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ASAIHL 07
PERTH
Hosted by Curtin

**Leadership for Globalisation
in Higher Education:
Lessons and Opportunities.**

2007 ASAIHL Conference
(The Association of the
Southeast Asian Institutions
of Higher Learning)

5-7 December 2007
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**The Association of South East Asian Institutions of Higher Education
(ASAIHL)**

**Curtin University of Technology, Perth Western Australia, 5-7 December
2007**

Conference Proceedings - Part I

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ISSUES IN ENGAGING OVERSEAS NON DEGREE TRAINING PROGRAMS: CASE OF AIRLANGGA UNIVERSITY INDONESIA

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A B S T R A C T

Human aspects are becoming essential component for achieving competitive advantage especially in the turbulent economy setting (Grant, 1996 as cited in Hitt et al, 2001; Barney & Wright, 1998). By arranging committed and competent employees, human resource management is often perceived as a "means" to obtain sustainable competitive advantage (Pfeffer & Veiga, 1999; Cunningham & Hyman, 1995). Related to the human resource development, state university as an "organization" has responsibilities to manage the knowledge transfer mechanism effectively, both in terms of university's responsibility in managing knowledge

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transfer between all components in the university and become learning organizations, or in terms of university's social responsibility in managing knowledge transfer to community. This condition is getting more complex as the issues of globalization and worldwide competition in educational sector are taken into consideration. As stated by Marginson and Van Der Wende (2007) that higher education was always more internationally open than most sectors because of its immersion in knowledge, which never showed much respect for juridical boundaries. It can be seen that globalization has made it possible for higher education institution to conduct rapid transfer of knowledge and technology spillover inter countries through staff development programs, both non degree and non degree training.

Numbers of higher education institutions in Indonesia have successfully obtained competitive grants from numerous international fund bodies, such as the Asian Development Bank through Technological and Professional Skills Development Project (TPSDP) and many other grants. In most of the program, the main aim was to improve the quality of teaching learning process and enhance institutions' ability to produce quality graduates. The aim was achieved by conducting several activities such as program developments, civil works, technical assistance, instructional material procurements, and non-degree/degree training. For certain grants, institutions were expected to conduct such overseas staff development programs, either non degree or non degree.

Apart from its ideal objective of giving international exposures and perspectives as well as providing different learning experiences from more advanced overseas higher education institutions, there were several critical issues experienced by Indonesian education institutions in establishing overseas staff development programs, especially non-degree trainings.

This paper is aimed to explore Indonesian universities' experiences , especially Airlangga University, in conducting overseas non degree trainings. Several critical issues would be discussed and followed by proposing possible solutions for such issues.

Keywords: international training program, non degree training, Indonesia.

ISSUES IN ENGAGING OVERSEAS NON DEGREE TRAINING PROGRAMS:
CASE OF AIRLANGGA UNIVERSITY INDONESIA

FULL PAPER

I. INTRODUCTION

Human aspects are becoming essential component for achieving competitive advantage especially in the turbulent economy setting (Grant, 1996 as cited in Hitt et al, 2001; Barney & Wright, 1998). By arranging committed and competent employees, human resource management is often perceived as a "means" to obtain sustainable competitive advantage (Pfeffer & Veiga, 1999; Cunningham & Hyman, 1995).

Related to the human resource development, state university as an "organization" has responsibilities to manage the knowledge transfer mechanism effectively, both in terms of university's responsibility in managing knowledge transfer between all components in the university and become learning organizations, or in terms of university's social responsibility in managing knowledge transfer to community. This condition is getting more complex as the issues of globalization and worldwide competition in educational sector are taken into consideration.

As stated by Marginson and Van Der Wende (2007) that higher education was always more internationally open than most sectors because of its immersion in knowledge, which never showed much respect for juridical boundaries. It can be seen that globalization has made it possible for higher education institution to conduct rapid transfer of knowledge and technology spillover inter countries through staff development programs. In higher education context, according to Asian Development Bank, Staff development is a human development investment to improve the competency of academic and non academic staff through domestic or overseas degree or non degree training program (TPSDP Guidelines, 2002). Moreover, ADB also states that the objective of staff development program is to provide opportunity for each eligible staff at higher education institution to improve their skill and qualification.

Related to the context of staff development, Ministry of National Education has been administrating various programs to improve the quality of human resources in higher education institutions. Programs offered by the Ministry of Education could be able to be accessed through several competitive grant mechanisms. There are numbers of higher education institutions in Indonesia which successfully obtained competitive grants from numerous international fund bodies, such as the Asian Development Bank through Technological and Professional Skills Development Project (TPSDP), Quality for Undergraduate Education (QUE) Project, DUE-LIKE project, and many other grants. In most of the program, the main aim was to improve the quality of teaching learning process and enhance institutions' ability to produce quality graduates. The aim was achieved by conducting several activities such as program developments, civil works, technical assistance, instructional material procurements, and non-degree/degree training. For certain grants, institutions were expected to conduct such overseas staff development programs, either non degree or non degree.

This paper is aimed to explore general issues faced by Airlangga University in conducting staff development activities, especially those related to overseas non degree training programs. This paper will only focus on the intentional and planned

mechanisms of non-degree training engaged at institution level, not at the individual level.

Following the framework of human resource development process developed by Desimone (2002), the analysis of the issues will be presented based on the stages of development, which is stage of preparation, stage of implementation, and stage of evaluation. Moreover, this paper also tries to discuss briefly about types of non-degree training programs included in this paper and provide the analysis of the issues related to the sustainability of the programs.

II. STAFF DEVELOPMENT AND ORGANIZATION RESPONSIBILITIES

There are two general consequences that likely to occur by investing in human resource development. The first one is the organizations' ability to sustain competitive advantage (Fulmer, 1998; Wheelen & Hunger, 2000). As stated by Von Krogh (2000) that people own knowledge, and knowledge is the source of sustainable competitive advantage that is difficult to imitate by competitors. If organizations choose not to invest in HRD by providing skill development program and involving their employee in such decision making process, their employee might not be able to grasp new knowledge needed to sense the future trend happening in the market place. In turn, this will weaken company's ability to compete in the turbulent and fierce competition (Fulmer, 1998).

The second consequence is derived from the social responsibility of organization toward its employees. Entering the organizations, employee might have certain expectations toward the management of organization. Employees will be likely to consider many things such as their chance to get involved with more strategic process in organization and also their career development which involves skills and knowledge development (Stone, 2002). Furthermore, organizations' willingness to invest in HRD might attract competent candidates and also might be a factor to support employees' loyalty (Schuler & Jackson, 1997) so that will result in lower turnover. In addition, Huselid (1995 as cited in Youndt et al, 1996) stated that investment in HR activities through employee skill development and motivation resulted in lower turnover, greater productivity, and increased organizational performance.

III. DEFINING THE TERMS

It might be necessary to take a brief look at the terms that related to the issue of staff development activities before this paper gets down to the stages of human resource development process. Development itself, is defined by Manpower Services Commission (1981) as "the growth or realization of a person's ability, through conscious or unconscious learning. Development programmes usually include

elements of planned study and experience, and are frequently supported by a coaching or counseling facility. Moreover, according to Bolton (1995), development occurs when a gain in experience is effectively combined with the conceptual understanding than can illuminate it, giving increased confidence both to act and to perceive how such action relates to its context. In the context of higher education, as stated formerly, according to Asian Development Bank (TPSDP Guidelines on Staff Development, 2002), staff development activities is a human development investment to improve the competency of academic and non academic staff through domestic or overseas degree or non degree training program. It can be seen here that in broader term, staff development program indicates a movement of individual to a potential improved physical and mental situation.

Down to the term Training itself, according to Wilson (1999) –back to its historical antecedents–, it has the purpose to enable indentured apprentices to work for a period of years under the supervision of a master craftsperson. An often referred source of definitions has been the Manpower Services Commission's (1981: 62) Glossary of Training Terms which defines training as "a planned process to modify attitude, knowledge, or skill behavior through learning experience to achieve effective performance in an activity of range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization". It would mean that training activities must be directed to support the implementation of the formulated strategic planning of the organization.

Meanwhile, there is also the term "education", which is also widely used in literatures related to staff development activities. According to Bloom, Englehart, Hill, and Krathwohl (1956), education is regarded as encompassing knowledge, skills, and attitudes. Moreover, Wilson (1996) stated that education is considerably broader in scope than training and also has a less immediate and less specific application than training and is often perceived as being delivered in educational institution.

This study does not distinguish between education and training. Moreover, the term "training" would be used for all types of staff development programs quoted in this paper, regardless of the differences in duration, venues, or degree, and non degree level. However, this paper will focus only on the non-degree training activities, which are conducted as an intentional process in the organization.

This paper is focused on the non-degree training activities only. Furthermore, this paper will only limit its analysis on the intentional and planned mechanisms of non-degree training engaged at institution level, not at the individual level.

The most common types are internships at more advanced institutions. Training providers should be able to provide customized internship activities that enable participants (in some literatures referred as fellows, i.e. Special Study Series #29 ADB- INO 97023, 1997) to get hands-on experiences on certain areas of interest. Internship will enable eligible staff at higher education institution to improve their skill and qualification at certain field of interest.

Another type of non-degree activities is joining short courses. The implementations of short course are somehow similar to internships, especially if they are customized programs. Customized programs would mean that participants through their home higher education institutions) request for certain subjects/field of interest to the training providers. However, there are many training providers/bodies that do offer short courses for public, for examples short courses on offered by various universities in the Netherlands and several European countries.

Related to the duration, both types of trainings (internships and short courses) are usually requested to be conducted for a minimum of 3 weeks period and a maximum of 3 months period.

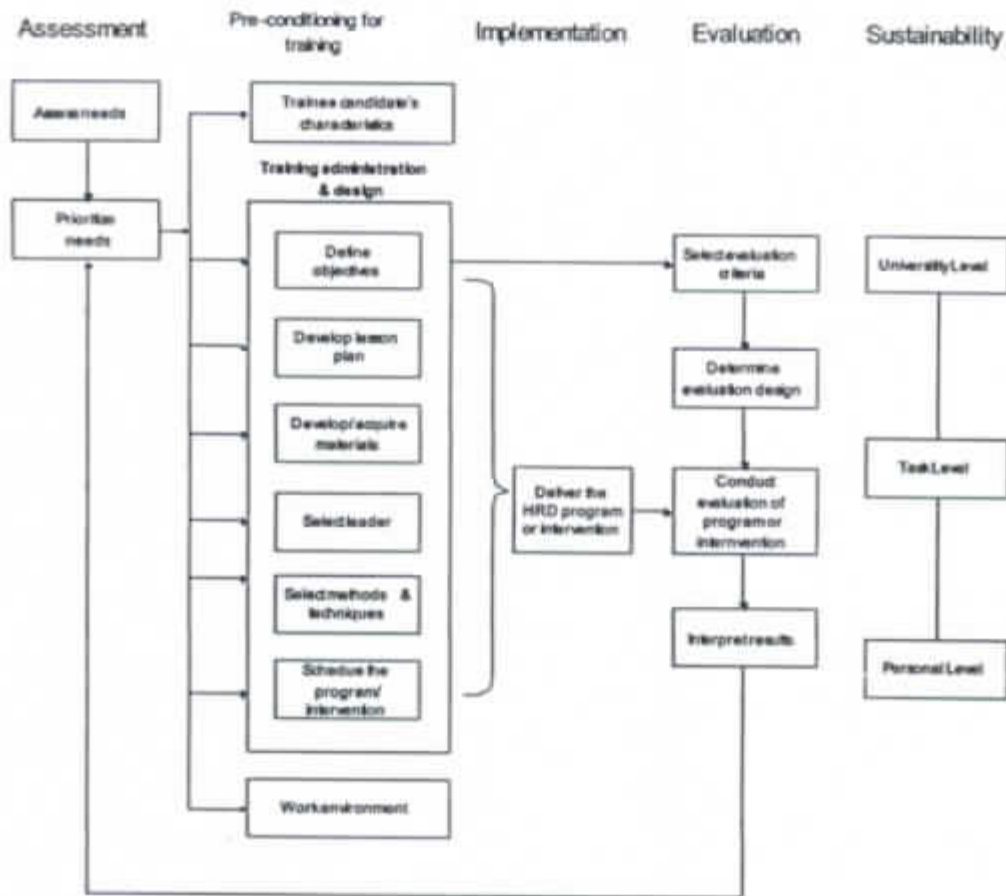
The next type of non-degree training activities is international seminars or academic conferences. For this type of non-degree training, funding bodies usually required candidates to present papers in the seminar/conference (presenters). Joining conferences/seminars as non-presenters attendants would not be considered as non-degree training activities.

Another type of non-degree program is conducting joint research between academic staffs of two or more higher education institutions. In the context of higher education in Indonesia, the Ministry of National Education has put emphasis for research development in higher education institution. In the Higher Education Long Terms Strategy (HELTS) 2003-2010, it is expected that any research conducted by institutions should (1) contribute to the knowledge creation; (2) improve capacity to manage resources; (3) create technology that could be adopted by local and national industries; (4) develop imported product/process substitutions and create added values to exported goods/services; and also (5) improve community/social health and welfare. Still related to conducting research, HELTS 2003-2010 emphasize on the need to conduct public-private partnerships that can be used by higher education institutions to explore research funding sources, in local, national, and international level.

It should be noted that all of these types of staff development activities must be directed to support the implementation of the formulated strategic planning. According to Balderson (1999), staff development should be closely linked to the business strategies of organization. Related to the necessity to conduct internationalization in higher education institution, according to Torrington (1994), there are several things that can make higher education institutions to "internationalize" themselves, which one of them is to focus on the internationalization of the staff. A higher education institution will enrich the internationalism of its faculties much more if it has with exposures to international experiences.

Figure 1

Analytical Framework



Source: Desimone, et al. (2002); Baldwin and Ford (1988), with modifications.

IV. ANALYSIS OF THE ISSUES

For the purpose of analysis, this study combines the model developed by Desimone et al. (2002) with that developed by Baldwin and Ford (1988), for the structure of presentation. The model consider the initial stage of needs assessment and then considers inputs to preparing and implementing training. The additional stage of the analysis on the sustainability of activities has been added to the combined model. The schema, with some modifications, is shown in Figure 1.

IV.A. STAGE 1 – ASSESSMENT THE NEEDS FOR NON DEGREE TRAININGS

As stated formerly that staff development activities must be directed to support the implementation of the formulated strategic planning as well as closely linked to the business strategies of an institution (Balderson, 1999). Moreover, Desimone, Werner and Harris (2002) stated that human resource development activities would be

effective if it successfully addresses some organizational needs through needs assessment.

Needs assess is a process by which an organization's staff development needs are identified and articulated. It is the starting point of the staff development process. According to Desimone et al. (2002), a need assessment will be able to identify (1) an organization's goals and its effectiveness in reaching these goals; (2) discrepancies of gaps between staffs' skills and the skills required for effective current job performance; (3) discrepancies between current skills and the skills needed to perform the job successfully in the future; and the (4) the conditions under which the staff development activity will occur. Having this information, institution should be able to decide things from where and what kinds of trainings are needed, who should be included, up to set up the criteria for evaluating the impact of the training. By conducting needs assessment, an institution would be able to decide and prioritize types of knowledge, skills, ability and other characteristics that it want to develop for its staffs. Referring to Gatewood and Field (2001), Knowledge is an understanding of a body of information, usually of a factual or procedural nature that makes for successful performance of a task while skill is an individual's level of proficiency or competency in performing a specific task. Moreover, Gatewood and Field (2001) also stated that organization might also want to prioritize to develop staff's ability, which is a more general, enduring trait or capability an individual possesses when he or she first begins to perform a task or staff's other characteristics are including personality, interests, and attitudes.

In some cases in Airlangga University, detailed and specific needs assessment were not undertaken in advance. For those units which undertaken needs assessment processes as part of the planning process, some of them seemed to be not optimally conducted, but merely as part of units' annual self-evaluation report. However, study found that there were units that consistently aligned their visions, missions, and the needs of trainings.

Based on university policy, each study program and institutional support system/unit existed in Airlangga University has to conduct a thorough and sound self evaluation process as part of each unit's planning mechanism for each year. The self evaluation analysis should come out with assessments on the strength, weakness, opportunity, and challenge faced by each unit in every aspect including human resource/staffs. Data presented in this report are various such as based on this strategic analysis; units would be able to set up their needs. It is indeed a good process, however, some might find it not as a part of strategic process but as a regular and routine process. Having this, the results were not as sound as what the university had expected.

The lesson learned from this condition is that seeing the process as a regular and routine task might affect unit's perception and willingness to seriously engage in analyzing the real condition of the unit. The units might found themselves only talking and discussing numbers/data but not providing the university with the sound representative of actual condition, which in turn would affect how units themselves and what they need for the future. This would in turn, also affect the effectiveness of

the any programs proposed by units as they might not truly reflect the need of the institutions.

In Airlangga University, for units conducting its non-degree training under external funding bodies' schemes, funding bodies would require units to conduct assessment on how well the training and its objective aligned with academic and institution needs (relevance aspects), academic atmosphere, as well as how the trainings will impact on the improvement on Internal management.

In order to avoid this condition in the future, communicating the importance of conducting a thorough strategic analysis and how it will affect the future of each unit would be the first step that could be set by leaders of university. Moreover, it is always be better to conduct a more detailed assessment. in terms of staff development issue, Desimone et al (2002) suggested to conduct needs assessment in three different stages, which are strategic/organizational analysis (related to the strategic issue faced by the units), task analysis (related to the job/process implementation and what gaps needed to eliminate), and in the level of individual with person analysis (reveals who needs to be trained and what kind of training they need).

IV.B. STAGE II – PRE-CONDITIONING FOR TRAINING

Pre-conditioning for training stage involves three main components, which are trainee candidate's characteristics, training administration and design, and work environment.

IV.B.1. Characteristics of candidates

Characteristics of trainee candidates influence how well they ready to participate in and benefit from training (Baldwin and Ford, 1998). In most of the cases, candidate selection processes to attend overseas non degree training were competitive in nature. Overseas non degree training under ADB scheme for example, is required to be competitive in process (TPSDP Guidelines on Staff Development, 2002). For that purpose, units in Airlangga University had to set up certain criteria in selecting candidates, such as educational background, competence, language skills, motivation, attitude, and age. For units conducted its overseas non-degree training under schemes from external bodies, various criteria are set up by funding and government body, such as academic performance, priority of the field and also readiness from the academic and non academic aspects.

Having undergone various selection processes, this study found that in certain cases in Airlangga University, one of the major obstacles in conducting overseas non-degree training is language skills. For example, in some unit, although need assessment decides that one of the academic staffs should become a fellow in overseas training, but due to his/her lack in English language, therefore the unit

comes with decision to send other people in the organization with a better English proficiency. For project under ADB scheme for example, the English language proficiency requirement is only international TOEFL of 475. This requirement is relatively low, yet, there were some candidates that were unable to get to that threshold. However, though proficiency in foreign language do help to participants adjustment to new situation during the training (Black et al., 1991; Shaffer et al., 1999), it should be noted that language proficiency seemed to be not closely related with training outcomes, as candidates were reported to have their skills improved regardless of the level of language fluency prior to training period. Regarding loose correlation between language proficiency and training performance was also shown by Asian Development Bank's study in 1997 (Special Study Series #29 ADB- INO 97023, 1997).

The lesson learned from this situation is that in line with the internationalization vision and mission, it is important for the organization to basically prepare the readiness of staffs in handling various tasks, where in particular required staffs to have a profound English proficiency. University should have mechanism to ensure the readiness of the staff, both academic and general, in dealing with foreign language. In the Faculty of Economics for example, starting from this year, there is a teaching in English course for lecturers nominated by each department. This would increase the exposure for academic staff in using foreign language. Moreover, this would increase the readiness of the Faculty in internationalizing itself.

Apart from language proficiency, although not being put as criteria for selection, there is an issue of age range. As it is all about overseas training that would usually be conducted for a minimum of three weeks period, less academic staffs over 45 years of age applying for the position. This might be related to the fact that most of those academic staff in that age range usually took structural position in the department, faculty of even in the university level. For those staffs, joining overseas non-degree training would bring considerable consequences over their current job responsibilities. Beside, this study also found out that higher age range (over 50 years of age) were quite reluctant to apply for the position considering their ability to adapt to new situation and environment while they were away overseas. Although age might not be closely related to motivation, but younger candidates outnumbered older candidates in most of the selection process, especially in the ability to adapt to new situation.

Related to this issue, it would be better for each unit to give thorough explanation of the characteristics of the program that would be conducted along with the situation in the training provider institution and the host country itself. Having this, all individual interested to apply will get more accurate expectation that will –in turn— make them analyze their own ability and capacity to join the training which would internally motivate themselves. According to Rogers (1996), it is better if motivation for learning comes from within individual rather than being externally pushed.

IV.B.2. Training Administration and Design

The second component is the training administration and design. According to Desimone, et al. (2002), key activities involved in designing training program are: (1) setting objectives, (2) selecting the trainer or vendor, (3) developing a lesson plan, (4) selecting program methods and techniques, (5) preparing materials, and (6) scheduling the program. Assuming that the need for training has been identified, the next step that should be accomplished is to translate it into a set of objectives. According to Desimone et al. (2002), the objectives define what participants will be expected to learn or do as a result of participating in the program. The organization should clearly focus on in developing the objectives. As the organization already set up the objectives of the program, the organization should translate them into the lesson plan where the content of training program, as well as the training methods, techniques, and material clearly identified.

There were actually two main patterns in how units in Airlangga University conducted the training administration and design. The first pattern is units use their existing overseas partners as training provider, while the second pattern is that units tend to explore new overseas partner as their potential training provider.

Taken a look at the case of the Center for Education Improvement and Development Airlangga University, the unit had been able to ask one of its partners, which is Open University Malaysia to give trainings on Instructional Media. Airlangga University is a member of SEAMOLEC, in which one of the members is Open University Malaysia. The process of setting up objective was conducted by CEID prior to contacting OUM regarding the matters. For the process of developing the program, it was thoroughly conducted in both home institution (CEID) and host institution (Open University of Malaysia). In this case, the development of the programs (which also includes lesson plans) was finished when both parties agreed on the content. The condition of being able to find out training provider and have undertaken informal discussion with the training provider in advanced brings several benefits, such as time needed to set up lesson plans, material, and methods/techniques of training is relatively short, and units are able to really customized their needs and ask their partners to accommodate their needs in the lesson plans.

The second pattern is when units have to explore new institutions to be their training providers. Surely, selecting training provider is not an easy job, as it needs longer time to research institution's competence and performance at certain areas of interests. The example of this case is the Department of Management when it had to conduct overseas non-degree training that was supposed to be in the area of curriculum design, especially with focus on enhancing entrepreneurial skills during 2006. The department had to spend more than six months to get a respond from a higher education institution that is willing and able to provide training in that area. The department had used various methods to get a training provider from searching to the internet up to using education agent to make a contact to one of higher education institution. As the Department of Management had been requested not to conduct its next series of overseas non-degree training in its former partners, then the department must find other partners. Considering criteria such as number of international students registered in the university, clarity of programs offered, as well as institution's capacity in providing entrepreneurial experience for its students, the

choice had come down to Bournemouth University, United Kingdom. It had been long journey to get the training provider. Another example on this issue was Center for Education Improvement and Development, the center effort seeking the host institution has an aid from the France Embassy. It proposed to the three institutions in France that could be suit for the short course in theme internal management. Moreover, the preparation of this activity had taken of more than 7 months preparation times since first contact on April 2005 until finalizing stage and the short course implementation on November-December 2005.

Although the difficulties in finding training provider seem to be considered as a common thing in conducting training, units might realize that the effort needs high commitment both in time and in financial resources. For this purpose, it would be far better if the effort that has been engaged could be sustained in terms of conducting long-term cooperation with such institution. It will affect, however, not only on the unit conducted training, but also on the potential of conducting other trainings and international arrangement for other units. So, it is necessary for the university to put an umbrella agreement with overseas higher education institutions so that it will smoothen the efforts conducted at units level.

Apart from the pattern in finding training provider, another lesson that can be learned is that it is always come to higher training performance (indicated by the satisfaction of participants on the program as well as training provider with participant's performance and also the ability to fit to the training objectives) when both home and host institution mutually design the training programs. During previous year of 2005, in the case of Airlangga University, one of the best examples of collaborative effort in designing overseas training program is in the project of overseas non degree training for academic quality assurance system in the university level. In that case, the team leaders of project management at both universities were able to design a comprehensive training program for Airlangga University. This training program was collaboration between Airlangga University and Monash University Australia. The impact of this program to the organization is highly recognized as academic quality assurance system that was developed based on inputs gained during the training has been implemented systematically for the last three years, with satisfying result.

There is also issue of funding in selecting training provider, related to tuition fee. Once potential training providers are found, the next thing to deal is setting up prices. Although term of reference for proposed non-degree training program had been sent to potential training provider along with its threshold budget, still, some training provider wanted to increase the price. This condition occurred especially when the program was very much customized. The reason is actually understandable, as training providers would like to ensure quality of delivery by involving skilled and knowledgeable trainers in the program, the financial consequences of involving those highly skilled persons could not be avoided. At some cases faced by units in Airlangga University, training provider would give options to the units by offering to add more participants for the programs so that the fixed cost could be better shared than if units only send one or two candidates. However, this option was difficult to be

agreed especially when the training was conducted under external funding bodies scheme.

At other occasion, there were opportunities to negotiate the price. This option was by far preferable for units in Airlangga University. This funding issue –related to tuition fee— was likely to occur as there are certain threshold for the tuition fee (i.e. for TPSDP is US\$ 4,000.00). In the case that if it was not agreeable and there was no other potential training provider, units would negotiate to the funding bodies to stretch the limit of budget allocated for tuition fee. Up to this point, Airlangga University has been providing various non-committed funding from internal sources to cover for the uncovered budget during the training (CEID Annual Report, 2004).

Another issue that usually occurs once the training provided had been determined is the timetabling related matters. Parr (1999) stated that an institutional barrier, such as timetabling matters is an important issue for many people. Former case to timetabling issue was faced by Center for Education Improvement and Development when it was about to send two of its staff to Open University Malaysia. At this case, although both parties had been agreed with financial and administrative arrangement, the timetabling issue was last to be arranged. As each institution as well as the candidates, had its own busiest days, schedules, and commitment, it took some times to finally agree on the schedule. Once again, this condition reflected that there is need for serious consideration when planning and delivering trainings (Parr, 1999).

IV.B.3. Work Environment

Condition and requirements of the work environment, including institutional policies and culture are important inputs to training. They determine what participants should be learning to improve their contributions to the functioning of their work place. Overseas non degree training here should not be merely perceived as a staff development activity, but more it can be seen as ways to support the internationalization of higher education by bringing global exposure to staff development activities.

Moreover, work environment should be created in such way so that it will support the atmosphere of learning and it would include the development of good academic culture. For this aim, leadership plays very important roles in constructing new culture as well as shaping people's attitude toward expected outcome. Related to this, Horn, Hendel, and Fry, 2007 stated that one of the most crucial dimension regarding the institution's organizational capacity and espoused values for supporting the process is administrative leadership. Some studies showed that administrative leadership has been identified as a crucial element for aligning institutional culture with the objectives of internationalization process (Bartell, 2003; Goodwin & Nacht, 1991; Mestenhauser, 2000 as cited in Horn et al., 2007).

Leaders also play an important role as a role model for shifting the culture organization. As cited in Want (2006), "Corporate Culture is not one thing a CEO

does, it is everything a CEO does". Leaders should be able to encourage people in organization not only in terms of shifting from inward looking model to outward orientation paradigm, but also strategically encourage people activities with international exposures. Moreover, Aguilar (2002) also argued that insufficient and weak leadership might slow or even stop the internationalization process. It would mean that leaders should ensure that there is a conducive working environment that encourage academic competition amongst staff, support the institutionalism of training outcome, as well as rewarding performance based on merit and skills. Related to this, Baldwin and Ford (1988) argue that support of supervisors or leaders affects motivation and helps in setting goals that participants should be able to attain through their learning experience (Baldwin and Ford, 1988).

In Airlangga University case, there were not any significant problems on developing conducive working environment. Management of the university must be flexible enough to accommodate any efforts conducted by each organizational unit to increase exposures to international environment, including sending people to international academic conference, engaging in external collaboration, and also sending people in international degree/non degree training.

III.C. STAGE III – IMPLEMENTATION OF THE PROGRAM

At the implementation stage, until current experiences, Airlangga University has no unpleasant experiences regarding the implementation of the program, as long as the program designs were clearly comprehended by participants and external parties providing the programs.

The analysis of non degree training program implementation could be done firstly by taken a look at the venue of the training. Most of the reported activities were conducted in more advanced institution in various countries, such as United Kingdom, Australia, Japan, European Union Countries, New Zealand, Singapore, Thailand, Malaysia, and the United States of America. Although it is non degree program, sending units reported that they preferred to send their staffs to institution with reputation on specific area of interest. Moreover, having undergone non degree training in different culture are thought to be one of the ways to open minds and perspectives as well as experience different learning environment and culture.

From the perspective of the quality of the program, none of the units in Airlangga University reported problems with quality of the trainings by overseas institutions. Moreover, units reported that during the trainings, participants were offered access to university's system as students as well as were provided facilities (well-equipped laboratories, wide access to libraries) as well as provided in-class experiences so that participants were able to "taste" different academic culture that would enhance their learning experiences. Moreover, it is also reported that most of overseas universities becoming training providers have This is also aligned with ADB finding stated that overseas universities seem to be better equipped to provide degree and non degree training (Special Study Series #29 ADB- INO 97023, 1997).

III.D. STAGE IV – EVALUATION

Another important stage in training program is the evaluation of training program in terms of personal development, contribution to work environment and the performance of organization. According to Phillips (1983), evaluation can help to do the following (1) determine whether a program is accomplishing its objectives, (2) identify the strengths and weaknesses of staff development programs, (3) determine the cost-benefit ration of a program, (4) decide who should participate in the next program, (5) identify which participants benefited the most or least from the program, (6) reinforce major points to be made to the participants, (7) determine if the program is feasible to continue, and (8) establish database to assist management in making decision.

In the case of Airlangga University, the evaluation criteria and design are developed during the development of program objectives. The unit which sends people for participating in training program has the responsibility in conducting monitoring and evaluation based on developed evaluation criteria and design. The university, through the Center for Quality Assurance, has the responsibility to conduct quality audit annually to identify the improvement area, especially related to the contribution of staff development to the organizational performance as a whole.

At individual level, the evaluations were conducted to find out whether participants like the non degree training program and feel that it was useful (Reaction). According to Kirkpatrick (1996), positive reactions will make it easier to encourage employees to attend future programs. From what were reported by units in Airlangga University, most of the participants were happy with the arrangement of the programs. A small number of participants were reported to complain about the program. However, when they were deeply interviewed, it occurred that their complain were not about the program arrangement but more about living overseas arrangement (high cost of living, foods, etc).

Still at the individual level, it is necessary to evaluate about the learning itself to find out whether participants do learn what staff development objectives said they should learn (Kirkpatrick, 1996). In the Department of Management for example, this evaluation were done by asking the participant to disseminate the knowledge as well as other experiences they got during the training. In this occasion, head of department or the project leader would be able to compare and contrast the objectives and the actual skills gained during the training. Along with this dissemination, participant were required to submit a thorough written report to the units. Their report were accessible by all members of the units or anyone who need it.

The next level evaluation relates to job behavior. This would also closely linked to the analysis of the sustainability of the program. According to Kirkpatrick (1996), this level is a critical measure of training success. This evaluation will find out whether participant use what was learned in the training back on the job or not. In most of the cases, it is reported that participants have some level of difficulties in

implementing the knowledge they got from training. This would related not to job content, but more to job context. As reported by the Center for Education Improvement and Development, having undergone overseas non degree training in instructional media in Malaysia, participants, back to the office, were hardly able to implement their skills as the center has not been able to provide equipment to conduct the jobs.

Related to job behavior, taken a look from the perspective of applicability of the training outcome, the evaluation results were varied, but most of the units reported that they needed to make some adjustments so that the knowledge they got from overseas training could be applied in the workplace. In the case of the Center for Quality Assurance for example, the center had sent its managers to have overseas non degree training in several institutions during the year of 2004, such as University of Putra Malaysia and Monash University. Both training providers have given the center valuable experience in developing and managing the system. The most interesting thing is that each of training provider's quality assurance system was built by considering its national and organizational culture. Back from the training, the center had to work hard to make some adjustments to the system brought from the non-degree training by involving aspects such as cultural background of Indonesia and Airlangga University itself as well as the readiness of internal university system to accommodate change in building quality assurance system.

III.E. STAGE V – SUSTAINABILITY OF THE PROGRAMS

For the analysis of sustainability of the program, this paper tries to conduct it in three different level, which are individual level, task/job level, and organizational level/university level. At individual level, the analysis would be focused on how individual is enabled to sustain their upgraded competence and use it in the workplace. Task or job level would refer to the mechanism conducted by department or unit in ensuring continuous implementation of the training result at job level/functional level. Lastly, organizational level would refer to mechanism undergone by university in sustaining the program. All of those levels are interlinked one to another.

At the individual level, referring to the discussion of job behavior, it is necessary to ensure that individuals are facilitated to implement what they have learned. Desimone et al (2002) stated that there will always some condition in which participant who have learned how to do something, but choose not to do it. Fortunately, none of the units reported this issue.

Back to the evaluation section, constraint in individual level regarding the sustainability of the program tent to be originated from job context. This would closely linked to the analysis on the level of job/task. If learning does not transfer to the job, the training effort cannot have a sustainable impact on the employee's or organization's effectiveness (Kirkpatrick, 1996). In the task level, units were asked to keep records on employees' expected behaviors. These were not easy things to do

which were shown by the fact that none of the units were able to report the matters in detailed manner. However, based on interviews with managers of units, most of them stated that major issue causing slow implementation of the knowledge was resources. When it comes to "lacking of resources", then the alternative solution would be investment. Related to this kind of solution, funding bodies such as Asian Development Bank and the World Bank are not happy with investment-oriented solutions. The solutions should be related to the occurrence of activities to solve the matters. The activities itself would required the use of resources. Having these, the investment will still occur but as consequence of conducting an activity.

In terms of organization, the practice in Airlangga University for example, the overseas non-degree training in academic quality assurance has a significant impact on the development a systematic academic quality assurance system. The system itself tries to accommodate not only the institutional quality improvement agenda but also faculty members and administrative staffs. The initiation of QA system development from non degree training results in the establishment of QA unit in all faculties and also triggers the university administrative units to implement the QA system based on their area of works. The sustainability is also shown by the development of internal training program for quality assurance, which involves over 70 faculty members from various faculties in Airlangga University during the past two years.

Another issue resulted in the organizational level is the continuity of the program. This issue especially occurred for those program funded by external funding body through competitive grant scheme. There will be several aspects that need to be carefully managed to ensure the sustainability of the process, which one of them is the resources. According to Kekale (1997, as cited in Cicmil and Kekale, 1997), one of the common resistance is resource-based (i.e. not enough time, not enough money, etc). The resource-based resistance is noted to be the one often quoted by institutions for whatever reason they have to resist.

During periods before autonomy status has been given, in some of the units, the sustainability of staff development program, especially non degree training is quite questionable, especially those from non-departmental units or institutional support systems (ISS). ISS such as University Central Library, Center for Quality Assurance, and Center for Education Improvement and Development are not revenue generating units, thus, it would be quite difficult for them to get such big financial resources to fund overseas non degree program regularly. It should be noted that those institutions are still conducting their staff development activities, but in domestic settings.

Lesson learned from this issue of organizational sustainability is that Airlangga University should ensure that there is certain mechanism of funding that will support ISS in keeping up with ever changing demand of the users by conducting staff development activities. It is highly expected that participant could apply their knowledge to improve their own performance and contribute to the better functioning of the workplace. For this to happen, leadership and supervision, supportive policies, a constructive professional, group atmosphere, and requisite infrastructure are

expected to exist to help promote positive results (Special Study Series #29 ADB-INO 97023, 1997).

V. CONCLUSION

It is undoubtedly that staff development is one of important aspects in university's human resource development. This paper attempts to elaborate the experience of Airlangga University in planning, implementing, and evaluating overseas non-degree training programs. There are many issues raised in this paper, which occur along the stages of non-degree training process. Each of the stages, assessment need and pre-condition of training, implementation, evaluation, and sustainability, brings about its own issues that need to be carefully analyzed. Figure presented (figure 1) above is the brief framework of how an institution can develop better plan, conduct better implementation, as well as undergo evaluation process for conducting staff development activities. This framework might not cover all aspects needed to analyze the process, but it gives general ideas on how higher education institutions such as Airlangga University to prepare itself for human resource development, especially related to the notion of internationalization of higher education.

In order to ensure the successfulness of staff development activities, leaders should ensure that all organization members realize and comprehend their roles in supporting the training program. Having understood their role, it can be expected that people can contribute effectively based on their tasks. Moreover, leaders should ensure that detailed analysis on university's capacity and capability should be conducted before university decide to engage in the such international staff development activities.

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