

Career Services Professionals in Japan

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Fluid Employment in Japan

- ▶ According to a survey conducted by MLHW in Japan, the number of people wanting to change jobs rose from 3,870,000 to 5,240,000 between 2012 and 2014.
- ▶ In a related development, non-regular employment or contractual employment, as a proportion of total employment, increased from 20.2% to 37.4% between 1994 and 2015, according to *Statistics Today (2015)*.
- ▶ MLHW believes that the reasons for such fluid job conditions include the falling birthrate, an aging society, changes in industrial structures, and globalization.

Career Consultant Certification

Under the Revised Promotion of Human Resources Act (2016), various career service qualifications became subsumed under a single government 'career consultant' qualification. A basic educational curriculum of 140 hours is divided as follows:

- ▶ 10 hours of training on the social meaning of career counseling;
- ▶ 30 hours of acquiring knowledge about career counseling;
- ▶ 53 hours on the skills of career counseling;
- ▶ 7 hours dealing with ethical conduct;
- ▶ 10 hours of career-related classes.

Certification Examination Results

- ▶ For the 2016 exam, the first taken by candidates for government certification, the written exam pass rate was 74.2%, whereas skill testing was 51.5%. In 2011, it was reported that the pass rate for the 2nd grade skill exam was 42%, while 1st grade was as low as 25% (Ministry of Education, Culture, Sports, Science, and Technology, 2011).

The Ministry of Education, Culture, Sports, Science, and Technology Report (2015)

- ▶ 22.1 % of career consultants were working at government related vocational agencies;
- ▶ 21.6% at various companies;
- ▶ 18.2% in a university setting;
- ▶ 16.4% private at vocational agencies;
- ▶ 7.5% at Non-Profit Organizations (NPO);
- ▶ 5.3% in a private educational setting;
- ▶ 2.9% at junior and senior high schools.

School Career Education

Elementary Schools

- ▶ 83.9% of elementary schools appoint a 'Career Education Advisor'.
- ▶ However, 76.9% of teachers appointed as home room teachers did not have career education training.
- ▶ 98% of high schools and junior high schools have a 'Career Education Supervisor'.

Higher Education

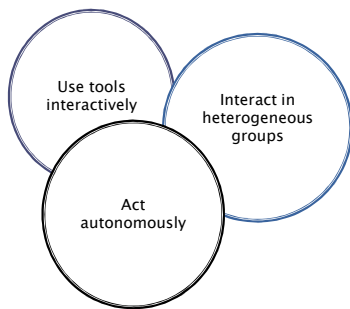
A survey by the Ministry of Health, Labor, and Welfare (2011), showed the percentage of career related classes offered by universities was as follows:

- education on attitudes toward career and vocation, 65%;
- life design and life career classes, 63.2%;
- ▶ internship classes, 57.3%.

Training for Career Services Professionals

- There are only a few higher education programs to train Career Services Professionals.
- There is no graduate education program.
- Counseling education is offered within several clinical psychologist programs.
- Except for Broadcasting Universities, all the training for Career Services Professionals are offered by private training schools.

The Definition of Key Competencies by OECD



Three learning stages

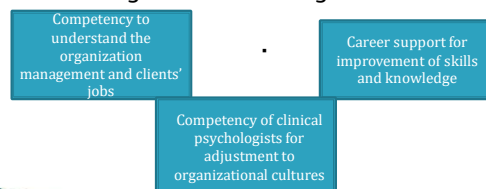
- ▶ Knowledge Acquisition expand knowledge awareness and build comprehension
- ▶ Application apply acquired knowledge to situations and self
- ▶ Reflection analyze, synthesize, judge, assess and evaluate knowledge in accord with their own goals, values, and beliefs.

Minimum Competencies by NCDA

- ▶ Career Development Theory:
- ▶ Individual and Group Counseling Skills:
- ▶ Individual/Group Assessment:
- ▶ Information/Resources:
- ▶ Program Promotion, Management and Implementation:
- ▶ Coaching, Consultation, and Performance Improvement:
- ▶ Diverse Populations:
- ▶ Supervision:
- ▶ Ethical/Legal Issues:
- ▶ Research/Evaluation
- ▶ Technology: Knowledge and skills considered essential in using technology to assist individuals with career planning.

Itai, Fukase, Miura, and Taneichi (2015) Competencies and Career Path

- ▶ The required competencies for clinical psychologists who work as career counselors in the organization settings are as follows:



Competencies required before Five years experiences Iwakabe (2016)

- Assessment of not only weakness but also strength and resources
- Theory as applied to individual strength and resources to aid resolution
- The flexible use of theories depending on client's conditions and characteristics
- Crisis: Assessment of a client's self-idea of death.
- Professional development: sharing difficulties and job achievements with fellow associates

Inclusive Approaches to describe Core competencies

- Knowledge (of what to do)
- Skills (being able to do something)
- Attitude (a belief, commitment, or feeling that it is important to do something)



Career Counselor Competencies B. Hiebert & R. Neault, 2013

- **EVGP** (Educational and Vocational Guidance Practitioner) Core competencies and specialized competencies
 - Core competencies include:
 - ethical behavior, advocacy, cultural awareness, integrating theory and research into practice, **designing, implementing, and evaluating programs**, awareness of one's own capacity, communicating effectively, knowing updated information, social and cross-cultural sensitiveness, team building, and knowledge of the lifelong career developmental process.

Research Questions

- Q1 Do career services professionals in Japan acquire core competencies?
- Q2 What kinds of training do career services professionals keep doing?
- Q3 What kind of training is needed for career services professionals in Japan?

Research Methods

- A Survey questionnaire with 30 questions has been developed.
- An Internet survey was conducted with the help of an Internet research company in March.
 - The Japanese Association of Industrial Counseling (JAIC) sponsored this research.

Q1 gender			
		n	%
	total	2003	100.0
1	female	1048	52.3
2	male	950	47.4
3	no answer	5	0.2

Q2 age			
		n	%
	total	2003	100.0
1	20s	17	0.8
2	30s	165	8.2
3	40s	488	24.4
4	50s	826	41.2
5	60s	433	21.6
6	70s above	74	3.7

Q3 Your certification			
		n	%
	total	2003	100.0
1	none	22	1.1
2	Career consultant	933	46.6
3	Career consultant and 2 nd class career consulting technician	679	33.9
4	Career consultant and 1 st class career consulting technician	99	4.9
5	2 nd class career consulting technician	159	7.9
6	1 st class career consulting technician	36	1.8
7	others	75	3.7

Q4 Your experiences in career services professions			
		n	%
	total	2003	100.0
1	Less than one year	243	12.1
2	One year to three years	181	9.0
3	Three years to five years	215	10.7
4	Five years to seven years	227	11.3
5	Seven years to ten years	321	16.0
6	10 years to 15 years	473	23.6
7	15 years to 20 years	206	10.3
8	Above 20 years	137	6.8

Q5 Do you have your role models as career services professionals?			
		n	%
	total	2003	100.0
1	none	294	14.7
2	Probably I have not	411	20.5
3	No sure	547	27.3
4	Probably I have	583	29.1
5	I have	168	8.4

Q6 How much satisfaction do you feel working as a career services professional?			
		n	%
	total	2003	100.0
1	dissatisfied	119	5.9
2	Rather dissatisfied	368	18.4
3	No sure	628	31.4
4	Rather satisfied	639	31.9
5	Satisfied	249	12.4

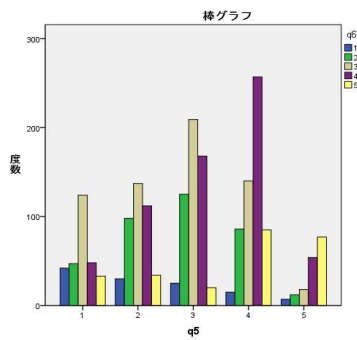
q4=years of experiences
q6=level of satisfaction

q4 と q6 のクロス表

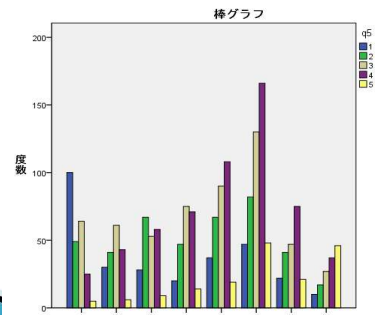
度数

		q6					合計
		1	2	3	4	5	
q4	1	48	41	130	18	6	243
	2	15	51	58	45	12	181
	3	14	51	74	62	14	215
	4	7	41	72	85	22	227
	5	11	55	99	121	35	321
	6	12	92	117	187	65	473
	7	6	25	46	78	51	206
	8	6	12	32	43	44	137
	合計	119	368	628	639	249	2003

If they have models their satisfaction will increase.
 Q5=role models Q6=level of satisfaction 1-5



As they acquire experiences they tend to have models for career service professionals. Q4= years of experiences Q5=role models



q3=certification
 q6=levels of satisfaction

q3とq6のクロス表

度数		q6					合計
		1	2	3	4	5	
q3	1	1	3	8	4	6	22
	2	73	194	334	243	89	933
	3	28	111	192	268	80	679
	4	3	12	25	29	30	99
	5	8	29	42	61	19	159
	6	0	2	3	16	15	36
	7	6	17	24	18	10	75
合計		119	368	628	639	249	2003

Discussion

Q1 Do career services professionals in Japan acquire core competencies?

Participants generally self-rated rather competent or competent except for Question 8-4 and Question 8-13, both related to planning, designing, implementing programs.

Q2 What kinds of training do career services professionals keep doing?

- ▶ If they have models they tend to engage in more trainings. Q5= existence of models

	q5	q7_1	q7_2	q7_3	q7_4	q7_5
q5 Pearson	1	.300	.210**	.337	.262**	.334**
r		**		**		
$p =$.000	.000	.000	.000	.000
N	2003	2003	2003	2003	2003	2003

Supervision & consultation, and participating in the professional conventions are less popular methods for training.

	<u>m</u>	<u>SD</u>
▶ Self-study	3.36	1.206
▶ workshop	3.02	1.165
▶ supervision	1.68	1.045
▶ convention	2.04	1.173
▶ Peers & seniors	3.01	1.241

Q3 What kind of training is needed for career services professionals in Japan?

- ▶ We have identified two areas of training are needed for Japanese career services professionals.
 - ▶ 1. program designing and implementation
 - ▶ 2. designing life-long career development programs.

conclusion

- ▶ They need to seek supervision or consultation.
- ▶ The experienced professionals tend to do more study on career consultation and counseling.
- ▶ More participation in the professional association conventions
- ▶ and more opportunities of supervision are needed.
- ▶ Professional models will enhance professional career development and satisfaction.

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