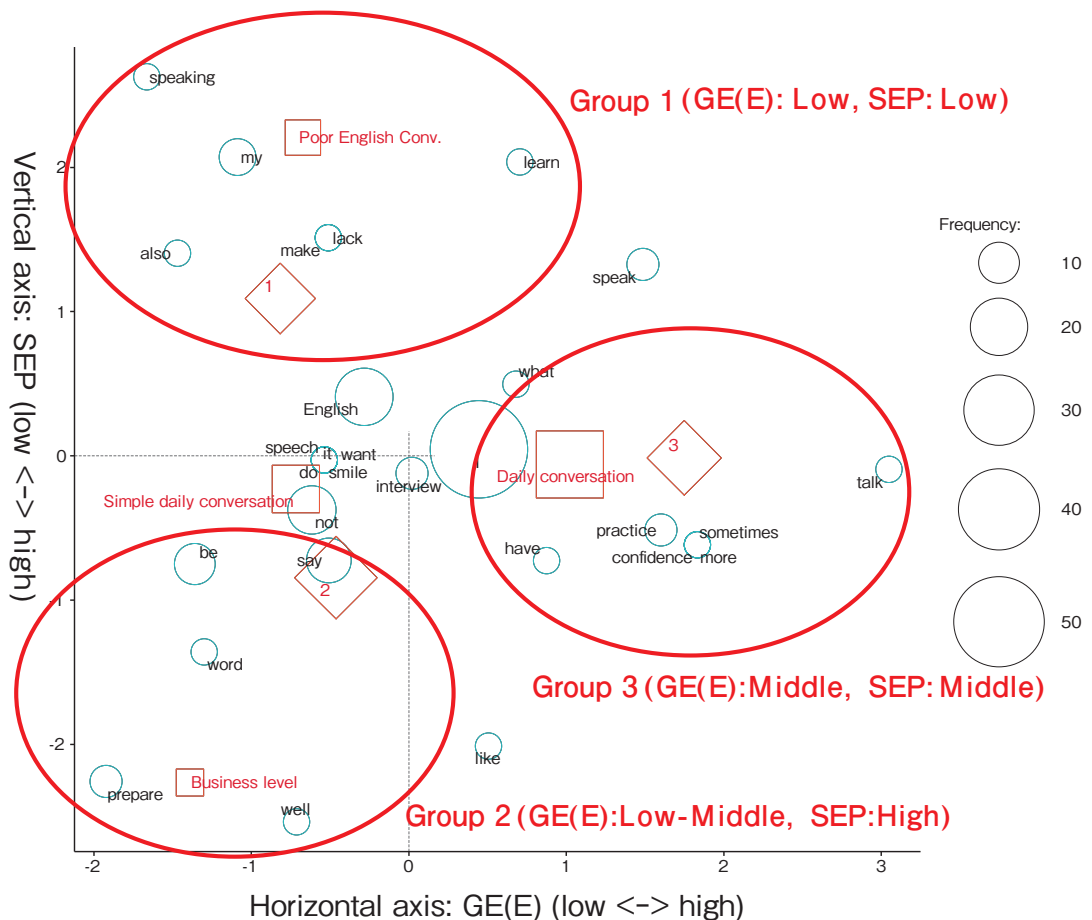
(4) Analysis 4: Relationship Analysis between GE(E), Self-rated English Proficiency (SEP) and Comments through Text Mining

In Analysis 4, focusing on English interviews, we categorize comments (impressions and improvement points) at self-evaluation based on participants' prior self-rated English proficiency (SEP) and General Evaluation in English (GE(E)) by text mining and correspondence analysis.

The results are depicted in Figure 1. In

correspondence analysis, the interpretation of the vertical and horizontal axes is based on external variables (SEP and GE(E)). In this context, the vertical axis corresponds to SEP, and the horizontal axis corresponds to GE(E). From the results in Figure 1, it is evident that comments at self-evaluation can be primarily categorized into three groups. The first group consists of participants with low SEP and the lowest GE(E). In this group, comments revolved around basic English proficiency and

Figure 1 Classified comments by GE (E) and SEP by correspondence analysis



its deficiencies, with terms like “learn,” “lack,” and “speaking” being prominent. The second group comprises participants with high SEP but slightly lower GE(E). Here, comments focused on presentation content based on fundamental English proficiency, with terms like “prepare” and “word” being prevalent. The third group involves participants with moderate levels of both SEP and GE(E). In this category, comments centered around practical training based on foundational English proficiency and presentation content, featuring terms such as “practice,” “talk,” and “confidence.”

These results suggest that self-evaluations of English presentations progress through three stages: essential English proficiency development, content refinement, and accumulation of experience.

However, it should be noted, that these results do not provide the speech of groups with high GE(E).

4. CONCLUSION AND DISCUSSION

In this study, we elucidated the factors influencing participants’ general self-evaluation through mock job interviews conducted in both English and Japanese. Additionally, we conducted a comprehensive examination from the human resource development theory perspective.

These findings can be summarized into three key points.

Firstly, we found that the factors directly influencing the general self-evaluation in English

interviews are limited to the self-evaluation of content-related aspects in English interviews. Self-evaluation in Japanese interviews and psychological factors were found to have no direct impact on the general self-evaluation in English. These results may be related to a certain percentage of global leadership characteristics being rooted in specific cultures and customs (Black et al., 1999). In other words, participants may be speaking unique internationalization-oriented speech content when conducting English interviews that they would not speak about in a regular Japanese interview. Whether this tendency is unique to Japanese culture is a topic for future research.

The second point suggests the possibility that self-evaluation in Japanese interviews and psychological factors may influence the evaluation of the contents in English interviews. In other words, factors beyond the content of English interviews may indirectly impact the self-evaluation process. This finding aligns closely with the idea that global leadership demands various competencies to adapt to diverse cultural backgrounds and values (e.g., Joniken, 2005). Moving forward, it is essential to elucidate further the connection between talent development for globalization and the cultivation of global leadership by comparing self-evaluations in tasks involving both Japanese (native language) and English, such as group discussions or proposal presentations.

Through the analysis of participants’ self-evaluation comments, the third point reveals that self-evaluation of presentations in English

undergoes improvement through three stages: essential English proficiency development, content refinement, and accumulation of experience.

Based on experiential learning theory, Ng et al. (2009) discussed the relationship between global leadership development and self-efficacy, dividing the process into four stages: “experience,” “reflect,” “conceptualize,” and “experiment.” Aligning prior research insights with the results of this study, their “experience” means stimuli based on experiences and external information and corresponds to essential English proficiency development and motivation in our study. Additionally, “reflect” and “conceptualize” involve critically reflecting beliefs based on experiences and abstracting or modeling experiences, respectively, and this corresponds to the content refinement observed in our study. The final stage, “experiment,” means trials for modeled concepts corresponding to the accumulation of experience in our study. Thus, we conclude that our results in this study are consistent with prior research and that these results demonstrate a clear association between business presentation training using English-simulated interviews and the cultivation of global leadership.

Based on the insights gained from this study, we propose two recommendations for Japanese companies to implement in human resource development for globalization.

The first recommendation involves goal setting and follow-up for participation in global

human resource development programs. Most Japanese companies face challenges where providing opportunities for language learning does not necessarily result in improved language proficiency, and employees hesitate to engage in global projects. Without a sense of ownership or motivation among the targeted employees to become global talents, offering language training opportunities may not yield successful outcomes. It is crucial to first instill an understanding within the organization that without effective global business expansion, both individual departments and the company as a whole may struggle to survive. This necessitates clarifying the importance of global talent development, even amid busy daily tasks. Initiating the process involves setting individual goals tailored to each person’s proficiency level. The key here is for individuals, with the involvement of supervisors or talent development personnel, to set their own goals. Beyond setting distant overall objectives, it is effective to reverse-engineer goals, establishing achievable smaller milestones. Conducting language proficiency exams can assess current abilities, and incorporating milestones such as presentations using learned languages or opportunities to speak in meetings or projects can instill a conscious focus on learning. This cyclical process aligns with the experiential learning model (Ng et al., 2009; Kolb, 1984) and contributes to the consolidation of learning.

The second recommendation focuses on providing learning opportunities related to culture and customs to foster a global mindset.

In an era of globalization, it is essential to respect and understand diverse cultures and values, view things from a global perspective, and collaborate with people from different backgrounds using flexible thinking. Cross-cultural management, a form of human resource management, is indispensable in contemporary society for guiding diverse teams or global projects to success by overcoming cultural differences. Specifically, offering training and learning opportunities such as understanding the values of the host culture, important concepts, traditions, communication styles such as gestures and manners, and business practices relevant to the posting location or target business region helps employees understand the means of smooth business operations while respecting the culture of others. This not only prevents business failures but also enhances adaptability to new environments before an overseas assignment, thereby preventing culture shock and reducing feelings of anxiety and stress.

Finally, we outline the further studies. Firstly, we point out that this study targeted a small group of second to third-year students at a Japanese university. Additionally, as all participating students belonged to language-related departments, the group exhibited relatively low anxiety about foreign languages. Thus, it is crucial to acknowledge that the obtained results under these specific conditions may not be generally applicable. For instance, including fourth-year students nearing graduation, incorporating individuals with

language proficiency concerns, or involving students from science and mathematics faculties could potentially alter the conclusions drawn from this study. To generalize the findings of this research, future endeavors should encompass larger-scale experiments involving diverse participant groups. Addressing the outlined limitations and expanding the scope of the study to include a broader range of subjects will be essential for achieving a more comprehensive understanding of the issues at hand.

Moreover, in this study, we employed limited psychological measures such as FLCAS and VIS, which are directly related to English presentations and job interviews. To discuss the psychological aspects of global leadership development more broadly, the introduction of more generic scales is necessary. For instance, the “Big Five Model,” used as a personality model (Tupes & Christal, 1961; Oliver & Robbins, 2022), has been studied in relation to leadership even in recent years (e.g., Shahzad et al., 2022). Introducing such a scale could provide a broader perspective and deeper insights into the psychological aspects of global leadership development.

ACKNOWLEDGMENT

The authors would like to acknowledge UBIS University DBA Candidate Edward Yagi for his interview evaluation support in English.

This work was supported by JSPS KAKENHI Grant Numbers 20K03157.

REFERENCES

- [1] Black, J. S., Morrison, A., & Gregersen, H. (1999). *Global explores: The next generation of leaders*. New York, USA: Routledge.
- [2] Chilvers, L., & Waghorne, J. (2018). Exploring PASS leadership beyond graduation. *Journal of Peer Learning*, 11, 5-26.
- [3] Hirose, K. (2020). University Students' International Posture: Quantitative and Qualitative Analyses. *CELES Journal*, pp. 49, 283-290. (in Japanese)
- [4] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125-132.
- [5] Joniken, T. (2005). Global leadership competencies: A review and discussion. *Journal of European Industrial Training*, 29(3), 199-216.
- [6] Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. NJ: Prentice Hall.
- [7] McDonnell, A., Lamare, R., Gunnigle, P., & Lavelle, J. (2010). Developing tomorrow's leaders-Evidence of global talent management in multinational enterprises. *Journal of World Business*, 45(2), 150-160.
- [8] Ng, K-Y., Dyne, L. V., & Ang, S. (2009). From experience to experiential learning: Cultural intelligence as a learning capacity for global leader development. *Academy of Management Learning & Education*, 8(4), 511-526.
- [9] Oliver, P.J., & Robbins, R.W. (Eds.). (2022). *Handbook of Personality: Theory and Research* (4th ed.). New York: Guilford Press.
- [10] Shahzad, K., Raja, U., & Hashmi, S.D. (2021). Impact of Big Five personality traits on authentic leadership. *Leadership & Organization Development Journal*, 42(2), 208-218.
- [11] Shimoyama, H. (1986). A study on the vocational indecision of undergraduates. *Japanese Journal of Educational Psychology*, 34, 20-30. (in Japanese)
- [12] Tay, C., Ang, S., & Van Dyne, L. (2006). Personality, biographical characteristics, and job interview success: A longitudinal study of the mediating effects of interviewing self-efficacy and the moderating effects of internal locus of causality. *Journal of Applied Psychology*, 91(2), 446-54.
- [13] Tupes, E.C., & Christal, R.E. (1961). *Recurrent Personality Factors Based on Trait Ratings*, Technical Report ASD-TR-61-97, Lackland Air Force Base, TX: Personnel Laboratory, Air Force Systems Command.
- [14] UNC Executive Development & Human Capital Institute. (2015). *UNC leadership survey 2015, Compete and connect: Developing globally-competent leaders*. UNC Kenan-Flagler Business School.
- [15] Yamashita, T. (2002). Willingness to Communicate in a Second Language: The Japanese EFL Context. *Modern Language Journal*, 86(1), 54-66.
- [16] Yashima, T., Noels, K., Shizuka, T., Takeuchi, O., Yamane, S., Yoshizawa, K. (2009). The Interplay of Classroom Anxiety, Intrinsic Motivation, and Gender in the Japanese EFL Context. *Journal of Foreign Language Education and Research*, pp. 17, 41-64. (in Japanese)



日本の若年層に対する グローバルリーダーシップスキルの開発： 大学生への模擬面接による検討

高濱優子
森一将
渋谷進
大江朋子

概要

本研究では、日本人学生を対象に英語によるプレゼンテーション研修を実験的に実施することで、グローバルリーダーシップの育成に影響を与える要因を解明し、人的資源論の観点から学習段階を検討した。具体的には、英語による実験的な模擬就職面接を行い、参加者の総合的な自己評価に影響を与える要因を明らかにするとともに、コメントをテキストマイニングで分析することで自己評価が向上する段階を特定した。

結論として、英語プレゼンテーションの総合的な自己評価に直接影響を与える要因はスピーチ内容そのものであり、他の要因は間接的に影響を与える可能性があることが明らかになった。また、総合的な自己評価を向上させるための3段階のプロセスも明らかにした。これらの結果をふまえ、本研究では人的資源論の観点から日本企業への提言も行った。

キーワード：グローバルリーダーシップ、人材マネジメント、採用面接、自己評価

(投稿日 2024年1月15日)

文教大学経営学部

〒121-8577 東京都足立区花畑5-6-1

TEL：03-5688-8577 FAX：03-5856-6009

<http://www.bunkyo.ac.jp/faculty/business/>

経営論集 Vol.10, No.7

ISSN 2189-2490

2024年3月31日発行

発行者 文教大学経営学部 石塚 浩

編集 文教大学経営学部 研究推進委員会

編集長 山崎 佳孝

〒121-8577 東京都足立区花畑5-6-1

TEL : 03-5688-8577 FAX : 03-5856-6009

<http://www.bunkyo.ac.jp/faculty/business/>