

# Staff Development Programs for International Affairs at Hitotsubashi University

## Hiroshi Ota

Assistant Professor, Graduate School of Commerce and Management  
International Student Advisor for Advising and Counseling Section, Centre for Student Exchange,  
Hitotsubashi University  
2-1, Naka, Kunitachi, Tokyo, 186-8601 Japan  
h.ota@srv.cc.hit-u.ac.jp

## Kyoko Oikawa

Coordinator of Internationalization Strategy, Research and Support Division,  
Hitotsubashi University  
2-1, Naka, Kunitachi, Tokyo, 186-8601 Japan  
int.s-f@ad.hit-u.ac.jp

## ABSTRACT

### 1. Introduction

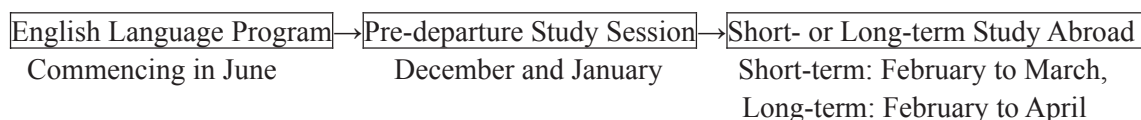
Nowadays, it is essential for every university to foster its personnel with the knowledge and skills in a global perspective so as to be responsible for international affairs. Hitotsubashi University has provided the English Language Program for the administrative staff since 2002. The Program gives a good opportunity to the staff in order to develop their English language ability. However, the Program is merely for a communicative language study and it is rather a one-shot program.

In 2005, Hitotsubashi University was selected as one of the 20 pilot institutions under the government funding program titled "Strategic Fund for Establishing International Headquarters in Universities." This is a driving force in the development of our staff development programs for international affairs at Hitotsubashi University.

### 2. Outline of the reformed staff development programs for international affairs

In addition to the above English language program, in 2005, the Personnel and Labor Division initiated the Long-term Study Abroad Program as a part of the university's staff development activities. This Program was mainly focused on language training for those administrators who have an upper-intermediate level of English proficiency. Meanwhile, in the same year, the Research and Support Division launched the Short-term Study Abroad Program to provide training for those staff members who are currently in charge of international affairs or would like to work for the field in the future. The Program had almost the same objective to improve their English language ability as the Long-term one but for basic and lower-intermediate learners.

However, in the following year, we reexamined our three staff development programs, i.e. the English Language Program, Long-term Study Abroad Program, and Short-term Study Abroad Program. And then, we reorganized the three programs in terms of the objectives and curricula in order to incorporate and differentiate between the programs as follows:



The reformed staff development programs have the comprehensive combination of language training, lectures and orientation prior to participants' departure, and internship, business (hands-on) English courses, and research at a partner university abroad in a consistent manner.

Outline of the two study abroad (tailor-made training) programs are as follows this year:

A. Short-Term Study Abroad Program (for staff having an upper-intermediate or higher level of English proficiency)

Period of Time: For a month (February to March, 2007)

Institution: The Department of Staff Development Services and The Department of English as a Foreign Language Unit at the University of Glasgow, U.K.

Contents: (1) Professional training including Memos and Letters, Making Presentations, Communicating with People Face to Face, and Meetings  
(2) Business English Lessons  
(3) Interview with staff working in areas parallel to trainees' own  
(4) Attending a public lecture series

B. Long-Term Study Abroad Program (for staff having an lower-intermediate or higher level of English proficiency)

Period of Time: For three months (From February to April, 2007)

Institution: Monash College Group at Monash University, Australia

Contents: (1) Structured English Courses including Core Modules (English Skills), Specialist Skills (Business English and Effective Speaking and Communication), and Independent Study  
(2) Internship as Professional Development Program (Mainly student support works for one month)

### 3. Challenges to improve the staff development programs

Hitotsubashi University aims to cultivate specialists in the field of international education and research with the management skills for the age of globalized higher education. However, we have encountered some problems rooted in the Japanese custom of human resource management such as the periodic personnel rotation based on the generalist model. Is it possible to continuously improve, utilize, and retain the knowledge and skills of those staff who participated in the Study Abroad Programs? Can we establish a career track/path for those administrators both who are highly motivated to work for international affairs and who have already acquired invaluable working experiences at the international offices?

### 4. Conclusion

It can be said that the future of Hitotsubashi University depends on how much we can promote and accomplish the internationalization of our education and research activities. In order to achieve this challenging goal strategically, not only the faculty but also the staff should play a very important role in the management side of international aspects. Therefore, we should continue to expand and improve the staff development programs for international affairs so that the quality of administrative operations can be upgraded and the University as a whole can cope with the fierce competition of research oriented universities in the globalized higher education.

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## Reform of SDP for Int'l Affairs

- English Language Program (commencing in June)
- Pre-departure Study Sessions and Orientation (December and January)
- Short-term Study Abroad Program (February to March)
- Long-term Study Abroad Program (February to April)

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3

## Development of SDP for Int'l Affairs

- English Language Program (2002)
- “Strategic Fund for Establishing International Headquarters in Universities” (2005)
  - Government funding program for the promotion of internationalization
- Long-term Study Abroad Program (2005): for upper-intermediate level of English
- Short-term Study Abroad Program (2005): for basic and lower-intermediate level of English

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2

## Short-term Study Abroad Program

- For upper-intermediate or higher level of English
- Period of Time: For a month (February to March, 2007)
- Institution: The Department of Staff Development Services and The Department of English as a Foreign Language Unit at the University of Glasgow, U.K.
- Contents:
  - Professional training including Memos and Letters, Making Presentations, Communicating with People Face to Face, and Meetings
  - Business English Lessons
  - Interview with staff working in areas parallel to trainees' own
  - Attending a public lecture series

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4

## Long-term Study Abroad Program

- For lower-intermediate or higher level of English
- Period of Time: For three months (From February to April, 2007)
- Institution: Monash College Group at Monash University, Australia
- Contents:
  - Structured English Courses including Core Modules (English Skills), Specialist Skills (Business English and Effective Speaking and Communication), and Independent Study
  - Internship as Professional Development Program (Mainly international student support works for one month)

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5

## Vision

- Degree seeking program: A year or longer
  - H.Ed. Administration and/or Int'l Education
- Staff Exchange Program with partner institutions abroad
- Financial support: Hitotsubashi University Foundation and external funds
- Cultivating specialists esp. for int'l affairs
- Incorporation of national universities and reinforce university management

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6

## Challenges

- Unchanged HR management: generalist model and periodic personnel rotation
- Retention of knowledge, skills, experiences, and human resources
- Establishment of career track for specialists
- Myth of incorporation? Reality of incorporation
- Pressing issue: reform of HR management as a whole

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7

## Closing Remarks

- Internationalization of education, research, and administration → global university
- Necessity: high quality of administration and high performance of staff in globalizing H.Ed.
- Continuous efforts to expand and improve Staff Development Programs
- Worldwide cooperation and competition of universities in the globalized higher education

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8