

Unit 4

Results

The results of this study revealed NIT's best practices including NIT's recruiting system, NIT's lecturers' specification, and other systems influencing the achievement of the recruiting system. Besides, the findings on both internal and external achievement factors of NIT's recruitment system were also revealed as follows.

National Institute of Technology's (NIT) Best Practices

The best practices in personnel management system of NIT was its recruitment system and the unique lecturers' specification. The effectiveness of the recruitment system reflects on the success of all alumni and reputation of the institute. Qualified lecturers willingly shared the mission in performing quality tasks to produce creative and globally – minded engineers with practical skills. They nurtured students in spiritual richness, fine sensitivity, and a high sense of responsibility and discipline. They cultivated students who had an extensive knowledge of specialized subjects in order to solve the problems in appropriate ways. And they develop human beings who had overall abilities to create something new. Details of the system were as follow.

NIT's recruitment system

Recruitment system was the best practice in NIT's personnel management. NIT education system was very unique with the identity of its own. That was the design of education management emphasizing the balance between theory instruction in classroom and practice in the workplace. In addition, the system also focused on research methodology to promote students' practical problem solving and creative skill. For these reasons, NIT had to seek a unique person to serve this unique education system through its unique recruitment process. Thus, its colleges or campuses freely set their own recruiting criteria and perform their own selecting and decision making process.

The recruitment process was under the supervision of the human resources management department in each college. The personal committee was appointed to perform the main duty in the recruitment process - the selecting and decision making as mentioned below.

“Personnel Committee is the main committee to take charge of lecturers’ recruiting and selecting in the context of human resource management. The committee also has a responsibility on recruiting both academic and administration staff.”

Human Resource Office, Kumamoto College

25 February – 2 March 2018

Personnel committee consisted of the college executives such as Dean, Vice President, and President. The President was the chairman of the board. In the recruiting process, the Dean of each department investigated the applicants’ document and resume. They might seek valuable opinions and information from their former companies or universities to hear about their competitive skills and qualifications for being a lecturer in NIT. The consideration had carried on until the last step. At that point, all parties had discussed and collectively decided the most suitable candidates. The final decision had eventually been made by the president of the college.

The probationary period had been around 3-6 months. Qualified applicants who passed the evaluation had received the formal contract to be NIT lecturers. Within the probationary period, the colleges were allowed to terminate the one who had not done well at their job. However, it had been difficult to terminate selected applicants since they had already passed the intensive selecting process except for serious matters such as crime or harassment.

It was also found that NIT recruitment system consisted of 4 important components.

1. Principles and Important Concepts
2. Recruiting process
3. Channel of recruitment and Public relations
4. Recruiting method

Details of each component were as follow.

1. Principles and Important Concepts

Principles and important concepts of NIT’s recruitment system had appeared in several places and aimed at demonstrating KOSEN identity. This was a

reminder that applicants who had joined NIT had to hold these important qualifications as shown in the statements and conversations with the key informants from Kumamoto College and Ube College below.

Ube College's shared motto

"Take risks, Go deeper, Reach higher!"

Kumamoto College's shared core values

"Be human, be tough and be challenge-seeking"

Kumamoto College's shared mission statement

"To nurture students in spiritual richness, fine sensitivity, and a high sense of responsibility and discipline"

"To cultivate students who have an extensive knowledge of specialized subjects in order to solve problems in appropriate ways"

"To produce creative and globally – minded engineers with practical skills"

"To develop human beings who have overall abilities to create something new."

Ube College's and Kumamoto College's Manual

25 February – 2 March 2018

The data also revealed that independence, transparency, and non-interference manners of NIT recruiting process had been considered as other important principles for NIT reputation.

"With my experience, we don't interfere in recruiting because we don't have any rights to select or choose any person to be recruited as staff. But we have many friends in Japan so we can give information about the recruitment to the college but we don't give comment or testimonial to the personnel staff to recruit my friend because it's not fair."

"... and the personal information is confidential. We can't touch that sensitive information."

"The recruitment process is very clear."

"We just give information; we can't give extra information to"

our friend even the staff, even the students.”

“No NIT stakeholders, former staff, or companies are able to interfere or have any influences on each selection procedure. “Personal Committee” only is a committee to select NIT lecturers.”

Academic staff, Ube College and Kumamoto College

25 February – 2 March 2018

2. Recruiting process

The findings of the recruiting unit and the application documents within the NIT’s recruiting process had shown in the details below.

2.1 The recruiting unit

In NIT recruitment system, the personnel section under the General Affairs Division of each NIT College was a recruiting unit responsible for all recruitment procedures.

“Personal committee” was the main committee appointing to select new academic staff in a transparent and independent manner.

2.2 Application documents

The applicants had had to hand in 7 items of paper.

- 1) Application form & Resume
- 2) List of Researches: categorized by articles, books, patents, conference presentation and others
- 3) Reprint or copies of 3 major articles
- 4) Summary of No.3: around 1,000 letters with size A4, free format
- 5) List of the past 10 years research grants
- 6) Achievements record (if they apply from the cooperation enterprises)
- 7) 3 essays about the aspiration on KOSEN’s education, researches, and students guiding (Each topic should be around 500 letters, but the total of 3 topics should be less than 2,000 letters)

3. Channel of recruitment and Public Relations

NIT colleges had both similarities and differences in channel of recruitment. Mostly, it had involved both paper and online jobs posting channel. Paper job posting had been done through colleges' or universities publication, Academic Society's HP, Engineering Associations, and companies. Online job posting had been done through some main websites such as Japan Research Career Information Network (JREC-IN) and NIT Headquarters' HP.

In summary, the public relations channel to recruit NIT lecturer has divided into two major channels as follows.

- 1) The channel of Japanese academic association such as Japanese Academics Society, engineering association, college, university, or company
- 2) Online channel through websites such as the main website of Japan Research Career Information Network: JREC-IN and NIIT Headquarters

"...if we need the newcomer then we recruit and give information to many institutes, colleges, universities, and through related main society - engineering and academic associations including companies and enterprises, for example."

"First we upload the information to the various networks: the JREC-IN (Japan Research Career Information Network); Japan research career information network which is the biggest network for recruitment of the researchers. We also post on KOSEN head quarter webpage and Japan academic associations. Personnel Section – Personal Committee under the General Affairs Division take charges on the selection decision making."

Human Resource Office, Ube and Kumamoto Colleges

25 February – 2 March 2018

After the application process, the applicants had entered the selection process. The selection had been done through the applicant's documents evaluation. The first step, the administration officers had to carefully consider the application documents in order to reduce the number of applicants to the nearest number needed by the institution. The screening of resume, research reports, articles, and other

supporting documents had been made by the human resources officers in personnel section. The qualified person had been invited to the interview, presentation, and trial class. All these processes had taken 1 hour.

For the question about transparency issues in recruiting, the key informants had insisted that there had been no internal and external influence on each procedure relating recruiting performances. They might only support in other processes such as promoting the enrolment to the outsiders that the college has opened for staff. The statements and conversations with the key informants from Kumamoto College and Ube College had shown below.

“The selection of academic staff is the responsibility of the Personnel Committee. Former professors have no right to interfere or suggest their friends, relatives or acquaintances. But we can only promote the open positions and the recruitment information to the public.

Executives, Kumamoto Colleges

25 February – 2 March 2018

“After we post recruitment information, the next step is recruiting. The consideration was first made with the application form, resume, research entries, articles, and other documents. This is the great way to help reduce the number of candidates to 4-5, and then they will be invited for the interview, research & essay presentation, and trial class (15 minutes) which will take about 1 hour.”

Human Resource Office, Ube College

25 February – 2 March 2018

4. Recruiting method

The following details revealed the two parts of the recruiting method: the screening and selection; and the selecting criteria.

Part 1 the screening and selection

The screening and selection process consisted of two steps: step 1: checking and screening of application documents; and step 2: interview; presentations; and trial class as shown in the following details.

Step 1: checking and screening the application documents

At this step, the lecturer applicants handed in their outstanding documents such as resume, list of articles, books, patents, certified documents for domestic and international journals publication or the presentations at international conferences, the summary of 3 major articles, list for the past 10 years research grants, their achievements record, and 3 essays about the aspiration on KOSEN's education, researches, and student's guidance. The personnel section had to review and screen all application letters and supporting documents. Reviewed documents and lists of qualified candidates as required by the institution had handed to the committee to screen, examine, review and select qualified applicants for the first round selection.

Step 2: interview; presentations; and trial class

Qualified candidates had been invited by the college to an interview. The prospect applicants have been interviewed. After the interview period, they had gotten an opportunity to make a presentation showing their vision, researches, and other reputation. The interview period ended up with their 15-minute trial class in front of the committee members. Their ability, skill, and knowledge had been evaluated by the judges in the committee. Applicants' appropriate qualifications for being KOSEN teacher had been evaluated for their overall image and performances. Then, the final selection had been made. All these processes took around 1 hour. The transparency on NIT lecturers' selection process was known as one of NIT's best practices giving them outstanding reputation.

Part 2 the selecting criteria

Three crucial criteria: attitude; content; and overall image and performances, have been set up with 15 points equal weight ranking of 1 to 5 each. Total summed up at 45 points. The attitude was rated through the evaluation of applicants' way of talking, voice projection, eye contact, way to answer the question, and way of convincing people. The content was rated through 2 portions: the appropriateness; clarity; and balance of the applicants' essay; and the performances of their presentation, their trial class, and their interview.

NIT's lecturers' specification

NIT lecturers' specification consisted of 5 core criteria: 1) educational level and background; 2) reputation, interests, attitude, vision, and belief; 3) skills and experiences; 4) academic and research publication; and 5) other qualification required by each college such as mental and physical health, age. Details were as follow.

The first core: educational level and background

NIT set the educational level and background as an important and essential feature of the institution's teaching and learning. It recognized lecturers with good education background as qualified personnel. Their educational background had to meet the needs of research development for it is the heart of effective institution's education system. As a result, the qualifications of excellent candidates of the NIT were set as follows.

1. Applicants have a doctoral degree in engineering or mathematics or been expected to complete a doctoral degree within the application date or
2. Applicants have a lower degree with high working skills and experiences in manufacturing and company or excellent education results and teaching experience at university.
3. Applicants who apply for part-time lecturers are also eligible.

The government changing policy was the reason behind this specification setting. It had been 25 years ago since the beginning of NIT establishment. Each NIT College had a very small number of lecturers who hold doctoral degree. Most of them were bachelor and master degree graduates. The situation in the later years had changed. The economic government policy changes influenced the policy change of the Ministry of Education, Culture, Sports, Science and Technology (hereafter MEXT). So, MEXT suggested the institute to launch an advanced course which was a major change in NIT education system. Each college encouraged the lecturers to further their study at the doctoral level in order to effectively handle the teaching and learning in the advanced course curriculum. The examples of the conversations with the Kumamoto College administrators were as follow.

“In the beginning of KOSEN history, of my knowledge around 25 years ago, each college has few numbers of academic staff with Ph.D. degree - only master degree and others are bachelor degree. But this situation has been changing year by year. The situation dramatically changed when KOSEN develop and establish advanced course. MEXT encourage academic staff in each college to obtain Ph.D.”

“At that time the opposite percentage almost less than 10 percent of doctor holders - remaining is masters 30 percent which is less than 50. And after that educational politics changed at that time, Japanese society needs high level engineers so the universities developed many doctoral courses.”

“Companies need high level engineers so universities’ education shifts to promote high level engineers. So many doctoral level engineers graduated from universities. They work at the company, research center, universities, and also come to our colleges. So percentage of the doctoral and master degree staff increasing year by year while we set up the advanced course. Advanced course successfully established after the increased percentage of academic staff with doctoral degree and researcher due to politics change.”

Executives, Kumamoto College

25 February – 2 March 2018

In the selection process, NIT recognized the priority of the ones who held a doctoral degree due to KOSEN mission - to produce a research paper and create innovation, and the values of the country. In addition, Japanese society also valued the quality and standard, thus, Ph. D. applicant was required to maintain the quality and standards of national education in order to develop an industrial workforce of the country. However, the qualification of the applicant's education was very flexible. The documents and some conversations of key informants from Kumamoto College and Ube College indicated as follow.

“We hopefully recruit doctoral researchers and also the academic staff of KOSEN has to get doctor degree. So we tried hard to recruit doctoral degree due to the main task in the college is doing research work which is a very hard work.”

“Japan society needs high level then we can’t select, we have to. We must get doctoral degree. It’s a demand of Japan society. We can’t escape.”

“I think why KOSEN teacher is Ph.D. because teachers must instruct students in graduation research so teacher must have Ph.D.”

“We have additional 2 years for advanced course, which is equivalent to Year 3 and Year 4 of the University students who have to do research, so teachers must be able to give advice on the research.”

Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

The discussion with the college's executives in focus group revealed that the Ph.D. lecturers were required in the majors and liberal arts fields as much as possible. But, the demand for Ph.D. lecturers had not been required in some majors such in the field of physical education. The indications of the key informants indicated below.

“Yes, for the advanced course, we have to set up liberal arts subjects. Japanese government stipulates that the instructors in the advanced course must have at least a Master’s degree.”

Executives, Kumamoto College

25 February – 2 March 2018

In summary, the most important requirement of applicants' qualification was the education level and background, especially the Ph.D. degree. According to the study, it was found that there were not many differences among most NIT colleges on this requirement.

The second core: reputation, interests, attitude, vision, and belief

It was found that the NIT's applicants had 1) an interest in NIT education system, 2) an eager to teach and research, 3) a good aspiration toward teaching NIT students, 4) an interest in a collaboration and cooperation with local companies to make the contribution due to the college duty, and 5) a readiness, a willingness, and an ability to support the community which was the key mission of NIT's colleges. Details were as follow.

1. Reputation

NIT had set the reputation of the candidates as one of important qualifications since the positive reputation had ensured to enhance effective teaching and learning. Therefore, ones with remarkable awards or excellent working experiences in either internal and international famous educational sectors or private enterprises were preferable. The evidence of performance documentary had been provided for the evaluation in the selection process. Colleges' executives as key informants gave some statements below.

"WE asked the applicant to submit testimonial written by the supervisor. Sometimes we can contact the supervisor to know the characteristics of the candidate."

Informant: "Actually he graduated here 20 years ago and then transferred to Kumamoto University to get a master degree after completed the master course he got a job at the company and worked for 2 years."

Researcher: "Which company?"

*Informant: "OKI Company. Then decided his career to get doctoral degree and worked here". (*Kumamoto College: researcher)"*

“When we recruit, ... what we also considered is the contribution to the society. It means how many company they are collaborating with. The role in the society. Published research paper, presentation in domestic and international conferences, and award given by the society.”

Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

2. Interest

Applicants who applied for lecturer position in NIT had an interest in NIT educational system and enthusiastic about teaching and research. They also had a good motivation to teach NIT’s students and an attention to collaboratively work with local companies or local enterprises. Each NIT’s college considered this qualification as an important attribute for NIT teaching and learning. NIT’s innovation served to the development of the community, local companies, and local enterprises and also served the government policies. Besides, NIT’s lecturers had been working with local schools teachers and students in the community. In addition, each local NIT’s college had been working on to grasp the characteristics of its community and provided their professionals required by the community. Also, it was important for NIT to know what kind of students they expected to nurture. Consequently, NIT had employed their lecturers regarding this notion. The answers from the key informants in Kumamoto and Ube colleges showed below.

“...They also need to be interested in cooperating with local companies, because the college must take responsibility on the development of local organization and community.”

“One of KOSEN’s main responsibilities is to support the community. Therefore, our teachers or staff must be qualified and willing to support the community.”

Executives, Ube College

25 February – 2 March 2018

3. Attitude

NIT's lecturers possessed a positive attitude toward NIT's students and NIT's teaching and learning. They also committed to teaching, sufficient understanding, and dedicating to work hard that suited well with KOSEN's students' living and learning style. This revealed in the following conversation below.

Researcher: "What do you think, talking about yourself, what qualification or characteristic that you think that proper to be the KOSEN teacher?"

Informant: Understanding. I think students are very young, but they need to study hard and play. Of course, we need to help them (students) manage their time and balance their knowledge and life.

Academic staff, Kumamoto College

25 February – 2 March 2018

Additionally, NIT's lecturers possessed a positive attitude towards local community, local enterprises, and companies. This led to the willingness and ability to support and work with them which were NIT's important mission. Supportive statements revealed in the excerpt from NIT documents below.

"Requirement ...

2. ... are motivate to teach students at KOSEN

3. ... are eager to research

4. ... are interested in collaborating with local companies"

Kumamoto College's Manual

25 February – 2 March 2018

4. Vision

NIT envisioned future-oriented qualification from its lecturers. Lecturer applicants had to write essays reflecting their viewpoint and showing what and how NIT educational system had inspired them. Thus, *"Most of the directors have interviewed the candidates for the research they have already done and what they*

have expected to do in the future." The examples of an interview with executives and lecturers demonstrating the vision of qualified lecturers were as follow.

"For the teachers, to support the students is part of their job. ... they also support students to create the concrete achievement in the project. When that project goes well, sometime it is upgraded to be the upper level research. So it is not only a subject, it also has future prospective. This is the example, the fisherman's cooperative association, a teacher investigate to restore the shallow reef. His professional field is environment ... so he accepted the proposal of the association and until now this research has been ongoing for 4 years. And this project also involved the students. When he accepted the proposal, then, the students, the teacher associated in a joint project with researchers from a university. So this is very big growing.

Executives, Kumamoto College

25 February – 2 March 2018

"I met my graduate 2 days ago. He graduated 10 years ago. He has been working at the Japanese company in Tokyo for 5 years and had to move and live in England because the company has a branch there. He went back to Japan few days ago and came to the college to meet me. When he was a student, he didn't know about the world. I advised him to learn to speak and read English but he didn't like it because English is not easy for Japanese to understand. But once he had the chance to move to England, he realized that it is a one of the communication tool to communicate to each other in the world. So he wanted to tell other students to learn English now.

Academic staff, Kumamoto College

25 February – 2 March 2018

5. Belief

NIT defined “belief” as one of the important qualifications which NIT requires. Unlike other educational institutions, NIT was unique with its educational and teaching and learning management system. In order to promote the unity of all employees who assimilated to the same values, NIT lecturers should have abode the same belief. As a result, this enhanced the ease of personnel management which led to the teaching and learning effectiveness and NIT quality standard. The interview with key informants revealed as follow.

“... my first supervisor talked me if I came here (Kumamoto College: researcher) I could do research, write, and publish my paper because he said the students here are very good. He said they are excellent ... So, After I came here, it was true. ... I think they are qualified in terms of skills in mathematics, calculation, programming, especially for writing papers.

Academic staff, Kumamoto College

25 February – 2 March 2018

The third core: skills and experiences

NIT required applicants with essential skills while other specialized skills were also much preferable. The qualifications in both skills and experience divided into two areas: basic skills and relevant experience determining by the institution and specific skills and experience with special expertise. Details were as follows.

1. Basic skills and relevant experience determining by the institution

Basic skills and relevant experience determining by the institution related to every field that opened in each college. If the applicants applied for the position of computer science staff, they were required to have the computer skill, for instance. If they applied for the position of robotics staff, they also were required to have the control and mechanics engineering skill. In addition, applicants were required to have the necessary skills for other lecturer tasks such as students’ guidance or problem-solving skill. Then, each college sent its applications advertisement to educational agencies or companies with related fields. The example of the requirement in the application ads revealed in the excerpt below.

Requirement to recruit...

1. A computer science staff, we post the announcement to the institute of Electronics, Information and Communication Engineering web site and academic journals.

2. A robotics staff, we post to the Robotics Society of Japan and the society of Instrument and Control Engineering and so on.”

Kumamoto Colleges' Manual

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2. Specific skills and experience with special expertise

Apart from the required essential skills, i.e. basic skills needed for each of college determined areas, specific skills and experience with specialized subjects from candidates' former workplaces might also be considered as a preference.

The fourth core: academic and research publication

The publication consisted of an academic or research paper, an article published in either internal or international peer-reviewed journals, a book, a patent of products' innovation and design, a conference presentation, and other reputation. This core area was the most necessary qualification since it reflected the ability and potential of the applicants.

The fifth core: other qualification requiring by each college

Each NIT's college imposed the qualifications other than those mentioned in 1-4 cores according to specific needs of the college such in the following items.

1. Potential candidates who are in good health with mentally and physically fit.

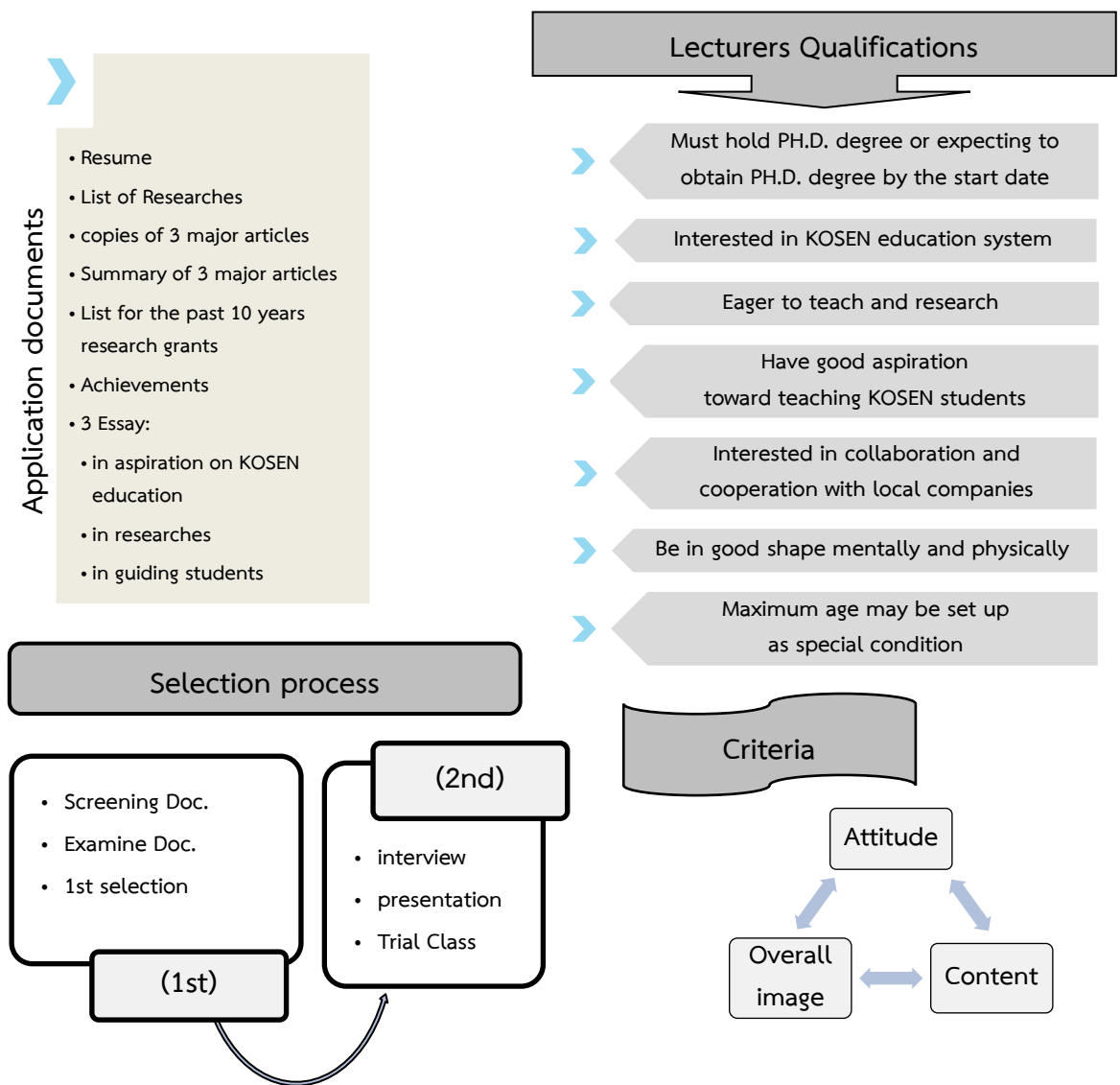
2. Ones who are ready to work hard in every task as prescribed by NIT lecturer's job description.

3. Ones who have appropriate age for both regular and advanced course. The minimum and maximum age have not been fixed. However, age may have been defined as a special condition in each college.

4. Ones who have a strong command in both Japanese and English languages for communication.

In summary, applicants' qualifications consisted of 5 core criteria: an educational background, an interest, a skill, a publication, and other qualifications such as a good shape of mentally and physically health or maximum age. Details of NIT's recruitment system reflected in a clear chart and a job posting information below.

Chart 1 NIT's Lecturer recruitment system



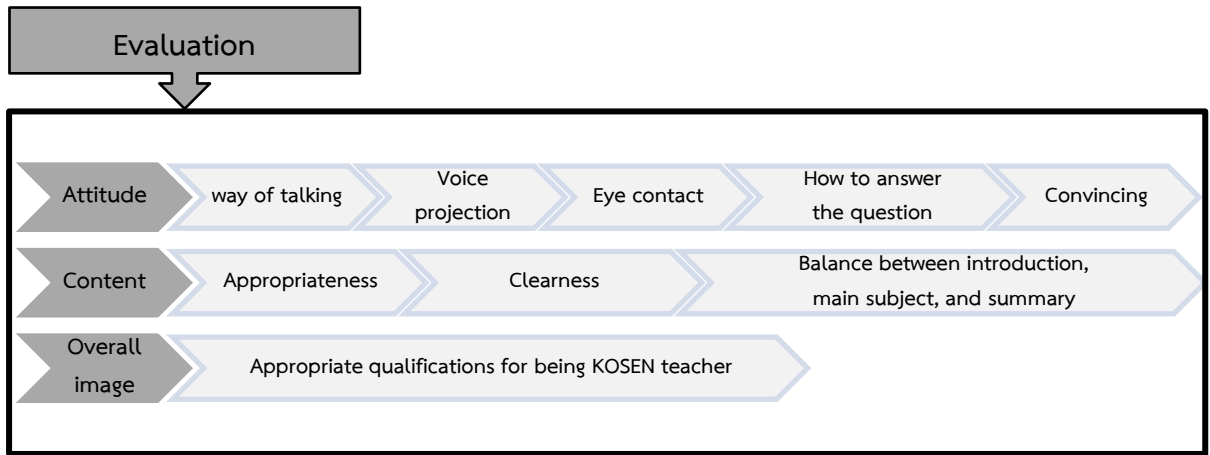


Figure 3 Job posting information of Ube College

Posting for a Professor at Ube Kosen

Title	Professor
Institution	National Institute of Technology, Ube College
URL of Institution	http://www.ube-k.ac.jp/
Department	General Education
Specified Field	Mathematics, Mathematical Sciences
Teaching Subjects	Mathematics, Applied Mathematics
Qualifications	Must hold Ph.D. degree or expecting to obtain Ph.D. degree by the start date Interested in Kosen education system, research, Eager to teach students, in good shape mentally and physically
Start Date	April 1/2018
Required Documentations	<ol style="list-style-type: none"> Resume (download resume from our website) List of researches (categorize by articles, books, patents, conference presentation and others. List them by issue date with volume, number and page. For article, states if it is reviewed or not, co-author's name if you have) Reprint or copies of 3 major articles Summary of No.3 (around 500 letters with size A4, free format) Essay about what your aspiration on Kosen education, your research and guiding students. (Each topic should be around 500 letters, but total of 3 topics should be less than 2,000 letters, size A4, free format)
Closing Date	Wednesday, December 20/ 2018
Selection Process	First selection – Screening resume and documentations Second selection – Interview and presentation if you pass the first selection *Please note that we do not cover the travel cost for interview.
Mailing Address to submit resume	Ube Kosen, xxxxxxx
Others	<ol style="list-style-type: none"> All qualified candidates are encouraged to apply, however female candidates will be given priority if the qualification is same level of male candidates as we support gender equality. Candidate's information we collect will not be released to the public or the third party as it is only for hiring purpose.
Inquiry	Mr. xxx, General Education Department Phone: 0836-xx-xxxx, Fax: 0836-xx-xxxx Email: xxxxx@xxxx.jp

Source: National Institute of technology, 2018

The above synthesis revealed the uniqueness of NIT's recruitment system and lecturers' specification. However, NIT would not be successful without the operation of other related systems: recruitment for promotion system; value system; and incentives system for retention. To maintain the quality lecturers who passed the

selection process, a variety of incentives was very important. Ones, who have been treated well, have worked well. Thus, it is important to explain about those systems as follow.

Other influencing systems

Apart from the recruitment system itself, the recruitment for the promotion system, the value system, and the incentive system for retention were also revealed in this study. It was found that they engaged alongside to enhance and support its success. Details were as follow.

1. Recruitment for the promotion system

NIT's recruitment for promotion system was slightly different but it was as important as the recruitment system. Rankings of position for promotion started from assistant professor or lecturer to associate professor and professor. The followings explained the details of the system in 3 parts: its components; its procedures; and its criteria.

1. Components of recruitment for the promotion system

Components of recruitment for the promotion system consisted of education qualifications, evaluation items, scoring criteria, evaluation documents, and presentation. Details were as follow.

1.1 Educational qualification has to obtain at least a master's degree or Ph.D.

1.2 Evaluation items focus on four areas: academic achievement; research achievement; contribution to community; and educational management.

1.3 Scoring is determined by the percentage of evaluation items in each position as follows.

1) Promotion from Assistant Professor to Lecturer rating in each evaluation item is as follows.

- 1.1) academic achievement score has passed 30 points
- 1.2) research achievement score has passed 30 points
- 1.3) contribution to community score has passed 20 points
- 1.4) educational management score has passed 20 points

2) Promotion from Lecturer to Associate Professor rating in each evaluation item is as follows.

2.1) academic achievement score has passed 25 points

2.2) research achievement score has passed 20 points

2.3) contribution to community score has passed 15 points

2.4) educational management score has passed 8 points

3) Promotion from Associate Professor to Professor rating in each evaluation item is as follows.

3.1) academic achievement score has passed 20 points

3.2) research achievement score has passed 18 points

3.3) contribution to community score has passed 7 points

3.4) educational management score has passed 4 points

1.4 Evaluation documents consisted of a recommendation letter issuing by a professor in a major department or a campus or college president.

1.5 Presentation of academic achievement, research achievement, and expectations for future studies in research and management has been provided by the applicants for Associate Professor and professor positions.

2. Procedures of recruitment for the promotion system

Recruitment for promotion system procedure was similar to the new lecturer recruitment process dividing into 3 stages as follow.

Stage 1 Recruitment announcement

The recruitment unit handed in the information to the Research Information Network at the National Institute of Technology Headquarters in Tokyo. This was to inform all staff at each college or university about the recruitment.

Stage 2 Document and qualification screening

Application form and other documents have been screened. Approximately, 4-5 qualified candidates whose qualifications met the criteria were selected.

Stage 3 Interviews, presentations, and trial class

Those who passed the stage 2 of the selection process were invited to an interview, research presentation, and trial course in front of the

director. The trial class took 15 minutes and the whole process took 1 hour. Later, the board selected the most appropriate and eligible person for each open position.

3. Criteria of recruitment for the promotion system

Evaluation for academic position promotion adapted a set of criteria from recruiting system of new lecturers as follows.

The first criterion was the attitude. The way of talking, voice projection, eye contact, way to answer the question and way of convincing people was evaluated.

The second criterion was the content. The appropriateness, clarity, balance of the applicants' essay, presentation, trial class, and interview was evaluated.

The third criterion was the overall image. The suitability of being NIT's lecturer was evaluated.

The scaling evaluation scores were 1-5 and the total rate for each criterion was 15 points. The total scores had been calculated and considered according to the rating in number 1. The process of recruitment for promotion system was shown below.

Figure 4 Promotions and Recruitment at Ube College

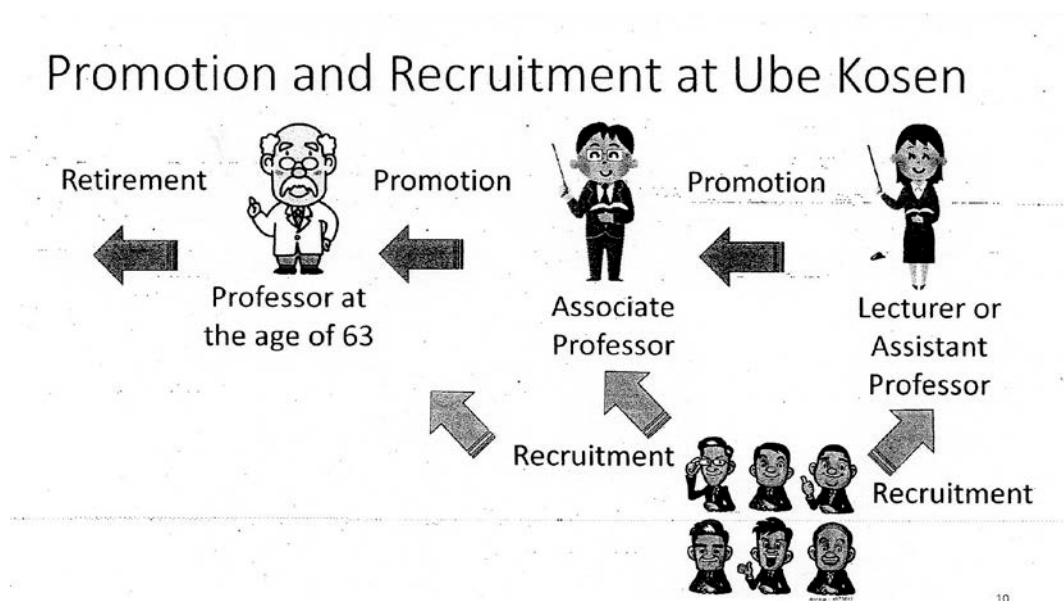
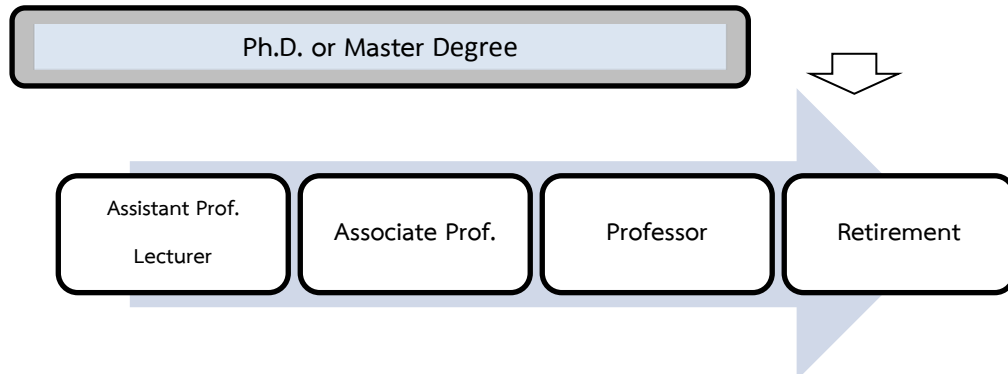


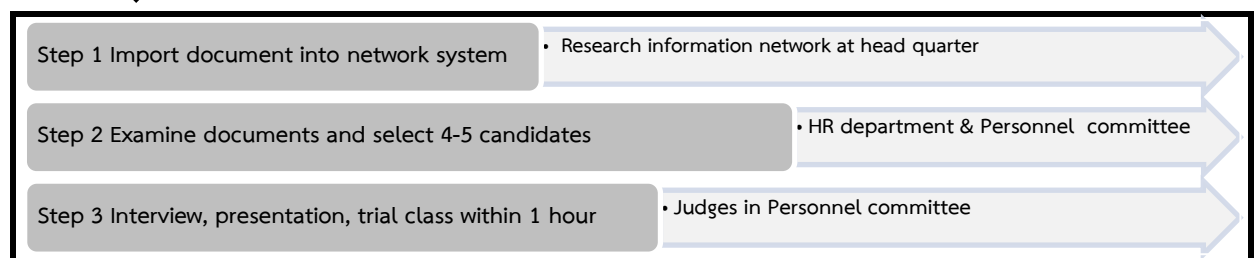
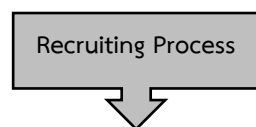
Chart 2 Recruitment for promotion system

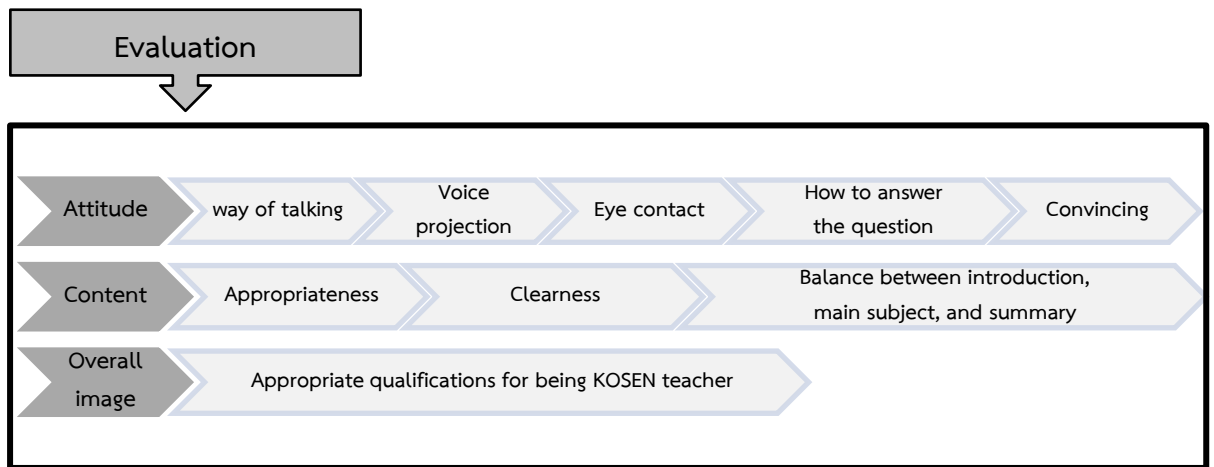


Evaluation items	Promotion			Retired age
	Assist. Prof. > Lect.	Lect. > Assoc. Prof. Assist. Prof. > Assoc. Prof.	Assoc. Prof. > Prof.	
Academic Achievement	30 ≥	25 ≥	20 ≥	63 Years old
Research Achievement	30 ≥	20 ≥	18 ≥	
Contribution to Community	20 ≥	15 ≥	7 ≥	
Educational Management	20 ≥	8 ≥	4 ≥	

+ Letter of Recommendation from President or Department Prof.

+ Presentation on Educational and Research Achievement, expectations for future education, research and management (for up to Associate Professor and Professor only)





2. Value system

Value system was another distinctive feature which supported the operation of NIT's recruitment system. It represented the qualities or attributes of "KOSEN" shared by its executives, lecturers, and other personnel in each college. The value the staff had kept and performed in the proper manners and proper times, finally, enhanced the success of the organization. The value system was clearly revealed through the observation of the interview and focus group discussion with college personnel, namely, the key achievement factors. These factors were NIT physical characteristics and its personnel quality as shown in the following details. It would be explained more in details in the achievement factors part.

The institute physical characteristics consisted of 1) the educational system, 2) the networks among all related colleges, campuses, community, local companies and industries, and other educational networks, 3) the rules and regulations, and the explicit roles and structures.

The qualities of the personnel consisted of 1) self-belief in their organization, system, themselves, and learners, 2) value, 3) discipline, 4) devotion, 5) willingness, 6) loyalty, 7) good relationship, and 8) attitude toward problem-solving

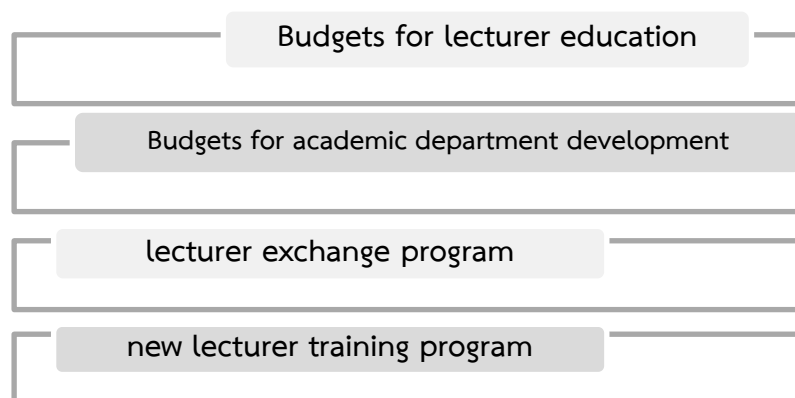
3. Incentives system for retention

Incentives system for retention contained the motivated incentives including pay-raised salary, extra payments, development, scholarships, benefits, and welfare. This was to motivate quality lecturers to remain in the institute until retirement which defined in many aspects as follow.

NIT had promoted and supported its personnel development in all forms since the first day of the employment. Development budgets had allocated to personnel in various projects. The calculation of a scholarship budget for research study had allocated to lecturers based on their achievements in the past year. Additionally, research grants or scholarships in sciences had also provided by the government and other sources. The grants might have been a collaboration project with other educational agencies. The following were the example of a scholarship and money grants have provided by various sources for development.

1. Budgets for lecturer education
2. Budgets for academic department development
3. Budgets for a new lecturer training program in terms of discipline, morality, ethics and conduct, as well as the culture and values of KOSEN within 3-4 days
4. Budgets for domestic and overseas lecturer exchange program
5. Budgets for technical and teaching skills training program by inviting local and international experts, especially in technical and new skills. Training courses at colleges includes foreign language and other professional development programs depending on the request of the lecturers' need.
6. Budgets for joint research projects abroad (Lecturers will spend the semester break to study abroad and live independently for about 1 year.)
7. In-country Joint Research Projects (Lecturers will have the opportunity to spend some times in the local universities in Japan to do a joint research project.)

Chart 3 Incentives on development



NIT lecturers and staff in each college received the same benefits and welfare as other state employees. In addition to the regular benefits and welfare, NIT provided the savings projects at about 8 percent of the monthly salary. It scheduled to pay all savings back with interest every 6 months. NIT also allowed seasonal holidays like New Year's and staff were provided with extra money to give to their family as a present.

NIT provided the research funding for doing research, research presentation, and research publication both local and international for its lecturers. This had reduced the pressure on academic competition which had been less pressure than a university. Additionally, NIT had also provided the opportunities to allocate funds and time to do research or other projects related to their work. More time and money had considerably been provided than usual, i.e. 3-4 years of study and about 3 million yen of budgeting, which was a better chance comparing to the workers in the factory or companies. Varieties of scholarships were as follow.

1. Research grant in science from the Ministry of Education, Culture, Sports, Science and Technology
2. Joint project research scholarships
3. Research funding for both the government and business sectors' request
4. Subsidized money
5. Other forms of funding and scholarship

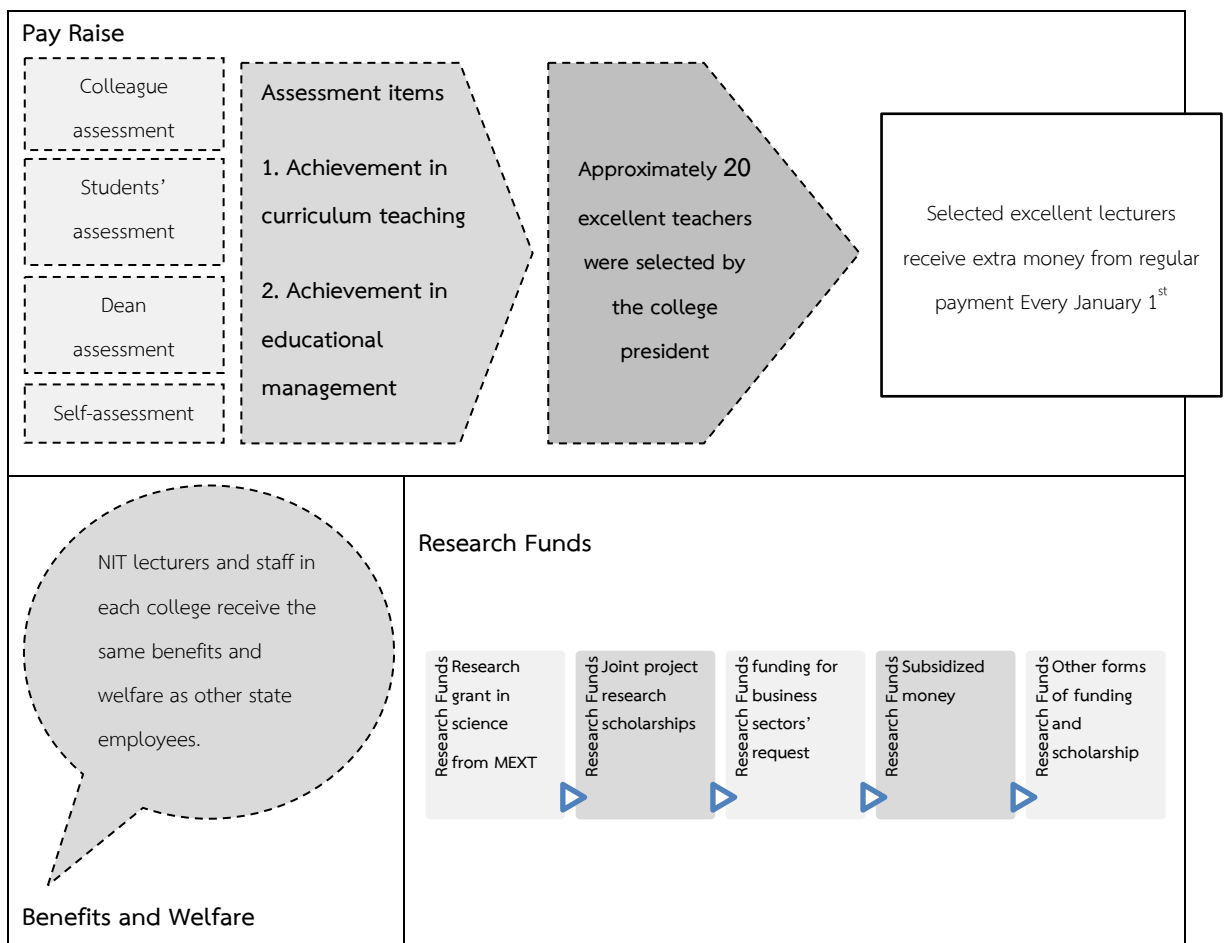
NIT has offered a 1-year sabbatical leave for lecturers to further their education or research. NIT staff had also taken sick or errand leave for a total of 30 days (regular leave for 20 days and New Year's leave for 10 days) with regular payment. After the lecturers had received the scholarship or research grant, most of them had not moved to other companies or educational institutions due to a large amount of funding. If they moved to another workplace, they had to return all funds to the fund providers. If they continued to work in the same college or college under the supervision of a state or national institute of technology, they had not to pay the fund back. The conversation with Kumamoto College's lecturer revealed as follows.

“I have another reason, when I was a university student I received a scholarship from Japanese government. ... If I continue to teach at the university, college, or some other colleges managing by the government, I don’t need to pay back the scholarship to the government. Its amount was big for me, for around 5 million yen. So I have to pay back if I don’t teach here at this college. So I decided to teach here and I don’t have to pay back.”

Academic staff, Kumamoto College

25 February – 2 March 2018

Chart 4 Incentives on salary, payments, scholarships, benefits, and welfare



The example of Kumamoto College lecturers' satisfaction on research capital motivation appeared in the following conversations.

Researcher: What do you like most in here?

Informant 1: Mainly research, my area does not required so many money. I need money to present to conference. I can research.

Informant 2: Japanese government established fund for research with a very large amount of budget for all scientists working in university, KOSEN, and other research centers. All researchers can apply for a scholarship from the government. All KOSEN teachers try to get that government budget in order to access to related resources."

Academic staff, Kumamoto College

25 February – 2 March 2018

Achievement factors on recruiting system

Important factors behind NIT personnel management achievement revealed in terms of external and internal factors.

External factors

External factors influencing the achievement of NIT's personnel management were NIT's education system, the invaluable networks, the explicit and transparent organization structure and rules, and clear staff roles and responsibilities. Details of each factor were as follow.

Factor 1 NIT's education system

NIT's education system focused on teaching both theoretical and practical in the same weight. In addition, the research-oriented education system was the key to the teaching and learning of the National Institute of Technology. The results of this teaching and learning system had provided great benefits to NIT students' innovative contribution. This had eventually accommodated national policies to change the country to become the country of excellent industrial productivity. This illustrated in the excerpts from the in-depth interviews and focus group discussions between the research team and key informants of the National Institute of Technology at Kumamoto College and Ube College.

"I think that KOSEN use the weight both on theory and practice, 50-50. But universities give the weight mainly on theory. It's a big difference."

"Engineers need both knowledge and practice skill. So KOSEN produce such students for model 50. Qualification three plus four become seven. That's mathematic calculation. Three year high school, four year university, so It's a long time. Economic situation needs high skill and high educated personnel in both theory and practical training. This is a basic concept."

"When I looked back to my graduation, I realized that it was a project based learning, PBL for short. There are many learning units such as designing, operating, testing and analysis. Currently, new learning unit such as a finding of result by student themselves and presenting the result in front of teachers."

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 2 NIT's invaluable networks

NIT's invaluable internal and external networks had been weaving and linking in order to help, support, and encourage each other in various fields. They were NIT's colleges and campuses networks, alumni networks, and local private sector networks. This private sector included the local companies; manufacturing; and enterprises. The local government sector network included the local community; universities; and local government offices. This revealed in the following excerpts of the in-depth interviews and focus group discussions with the members of NIT, Japan, at Kumamoto College and Ube College.

"We have such a friendship we established. Many companies join, the number is almost 80 companies. Outside Kyushu island. And the leader of global leadership development center. They develop our students the global leadership skills and ability. This is a very good and important target in educational objective of our college, so we establish global leadership center."

"KOSEN has various partners including universities, national research institute, private enterprises and so on."

"In the recent years, the teachers expected to be a good facilitator. One of the important missions of KOSEN is to revise local economy. The teachers are required to serve as leader for the research and development of new products and new system in partnership with local institution."

"This college has a strong connection to Kumamoto University."

"With our style and teaching ideology focusing on project-based learning, we can build network with local communities, corporations, and alumni."

"We build network according to our teaching style - to help local people, such as local communities and local companies or enterprises with our will."

"Students will apply the engineering design in the company. They specify their topic of study to relate to the local companies' or organizations' problems."

"One of KOSEN's main responsibilities is to support the community. So our teachers or staff must be ready and willing to support the community."

"Japanese society requirement focuses on quality of education. Teachers need to be interested in cooperating with local community and companies. Colleges must support the development of local community and companies."

“So it is not only a subject, it also has future prospective. This is the example, the fisherman’s cooperative association, a teacher investigate to restore the shallow reef. His professional field is environment ... so he accepted the proposal of the association and until now this research has been ongoing for 4 years. And this project also involved the students. When he accepted the proposal, then, the students, the teacher associated in a joint project with researchers from a university. So this is very big growing.”

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 3 NIT’s explicit and transparent organization structure and rules

NIT’s explicit and transparent organization structure and rules enhanced the fairness of NIT’s administration. The consideration of each issue within NIT, Japan, was mainly in the form of the board or committee. Therefore, the operation of the institute was free from any interference. Even the stakeholders such as former executives or the companies could not interfere with the operation of the board. Thus, the corruptions in the organization’s personnel management process had rarely occurred. This revealed in the excerpts below.

“Only the headquarters of this college make this decision and final decision is made by the president. The personnel committee consists of deans, vice president, and president make final decision, such HQ persons discuss and decide final recruitment.”

“This shows the decision making system of the KOSEN. The steering committee is the highest legislative organization, discussing the matter submitted by this committee. The executive committee is one which discusses various issues in the school management and decides the school policy. And this committee work like a control tower of the KOSEN.”

"We have clear roles and rules, such in recruitment and selection; no one can influence or take power over the board in personal in order to select people they know.

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 4 NIT's clear staff roles and responsibilities

The establishment of NIT's clear staff roles and responsibilities had influenced the success of NIT personnel management. However, this would not be successful if there is no clear communication. The internal communication for staff understanding of all important information such as their roles and responsibilities had regularly been conveyed before and during job implementing. This ensured that all staff understanding, recognizing, and value of the roles and responsibilities are in common. This revealed in the following excerpts of the in-depth interviews and focus group discussions with members of NIT, Japan, at Kumamoto College and Ube College.

"The teacher's tasks at KOSEN are classified into three large groups. They are lecture, research and management."

"Extra curricular activities, All of our staff will be in charge of at least one activity. Third one is the contribution to the society. It means how many company they are collaborating with. The role in the society. ... The last is school management."

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

Internal factors

Internal factors, influencing by the evaluation criteria on applicants' attitude and qualifications for being "KOSEN" teacher, enhanced the achievement of NIT's personnel management. It results in staff's belief, value, discipline, devotion, willingness, loyalty, relationship, and attitude toward problem-solving.

Factor 1 Belief

NIT had a long history since 1962. It has been a well-known educational organization that had produced quality personnel in manufacturing engineering and technology which served the needs of national development and

industrial demand. Currently, there were NIT's colleges and campuses in many areas throughout Japan - 51 colleges with 55 campuses. Alumni who graduated from each college or campus were over 370,000 students. Most of them took the key roles in the world's leading companies such as Panasonic. All staff felt proud of being a member of NIT organization. They had a confident belief of the institute in many aspects as follows.

Belief in organization

Executives and lecturers of NIT believed in the standards and quality of the organization recognition both nationally and internationally. NIT was indicated as an institute with the production of highly skilled personnel in engineering. This affirmative evaluation was the key quality assurance of the excellent Japanese engineering institutes. NIT graduates were also specialized in specific fields as determined by each college. This recognition served the needs of the modern industrial market of the country. In addition, it also responded to the expectation of the society. Thus, NIT had been promoted as the leading institute in innovation and technology. This was illustrated in the excerpts below.

"Each KOSEN college has its own specialized expertise and set up upon the establishment of colleges."

"The JABEE is non-governmental institution but it evaluates and accredits the education program in accordance with Washington Accord, in the concept with Washington Accord and so on. In other words, the JABEE ensures the international equivalency of the education program of the KOSEN. This is the reason why we need the accreditation by JABEE. It is also expensive. The individual teachers must be qualified by NIAD. After completion of advanced course (two years program) the students get bachelor degree, similar to graduate from university. Therefore, the KOSEN teachers must be qualified in order to teach the advanced course. The requirement is shown here and the accreditation is conducted every 5 years."

"As I show before, there are two types of accreditation institution that is NIAD and JABEE. The accreditation by NIAD is compulsory to institution for higher education in Japan every 7 years. And the accreditation by JABEE is optional."

"Number of teachers, all branches 79 including 66 Ph.D. holders graduated qualified by two institutions, both names are too long so that are called NIAD and JABEE for short."

Staff, Ube and Kumamoto Colleges

25 February – 2 March 2018

Belief in the system

Over 50 years ago, Japan had a demand for the country's development in technology and engineering. The institute which was able to produce the practical knowledgeable and capable personnel had been established as a major force in the manufacturing sector. Its education system focused on both practical along with theoretical learning in the same weight. This system was different from the university system at that time which focused mainly on theoretical learning.

Until now, NIT had produced quality personnel upon the demand of the industrial market through course integration of both practical experience and in-depth theoretical learning. More than 40% of NIT graduates had been able to pass an admission or the intensive courses in prestigious universities. The remaining 60% of the graduates had been offered to work with well-known information technology manufacturers and industries from inside and outside the country. This had increased NIT students' positive believes toward its educational system.

NIT lecturers and other staff also believed that the integration of theories and practices instructional process was the best way of teaching and learning. This inspired them to work here with the idea that the institute has been able to produce good and quality engineers to serve the needs of the society in the future. This illustrated in the excerpts below.

"The teachers' must have Ph.D. because they need to do research ... and must be published."

"So originally we taught students how to use the machine and to become an engineer. That's an original way. And university at that time has more weight on research. So the difference between the university and KOSEN in Japan. We put more weight on technical side. University put more weight on a theoretical research. So that is the difference."

“We want to create or train technician like engineers, university they wanna educate more researchers, so higher level of education. I think KOSEN use the weight both on theory and practice, 50-50. But university gives the weight mainly on theory. It’s a big difference.”

“KOSEN outstanding is to teach students to practically perform by themselves, so our graduates is required by workforce industrial market. Our students have high skills and experiences from NIT concept of practical training in order to produce a professional engineer.

“To summarize, I learnt these two things. ‘Make it yourself’, this is the starting point of KOSEN education. PBL is another important role of KOSEN education. The PBL and the group work raise possibility to demonstrate students’ abilities. So these two philosophies are two constant in the past, present and future, I think.”

“...university staff salary was higher than KOSEN academic staff. If ones had a chance, they can move to university. But, honestly, I had chances, but I think KOSEN system is very unique. Younger students enrolls to this KOSEN are very pure and they try very hard. After the 5 years course, they get very high skills equivalent to university graduate. So I get some feeling of interesting in KOSEN system. I just recognized it for over the past 20 years.”

Staff, Ube and Kumamoto Colleges

25 February – 2 March 2018

Belief in learners

NIT was an institute of advanced technology. It supported students with talents in science and technology and aspiration to be a future engineer. To be accepted in the program, applicants had to be the graduates of compulsory education which was equivalent to junior high school. It was found that only 1% of all junior high school students could pass the admission system when compared to the proportion of all the ones enrolled in NIT.

NIT graduates were hired by the well-known industry not only by their solid basic knowledge, talents, and commitment of the students but also the educational system aiming at developing deeper theoretical knowledge and practical experience in industrial practice. Job offering from leading companies to NIT graduates was in a very high proportion. In addition, they were admitted into leading universities in the country if they were interested in furthering their study. This reflected in the conversation with key informants below.

"The students are committed and have a good attitude to study."

"KOSEN's very young person, 15 years old students comparing with university, the students age is younger than university. The students' hearts are very pure and they push much effort to learn new skill and get knowledge of technology, and they want to learn technical skills. So company human resource work told us KOSEN graduate is very skillful, they can directly to work and have adaptive skills. And they never say "I cannot do such work." but "I try, I don't know now to solve this problem but I try." That's a very big advantage of such attitude to solve the problem. Such attitude of KOSEN graduates growing up in KOSEN education, very fresh mind, very pure mind."

"The students here are willing to be engineers. Many people dream to build robots. Many people want to develop software for their comfortable life in the future."

"My first job was at the university..., it's not a national university, it's a private university and level of the students is poorer than the KOSEN students. So I decided to move from private university to here."

Academic staff, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 2 Value

Japan has been a prosperous country since it had valued education and provided a variety of science to its citizen. The country aimed to maintain and upgrade education. Therefore, Japanese society honored and praised teachers. Teaching

career had been regarded as a prestigious and popular profession. The teacher's compensation subjected to the special provisions of the law to keep quality personnel in the education system. In addition, there were special measures to set salary rates in order to motivate people with special abilities to become teachers. With these measures, the government set their hope to increase the importance of education development and to guarantee their survival in the midst of the diversity and complexity of the nation's economic status.

Japanese society expected a very high quality of educators' role. It has been said that Japanese teachers had a limitless professional spirit. NIT's lecturers valued this spirit and thought that they had to dedicate themselves for their students and to treat them well. Though, other companies or institutes had offered them better income, they had also adhered to the values of being a lecturer at NIT and served the society as an educator. This reflected through the excerpts from the interview and focus group discussion below.

"Our teachers are happy to serve the community and teach. And everyone is highly efficient. "

"This is Japan culture. And also teacher continuously respectful by students which worth than money."

"Money is not important for the Japanese. But to be remembered such as students returning to school after graduation is the motivation for being a teacher of KOSEN. "

"In the recent years, the teachers expected to be a good facilitator. One of the important missions of KOSEN is to revise local economy. The teachers are required to serve as leader for the research and development of new products and new system in partnership with local institution."

"Yes, I am happy here. Here I can choose, I can work freely than company. At company, there is boss but now here, I can work freely and I can choose how to do the work."

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 3 Discipline

The basic characteristics of the nation and Japanese society uniqueness were its unification, discipline, and tolerance. These distinctive attributes of all members had been cultivated from family, school, and society. They had been taught to be patient, to fight, and to persevere to do the best in every effort, not to give up. These basic characteristics had encouraged their confidence and pride of their work, willingness to work, and ability to do what they intend to do. This had empirically appeared in their disciplinary attribute.

In addition, the society also expected the teachers to be a knowledgeable and creative leader of new technology development to facilitate the modern living. NIT lecturers' mission responded to this expectation by learning and inventing products or systems through research. Systematic "do-it-yourself" manner on research built their disciplinary in both successful tasks and personal living as illustrated below.

"The professor's policy was 'Do it yourself'. So we decided all things ourselves and we made the machine ourselves, repeating the failure. And finally we complete the machine and did the fatigue test and analyze the data. "

"Many KOSEN teachers do research not only to write articles or present paper, but also to teach students through research."

"KOSEN instructors must regularly produce research for the development that serve the changes of knowledge and technology."

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 4 Devotion

The Japanese' social and educational regime had an ambition to revive the country after World War 2. Thus, the direction for country development focused on qualified personnel recruitment. The country aimed to recruit the personnel with self-sacrifice, dedicated efforts, and high sense of responsibility into the system. Besides, the emphasis was on their empathy and respect for others in the society.

The culture of Japanese society based on the assumption that national interests must be served before private interests. Therefore, the educational management of the nation focused on education for social benefit rather than education for personal benefit.

These outstanding attributes influenced directly to the education system and the operational approach of the institute. NIT lecturers held a philosophy of dedication and sacrifice in their duties. They had a strong desire to inspire students to love being an engineer and create outstanding personnel to meet the needs of society.

With the spirit of NIT lecturers, they devoted themselves to hard work in teaching and learning management. This was to produce a professional engineer whose progress can create social benefits. The reflections were in the excerpts below.

“We have to spend our own time to take care and foster students. ... The amount of the task is the same, sometimes it growing up bigger and bigger but number of staff shrinking. It means we have to work more and more. It reduces my time with my family. In this several days, I'm not in my house. I didn't spend my time with my family because I have to write a lot of documents to submit to HQ., incredible number of documents.”

“I donate my time for teaching and learning. I have less private time with my family. I have to take care of students including those in the dormitory. I have to provide the tutoring for the test and examination. Students who do not pass the exam, of course, they will not be able to further the advanced lessons.”

“Teachers must closely monitor students’ learning. And they must assign more study from the library, database, or experiments and follow up their progress until they have passed the progress assessment and can continue to study the lessons in the next phase.”

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 5 Willingness

NIT has been a famous and prestigious institute in both national and international levels with a successful and well-managed teaching and learning process. The success of the organization and its challenging objectives attracted teachers who interested in and committed to being good teachers and producing quality human resources.

NIT lecturers, responsible in 3 areas: teaching, research, and management, committed and were willing to work heartily. They were fun and enjoyed working in the college. They thought that the work was appropriate and challenging. It stimulated their desire to work, to improve, and to develop all the times. It also promoted their progress and provided the opportunity to thoroughly learn and develop. Eventually, it led them to a good future.

Some teachers who were NIT alumni committed to being NIT lecturers since the time they were students. They had devoted themselves to complete their doctoral degree in engineering and were selected as NIT lecturers. Although they were offered incentives with higher rate payment and full-optional welfare from the companies or other institutes, they were willing to become NIT lecturers. This reflected through the excerpts from the interview and focus group discussion below.

“I love to be a teacher and when I graduate I returned to teach at KOSEN. I was willing to teach. ”

“What I like the most in KOSEN is that I teach everything to the students. Everything does not just mean knowledge or skills but also teach what to do in their living. I hope they enjoy school life like I do.”

“I’m willing to teach here. Because this is my dream. My dream job. I was very happy and thought that maybe I was born for this.

Academic staff, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 6 Loyalty

The organization loyalty has been recognized by the global community as the most prominent feature of the Japanese working culture. Staff behavior: diligence; perseverance, and willingness, had prominently displayed no matter how small the tasks were. Everyone realized the value of all that had been beneficial to the society. This value has been cultivated from generation to generation for a long time. Japanese respected the hard work and long-term goals. Therefore, most Japanese had not changed their jobs. So these were a powerful attitude for creativity and dedication to success.

NIT selecting process was very competitive. All applicants had a strong desire to be a member of NIT, though NIT has offered a lower rate of return than many leading organizations in and outside the country. With their trust and faith in NIT, it was not so difficult for them to decide to work for NIT.

They had been willing to devote a great deal of effort to the benefits and success of NIT. They concerned about the well-being of the college even when it encountered the limitation and obstacles. The nation’s economic crisis affected the management of the institute budgeting. Though there was lower budget or higher rate of tasks burden, the willingness to act as a member of the organization had not been diminished. They were ready to fight and overcome every obstacle with the college. The reflections were in the excerpts below.

“After this, why you come back here. Actually he is an alumnus, he graduated 25 years, then, graduated from university and had work experience at Japanese company but he decided to quit the job to come back here.”

"... in Kumamoto, many students enter master degree course and keep going to learn higher education and they continue to research work and get doctor degree and our graduates come back to our school after they get doctor degree to teach."

"In Japanese society, remain the way of thinking, life and employment. If you get employ in one company, you keep working in the company for retirement. "

"So a few teachers of Ube KOSEN transfer to University. New teachers come to the KOSEN. "

"The Japanese work culture may not be open to changing jobs, but this is 'Japanese culture'."

"After graduation, I work for Tokyo metropolitan for about two years. Then I enter university and finally I got a PhD in engineering. And when I was 31 years, I came back to Tokyo KOSEN as a teacher in engineer. "

“Researcher: *The alumni come back to teach here.*

Informant1: *Very high percentage. I think 30 percent they come back to my college. It's my opinion very high. Because why such situation, in Japan the graduate of KOSEN mainly they choose two university Nagaoka and Toyohashi universities. They accept graduates, many big numbers of graduates they accept. After they graduated from 2 universities, they can get doctor and master degree and come back to all KOSEN."*

Informant2: *"Yes, among academic staff who get a job in company, after that they come back to get a job in our college."*

Informant3: *Actually he graduated here 20 years ago and then transferred to Kumamoto University to get a master degree after completed the master course he got a job at the company and worked for 2 years.*

Researcher: Which company?

Informant3: OKI Company. Then decided his career to get doctor degree and worked here. (Kumamoto College: researcher)”

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 7 Relationship

Japanese society has been characterized as a harmonious and unity society influencing by inherited culture and traditions. Japanese have inherited culture and traditions influencing its organizational culture and organizational management patterns as well. The interdependence or “father and son management pattern” together with the encouragement of social participation in public development creation were the factors that enhanced the organization members bond with each other.

NIT focused on extracurricular activities for students accommodating in dormitories in every college. Students had grown up for up to 5 years in NIT College, from their 15-year-olds to their 20s. They become united with a strong bond and long lasting relationship.

Additionally, the factors that contribute a strong bond between the teacher and the student were the lecturers' dedication to teaching and learning as well as the counseling system.

Besides, lecturers' shared ideology, goal, and belief contributed to the firmness of the relationship between colleagues, members of the organization in every level which reflected in the conversation below.

“And students and teachers work together. Also we have a homeroom teacher. So teachers have sort of feelings seeing students growing up. It's more emotion.”

“I work for Tokyo KOSEN for 31 years, I have met a very nice, very good students. It's my pleasure in my life. When I was a university teacher, maybe I could lose such a good students. KOSEN has a big special structure between students and teachers. They have much closer relationship. It's not only a class and teachers teach. They are more involved in each other.”

“We have KOSEN friends around the country. Alumni from KOSEN will become friends immediately knowing that the other party graduated from KOSEN or whether meeting at the railway station or dormitory. Because the way of life of KOSEN people is the same.”

“5 years in KOSEN is a very special time as 5 years makes a difference for us. We became very special adults at only 20 years old.”

“There are KOSEN alumni who (have a career) provide parking lot. He met so many friends of KOSENS in his generation. ... They met and talked to each other every weekend and there became KOSEN Alumni Association... They were still in contact.”

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

Factor 8 Attitude toward problems solving

One of the most important aspects of Japanese society has been the social reconciliation. This has developed from cultural heritage and reflected traditional values of “groupism”.

If problems arose, there had been a solution to the problem by negotiating or dialoging. One of the purposes of Japanese educational management was to cultivate an attitude of value in fairness, respect, and cooperation in creating and developing quality society. These values had greatly influenced NIT lecturers’ way of life.

NIT lecturers’ personality and attitude, such as their responsibility; their devoting spirit; and the spirit of being a teacher, affected the tenderness and compassion performances among NIT lecturers and students. If some mistakes occurred - both intentionally and unintentionally - they preferred communication or dialogue to oppression or punishment.

"I can say that it is diverse. Some problems are well suited to certain hints. Some people try to use communication with children, young boys and young girls "

"We need to have the necessary qualities of being a teacher. This is a must for children. We have to take care of children who cannot adjust to their studies and have problems during their studies. When problems arise, we will use the method of talking to find a solution together more than a punishment for fear."

Researcher: *So that's why you have the attitude as one criterion when you select staff. So this is to ensure you that after they come here and work here they have a good attitude to deal with any problem here?*

Informant: *It is not easy for us to explain... I can say that the diversity of some problems needs some diverse opinions... Some try to communicate to young people, young boys and young girls."*

Academic staff & Executives, Ube and Kumamoto Colleges

25 February – 2 March 2018

In conclusion, this study found that NIT best practice was its excellent recruitment system and its lecturers' specification used to employ quality academic staff. Besides, the findings also revealed NIT's both external and internal factors influencing the achievement of its recruiting system.

The excellent recruiting system included 4 components: principles and important concepts; recruiting process; channel of recruitment and public relations; and recruiting method. Besides, each college or campus of NIT has been able to independently conduct its recruitment process, set the selection criteria, and make the decision to select their own lecturers. The lecturers' specification was set up consisting of 5 core criteria: educational level and background; reputation, interests, attitude, vision, and belief; skills and experiences; academic and research publication; and other qualification requiring by each college.

In the recruitment for promotion system, the lecturers' evaluation for promotion would be based on their qualifications and potential such as age, educational background, knowledge, abilities, and working skills. The process and criteria were similar to the new lecturer's recruiting system. The ranks of academic staff consisted of Assistant Professor, Lecturers, Associate Professor, and Professor, respectively.

In the value system, the indicators of all quality standards existed within the identity of NIT staff: belief; value; discipline; devotion; willingness; loyalty; relationship; and attitude toward problem solving. Therefore, NIT created the incentives to maintain quality human resources in the organization as long as possible. NIT offered all forms of incentives such in the development, payroll, benefits, and welfare as well as funding and scholarship to create morale for all NIT staff.

In addition, the achievement factors in NIT recruiting system revealed in both external and internal. The former consisted of NIT education system, the valuable network both inside and outside the country, the clear and transparent organizational structure and regulation, and the explicit definition of personnel's role and responsibility. The later included the staff belief, value, discipline, dedication, willingness, loyalty, good relationship, and attitude toward problem-solving. All these things promoted the effectiveness of individual management and NIT success.