Global Human Resources Development in the Model UN Sojourn Program

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Introduction

In June 2011, the Japanese government officially enacted the Global Human Resource Development (GHRD) program, *Global Jinzai* in Japanese, with the goal for Japan to gain prominence in the global community. Their methods seem to have reduced the complexity of cultivating a global mindset by focusing on increasing the number of Japanese students studying abroad and welcoming highly competent foreign exchange students. Kato and Kukimoto (2016) claim that GHRD's purpose is not to benefit the students but to contribute to and help the government and the business sectors' goal to compete with the global community. Kikuchi (2018) questions whether universities in Japan are trying to develop globally competent students or to recruit more students through their study abroad programs (Kikuchi, 2018).

This paper is a case study on a student-initiated study-abroad/sojourn program called Japan's Delegation to National Model United Nations (JDNMUN). The purpose of this paper is to shed light on actual student experiences and their values. The research questions of this paper are: (1) What were their learning outcomes through the JDNMUN program? (2) How do they perceive the "GHR" concept? Through this, this paper attempts to shed light on the students' perspectives, and set aside the government and business sectors' objectives.

At the outset, it is important for readers to have some understanding of the Model United Nations format and how the JDNMUN is organized. The Model United Nations activity, or curriculum, is claimed to be an educational experience that offers "active learning and active thinking to

the students" through simulating UN conferences. Participants take on the role of delegates of countries, and international organizations (Zenuk-Nishide & Tatsuki, 2012). Through participating in MUN activities, Yashima (2009) claims that students will become aware of their relation to the global community and will be able to attain international posture (p. 149). Importantly for this paper, Saito believes that "many skills developed in MUN match the factors suggested for the GHR" (Saito, 2017, p. 2). MUN activity of negotiations with other delegates requires "linguistic abilities for multilateral negotiations" as mentioned in the report. Furthermore, Saito claims that MUN can develop student's skills in problem-solving, teamwork, leadership, "public mindedness, moral sensibilities, and media literacy" (The Council on Promotion of Human Resources, 2011).

Literature Review

Global Human Resources

The report in 2011 first introduced one of the first reasons to strengthen their GHR development to be the increasing number of "inward-looking students" in Japan. Thus, the government, business sectors, and universities will cooperate to increase the number of outward-looking students by supporting study-abroad programs. (The Council on Promotion of Human Resources, 2011). The terms "GHR" and "inward-looking students" are rooted from different purposes, remarking the increasing influence on education by the government and business sectors.

In order to examine when the concept of GHR was made and how the term gained popularity, Yoshida (2014) conducted a content analysis of Japanese newspaper articles mentioning the word "Global Human Resources" from 1999 to 2013. It first appeared in an article about Toyota Motor Corporation allocating their employees to either "global or local human resources." Toyota had established a system that those employees who were considered to be global human resources would be their future executives. From 1999 to 2009, the frequency of the "GHR" mentioned

in Japanese articles were less than six times, in the year 2000, 2001, and 2005 there were none (Yoshida, 2014).

This idea of global human resources that was mentioned by the Toyota Motor Corporation in 1999 can be rooted back to 1960s when the Japanese universities were criticized by the business sector that graduated students were not "useful" human resources for the companies, and that the universities lack vocational training (Kato & Kukimoto, 2016). This led to a trend in the 1970s where Japanese companies sent their employees to attain degrees abroad. Through this, they hoped those employees be an asset to their company by bringing in international competencies (Suzuki, 2018). By the 1980s, there were movements of educational reforms in response to the rapid growth of the economy in the world market. Japanese authorities realized that their long-held belief of being a homogeneous nation must be revisited and implemented "internationalization" of education. (Hirasawa, 2010, pp. 159-160).

The Japanese government emphasizes the issue of Japanese students having an "inwardly-looking attitude," which is claimed to cause the decrease in the numbers of Japanese students studying abroad (The Council on Promotion of Human Resources, 2011). Through developing GHRs in higher education, the Japanese government hoped to increase the Japanese youth that has an "outward-looking attitude". The notions of "inward-looking Japanese students" and "GHR," originally were two separate ideas, yet those combined allowed the expansion of the word GHR in Japan (Kato & Kukimoto, 2016). According to Yoshida's (2014) content analysis, the frequency of GHR in newspaper articles in 2011 was 60 times and 14% was related to higher education. In 2011, it had a rapid increase to 147 articles and 61%, and in 2013, 178 articles and 75% (Yoshida, 2014).

In 2007, the Sanno Institute of Management conducted a study on new employees concerning "global consciousness". The highlight of the result was that 36.2% of the new employees answered that they do not want to work abroad and 45.8% of them answered depending on the country they want to work abroad. "Inward-looking Japanese students" was

first claimed in this 2007 report. The Sanno report shifted the focus from employees to university students (Sanno Institute of Management, 2017). The report emphasized that education before employment is important, hence it recommended that higher education in Japan must be reformed (Kato & Kukimoto, 2016).

In 2010, the president of Harvard University raised the issue of the decreasing number of Japanese students studying abroad, using the term "inward-looking Japanese students," and that governments and business sectors come together and tackle this issue. As a result, Global Human Resources Development became the solution for inward-looking Japanese students. In other words, the GHR development came to be conceptualized as developing "outward-looking" students in Japan. This highlights the issue of the definition of GHR lacking locality (Suzuki, 2018).

Due to the report in 2007 by the Sanno Institute of Management and "GHR" being mentioned by the president of Harvard University in 2010, GHR became a popular term used in newspaper articles. The frequency of the term increased to 32, and from the following year, it was in the hundreds.

The term Global Human Resources does not originate from English, but the idea of educating and developing "global" students and employees is not just unique to Japan (Yoshida, 2014). The various terms used worldwide to describe this process illustrate the expanded effect of globalization and business on education, as well as the ambiguity inherent in the internationalization of education (Lilley et al., 2015b).

Nishiyama et al. (2015) explain the two different paradigms of internationalization of education and global citizenship education in Germany. From the 1960s there were movements of internationalization that became development education in the 1980s and changed its name to global education in the 2000s, which were driven by the business sectors. In the 1980s another paradigm appeared which was multicultural education, which became citizenship education in the 2000s. The two paradigms of global education and citizenship education have fallen

under an umbrella called Education for Sustainable Development (Nishiyama et al., 2015, p.143). Japan's GHRD follows a similar pattern to Germany where the GHRD in Japan started from the business sectors needing "useful" human resources and now the GHRs.

Kikuchi (2018) questions whether universities in Japan are trying to develop globally competent students or to recruit more students through their study abroad programs (Kikuchi, 2018). In this way, the advertising of study abroad programs might be viewed as a simple promotion technique by Japanese universities in order to register more students (Kikuchi, 2018).

Kerr's (1963) Purpose of University

Nearly sixty years ago, the possibility of higher education being heavily influenced by other than students' learning purposes had been raised as a critical issue and a great concern by the first chancellor of the University of California, Berkeley Clark Kerr (1963). He gave a lecture describing university students as "a prime instrument of national purpose" and universities' role as the "chief port of entry for professions" (p. 96). His statement caused controversy because some interpreted Kerr as advocating for universities to act as a "factory that serves industry and government at the expense of students and higher education" (Rosenfield, 1990). Kerr argued that knowledge is the most important factor in socio-economic growth, thus "university and industry are merging physically and psychologically" (Kerr, 1963, p. 89).

Kerr's view still exists in that universities' role today is often described as developing "global knowledge workers," and university credentials (degrees) are becoming a commodity for students to have successful professional careers. In the past 25 years, the relationship between student and university has shifted from learner and teacher to client and service provider (Uluorta & Quill, 2009). This change in language echoes Kerr's contention that higher education would merge with business. Moreover, Kerr's concern and Uluorta and Quill (2009) suggest that the GHR development in Japan is another example of this shift in what higher education has become in a globalized society.

Methodology

The participants of this paper are JDNMUN participants from 2012 to 2015. JDNMUN is one of the programs of the Japan Model United Nations (JMUN) that sends 10 first-year university student representatives of JMUN to represent JMUN at the National Model United Nations (NMUN) held in New York, the most prestigious MUN conference. It is a two-year program consisting of four phases: Delegates Development Program (DDP) by their mentors (senpai: previous year JDNMUN members), a 3-week sojourn to the US (including a week of NMUN conference), organizing and selection of the next year's JDNMUN program, and finally, participants become the mentors' of DDP for the next group of selected participants.

JDNMUN experience consists of experiences where a "member" becomes an "administrative member." First, the participants were members (service receivers) and were each given an opportunity to prepare for the US 3-week sojourn with their mentor and participate in the NMUN conference during their sojourn. Right after they come back from their sojourn, they become a second-year at their universities, also they become from being a service-receiver to being a "service-provider" of JDNMUN program. They take on the role of "administrative members" organizing the JDNMUN program for that year. They are solely responsible for the next year's program, including finding sponsors, getting funding, designing the application process, and other administrative work that is needed for them to keep on the legacy of JDNMUN. The final phase of the JDNMUN is for the first-year member delegates to become the mentors to the newly selected members.

Unlike the study abroad programs that are mentioned in the GHR report in which those study abroad programs are usually funded by the government and business sectors and organized by the universities, the JDNMUN program is student-initiated. In other words, JDNMUN participants are not just "clients" but "service providers." Their case study is valuable because they do not follow that pattern of programs that are driven by national interests.

  For this research, I conducted semi-structured interviews to 11 JDNMUN former participants (2012~2015) on their JDNMUN experiences. The former participants were selected because then they can reflect back on their JDNMUN experiences relating to their current-self and their careers. In the invitation for the interview, I mentioned that the duration of the interview would be around 30 minutes. Those for participants 1, 2, 12, actually took around one hour, others were between 30 to 35 minutes. The time between when the survey was conducted, and the interview was around two to three weeks. During the interview with Participant 1, he kindly introduced me to a former participant of JDNMUN (Participant 11) who now works for the Japanese government in the education field.

Data Analysis

JDNMUN and GHR Factors

  The following is the government's official definition of GHR. The first part of data analysis presents the participants' experience that relate to the listed GHR factors. After seeing their experiences through the lenses of GHR development, the other learning outcomes are mentioned in order to fully understand the JDNMUN experience. Lastly, the participants' view on GHR and its development are analyzed.

  "Factor I: Linguistic and communication skills,

  Factor II: Self-direction and positiveness, a spirit for challenge, cooperativeness and flexibility, a sense of responsibility and mission,

  Factor III: Understanding of other cultures and a sense of identity as a Japanese." (The Council on Promotion of Human Resource, 2011).

Factor I: Linguistic and communication skills

  Table 1 shows credentials indicating participants' current English proficiency levels. English ability was one of their requirements for being selected as the JDNMUN member meaning that they already had a sufficient English ability to be able to participate in discussions about global issues with non-Japanese students at the NMUN conference. Participants 5 and 7 mentioned that they became more confident with

speaking English through the DDP program in Japan in their interview responses. By practicing using English to present their policies at the NMUN conference, they felt they had gained confidence while preparing in Japan which allowed them to be active participants at the NMUN conference.

Table 1

Participants' current English Proficiency Level

Participant	English Proficiency
P1	Eiken Grade 1, TOEIC 900
P2	TOEFL 91
P3	IELTS 8.0
P4	IELTS OA7.0
P5	Eiken Grade Pre-1
P6	TOEIC 980
P7	IELTS7.0
P8	Eiken Grade Pre-1, TOEIC 820
P9	TOEIC 730
P10	TOEFL 100

Participant 6 shared his experience during the NMUN conference, stating he "didn't understand English well. But through communicating my ideas to the participants, I realized that in any language if you logically state your opinion people will understand you". He emphasized that when communicating it is important to "speak to a person", not as someone who belongs to a certain community, but as a fellow human being.

These responses illustrate that participants were engaged in a learning process wherein they at first struggled to hone their English skills in Japan and slowly gained confidence as their communicative abilities improved. With that confidence, they communicated with non-Japanese participants at the international conference in New York City. Overall,

participants indicated to me that this experience gave them a realization about basic principles of effective communication.

Factor II

"Self-direction and positiveness, a spirit for challenge, cooperativeness and flexibility, and a sense of responsibility and mission" are under Factor II, and as mentioned above, communication skills will be indicated here.

Self-direction and Positive Attitude

During the NMUN conference, Participant 4 struggled with miscommunication with his pair-delegate because their opinions and policies mismatched. In order for him to get the policies that he had prepared during the DDP on the final resolution of that committee, he realized that he needed to act alone. He shared his experience during the conference: "I was in a big group but they were not discussing anything that I wanted to do for that topic. It was frustrating because I prepared and I was not making any use of it. So, I talked to the person next to me and presented my idea on the resolution. He said 'that is very interesting!' And I found a few more people interested in my idea and created a new group. I had become a group master. That's when I thought, even I can do it! Even though I am Japanese and it is my first time, I can do it!" This indicates that he made a choice to embrace this frustrating situation brought on by cultural expectations, and changed it to an opportunity to facilitate a discussion group. More specifically he created a group on his own to accomplish his country's interest and became the "group master" who is the main submitter of the resolution. In other words, he not only took control of the situation and acted on it but was able to play a key role in the conference showing positiveness and self-direction.

Participants 4 and 9 confidently shared an experience gained during their second year where they initiated action to make a change. Participant 4 said "we managed to change the application process drastically" which would accomplish their goal of selecting participants

with their vision. Participant 9 changed the website format completely, whilst being the president of the JMUN Kyoto Branch. Being the administrative member, they were given the opportunity to take initiatives and act on making the program better.

Willingness to Take on Challenges

Participant 1 said: "My mindset changed, if I learn from others who are good at what I am bad at and take action, eventually I can change to become better". This realization occurred for him after completing the program. He indicated his struggles with DDP and the sojourn stating that "I faced the truth that my voice and my opinion don't move people's heart and inspire them to take actions". In his frustration he decided to observe others that can do well and imitate their actions. This act indicates a level of maturity for self-understanding of personal strengths and weaknesses, and taking action to change.

Cooperativeness, Flexibility, and Communication Skills

Related to this point, participant 3 said in the interview: "Though people have an image that JDNMUN participants are skilful, I think we acquire 'human-skills' more; through communicating with my administrative members, we learn in which point in the heated discussion to make compromise and be flexible, while also maintaining a good relation. Switching between On-work and Off-work is important." Participant 5 also mentioned that communicating and organizing JDNMUN allowed her to learn to take "balance of logic and my emotions."

A Sense of Responsibility and Mission

In 2020, the JDNMUN program marked its 38th year, meaning this program has a legacy. This is an important motivating factor because not only do the JDNMUN participants have the mission to make JDNMUN happen for their selected members, they have a legacy to uphold. For example, Participant 7 had to overcome a loss of around ¥1,000,000 in the budget in his second year of the program. When I asked him how he managed to overcome it, he excitedly responded "I had to overcome this crisis. It is a legacy. It helped me to deal better with pressure and stress."

He went on to describe his second year as an experience that allowed him to cope well with stress, and develop his vitality.

Factor III

"Understanding of other cultures and a sense of identity as a Japanese" were the qualities listed in the government report under Factor III. "Sense of identity as a Japanese" was demonstrated by the participants of this present research in the following ways.

Participant 3 shared her experience at the NMUN conference: "I had two nicknames during the conference which were 'origami and Miso soup.' I didn't feel offended or ridiculed, rather I was interested in how others viewed Japan and felt that I wanted to promote more Japanese culture." This episode shows how she had the opportunity to actually encounter what people from other countries thought of Japanese culture.

Participant 4 not only saw how others perceived Japan but also took the initiative to discuss and give them other perceptions of Japan: cross-cultural communication. Participant 4 said: "In the committee of gender issues in the global community, the delegate of Japan (a non-Japanese participant) was presenting Japan as a country that had discrimination against women like the Islamic countries. I felt that I had to confront the delegate of Japan that he misunderstood the gender issue in Japan." Participant 4's intention of attending JDNMUN was to interact with different people to discover their perspectives, and ways of thinking. This incident with the delegate of Japan satisfied his expectations for JDNMUN.

These episodes of Participants 3 and 4 suggest their sense of Japanese identity deepened through seeing Japan from a foreigners' point of view. In other words, these episodes also show their qualities of "understanding of other cultures" in addition to Factor II: "positiveness".

According to the factors mentioned in the GHR report 2011, the JDNMUN participants episodes during the JDNMUN relate to the GHR factors. The next section of the data analysis comes from my observation that this section only demonstrates the surface level of their perceived

self-growth through JDNMUN. Hence, I examined the participants' views on the JDNMUN program in more depth through interviews to learn what they felt was important and influential for the development of their current-self identities.

Participants' Views on JDNMUN

The participants valued the following five things from what they acquired in the two year of JDNMUN: self-understanding, relationships, MUN skills, collaboration skills, and experience that shaped their current career.

Self-Understanding

Throughout the two-year program that situates participants in stressful environments and requires teamwork with unfamiliar people, participants of this study indicated that they were able to realize their strengths and weaknesses. In addition, a number of them stated the importance of learning how to cope with difficulties and improve their weaknesses. For instance, Participant 3 shared her experience: ˝During sojourn, I had to spend time with other JDNMUN members all the time: spend time, eat together, shop together… There was no time to be alone. At one point I couldn't stand it. I was living in a dorm during high school and I didn't like it, and this sojoun experience was even worse. It was so stressful. So one night when we were all eating dinner, I left the table. I didn't care what others member thought of me, I needed to eat alone, and I needed my own time. At first members were worried about me but they eventually understood and respected my space. As a result, I was able to have a healthy relationship with the members.˝ Participant 3 recalled a high level of stress due to the amount of teamwork but she found a way to cope with it and embrace it.

Relationships

All participants somewhere during the interview and in the surveys

mentioned that JDNMUN participants remain to this day as some their closest friends. Participant 6 sums up what most participants mention: "it is so rare to have the opportunity to be taught by and be influenced by some who is the same age as you. And being able to work with them to organize a program that has three decades of history, is definitely a rare experience. I also got the opportunity to teach someone who is only one year younger than me." Having experienced a challenging but meaningful two years, the members seem to have developed a special bond that endures.

Participant 10 currently works in Germany as an officer of the Ministry of Foreign Affairs. She shared her experience at DDP like this: "when I first saw the OBOGs who were working at MOFA, I thought that was something I could never do. But during the briefing where I got to talk to the OBOGs I was reminded that they were once a student, and if I wanted to do it I could. And now I am following their footsteps."

As mentioned before Participant 11 was introduced by Participant 1 when I asked him about his opinion on GHR and mentioned the MEXT in the interview. For Participant 1, Participant 11 was his senpai, and he felt that it would be beneficial for this research since Participant 11 is currently working as a government official. One day later, I was already in contact with Participant 11 and scheduled the interview. This gave me the impression that the relationships between *senpai and kohai* are still strong even after 8 years from the JDNMUN experience. Participant 2 had introduced me to Participant 9 and 10 to participate in this research, and Participant 7 also offered to help find participants. These gestures to help my research suggest not only their strong ties between the members and senpai-kohai, but also show how they value the experiences in JDNMUN.

Collaborating Skills

・Participant 3: I acquired skills to coordinate group of people while still caring for others by compromising, and tolerating various ways of thinking. I also obtain skills to have a distinct "on and off" relation

with people I work with. "On" I am professional and "Off" I am a friend."

・Participant 4: "During the second year, working with group of people that have various ideas to make JDNMUN happen, I obtained the skill of rationalization of purposes. It was a struggle at first to communicate with the members because we all had different goals, values, and engagement for this program. It is important to make it clear what the goal is, and to find what is necessary to reach that goal, and evaluate the consequence"

Though communication skills were mentioned, skills related to collaboration and teamwork were reportedly attained during the second year as administrative memeber while working with their peers to continue the legacy of JDNMUN. This indicates the participants' perception that they struggled in communicating with people with the same vision and goal but have different opinions and ideas, regardless of their nationality. They believe that they have learned how and when to compromise or not while showing respect for each other. In addition, Participant 11 responded that this successful experience of collaborating with her members that have different personalities and live in different regions (Kanto and Kansai regions) of Japan built her confidence.

Career

Four participants in this research cited their JDNMUN experience to be an influential factor in deciding their current career.

Participant 3 was raised in China where there was a lot of competition around her and explained as follows:

"The experience of JDNMUN and how I coped with stress my own way assured me that it was okay to be different than everyone. Though I still registered for 'mynavi' because everyone was job hunting, when I really wanted to go to a graduate course. I reminded myself of my JDNMUN experience that it is okay to be different than everyone."

She is currently engaged in study related to the personal reporting

system of the Universal Human Rights Treaty at a graduate school in Japan. She had plans to study abroad; however, this was delayed due to Covid-19 situation.

 Participant 4: He currently works at National Police Agency; his recent works were on security during the Tokyo Olympics.

 "In my third year of university, I was the president of the JMUN community. Having experienced the international conference, I wished that more JMUN members used this education tool (MUN) to participate in international conferences and to know more about the outside world. That is why I worked mainly on creating programs for Japanese student to participate in other international conferences. From JDNMUN experience and being the president of JMUN made my vision to be clear, that I want to be influential, I want to be able to change the world. Before I wanted to become a researcher, but I felt that I would not be able to accomplish that. Being in a democratic world, I want to be in a position where things I want to do is achievable."

 To sum up, the JDNMUN experience especially in their second year as an administrative officer required them to collaboratively have a clear vision for organizing their JDNMUN program, and to work to make their vision happen. This experience of having clear vision and committing to it has made them realize the importance of having a vision and purpose, and consequently given them confidence. Furthermore, JDNMUN program allowed the participants to envision possible career paths beginning from their first and second year of university as a result of the opportunities to talk and interact with the OBOGs from the program who were just like them, but a few years older. Also, it appears that the JDNMUN experience enabled them to understand themselves better and, in this way, gave them the confidence necessary to do what they wanted to accomplish.

Discussion

Terashima (2015) criticizes and expresses concern with the misconception in Japan that more study abroad programs mean that the university is truly "international" (p. 32). This can also lead to the misconception and misunderstanding that a person with any study abroad experience is a GHR whilst putting students without study abroad experiences at a disadvantage regardless of their talent and potential. Studying abroad has become a check box to tick rather than a platform for deep learning, intercultural training, or holistic learning. JDNMUN participants have exceeded the expectations of GHR development and clearly, it was not an easy process.

The JDNMUN participants' definition of GHR did include similar ideas about the concept of GHR, yet their definitions seem to fit better to terms such as global mindset, or global citizenship. The GHRD Report in 2011 has placed emphasis on linguistic abilities (under Factor I) and leaves the development of Factor II and Factor II ambiguous and heavily relying on Japanese study-abroad programs. However, the JDNMUN participants neither emphasized linguistic abilities nor interaction with people who are not Japanese. Future research should focus on the structure of study abroad programs. The limitation of this research lies in the ambiguous nature of GHR. However, its ambiguous nature allows students to have their own interpretation just like how JDNMUN participants formed theirs. The students' insight should be given more attention in order to seek a more concrete answer on what GHR is or should be.

Conclusion

"International education does not happen by chance, by some kind of mysterious osmosis." (George Walker, 2006, p. 121).

The aim of this research is to explore how participants in the study think of their learning outcomes from the JDNMUN program and their views on GHR. The term itself has been popularized and familiarized, yet the definition and implications remain ambiguous for the Japanese youth, as the JDNMUN participants gave various definitions of GHR.

The GHR development is targeted towards developing Japanese youth according to neo-liberal ideals pushed by the government, the business sector, and Japanese universities, while the meaning of GHR remains poorly understood and largely rejected by the targeted youth. In other words, the development of GHR does not incorporate student views and prioritizes the needs of the Japanese government and business sectors over those of university students. The universities in Japan are caught in the middle of this web.

This research provides the students' perspective on GHR development and their values, most importantly, what they think is important in this globalized society. The current GHR simplifies the complexity of internationalizing their education through study-abroad programs. This research does not discourage study abroad, but it hopes to shed light on other qualities and opportunities that allow learning of global citizenship and GHRs. Davies (2010) says that Japan is "at something of a crossroads" and that these initiatives for internationalization of education in Japan mean significant change, thus it should be actively debated. In order for the GHRD to improve and continue to take a step forward, this case study of JDNMUN suggests GHRD be a collaborative work between Japanese youth and the government, business sector, and universities.

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