

Release of Results of the Fiscal 2013 Basic Survey of Human Resources Development

– Expenditure for off-the-job training (OFF-JT) and other forms of human resources development is expected to rise –

The Ministry of Health, Labour and Welfare releases lately summarized results of the Fiscal 2013 Basic Survey of Human Resources Development.

Since fiscal 2001, the Basic Survey of Human Resources Development has been conducted annually with the aim of showing the current state of the country's companies and business establishments and human resources development of their workers, categorized by regular¹⁾ and non-regular employees.²⁾ The survey is comprised of three sub-surveys: 1) Company Survey, where company policies for human resources development are researched; 2) Business Establishment Survey, where state of education and training at business establishments is researched; and 3) Individual Survey, where state of education and training for individual workers is researched. Among companies and business establishments with 30 or more full-time employees, approximately 7,200 companies are selected for the Company Survey, and approximately 7,000 business establishments are extracted for the Business Establishment Survey. Approximately 24,000 workers who belong to extracted business establishments are selected for the Individual Survey.

The survey period for the latest Company Survey was from October 11, 2013, to December 9, 2013; that for the Business Establishment Survey was from October 1, 2013, to December 9, 2013; and that for the Individual Survey was from October 1, 2013, to December 24, 2013.

[Key Points of Survey Results]

- 1 Results and estimates of human resources development by companies (Company Survey) (Appendix, p. 7)
 - Regarding the costs of OFF-JT per regular employee³⁾, a comparison of the results for the past 3 years with estimates for the coming 3 years showed an “increasing trend” for the coming 3 years in a high proportion of companies (30.4%, an increase of 8.9 points compared to the figures for the past 3 years). A similar trend was also observed for non-regular employees.
- 2 Problems of human resources development (Business Establishment Survey) (Appendix, p. 16)
 - A total of 70.7% of business establishments responded that they have “some problems” regarding human resources development (previous survey: 68.7%), which represents an increase compared to the previous survey.
 - The most common response regarding problems was “insufficient personnel to provide guidance” (51.5%), followed by “no time for carrying out human resources development” (46.0%), and “even if we develop human resources, they quit” (40.6%).
- 3 Status and problems of self-development (Individual Survey) (Appendix, p. 35, p. 39)
 - The ratio of workers who undertook self-development was 44.3% for regular employees (previous survey: 47.7%) and 17.3% for non-regular employees (previous survey: 22.1%); these figures represent decreases compared to the previous survey.
 - The proportions of workers who thought that they had problems with carrying out self-development were 78.4% for regular employees and 69.7% for non-regular employees. For both regular and non-regular employees, the most common response regarding problems with self-development was “I’m too busy with work and have no time for self-development.”

For details, see Appendix “Reference (1. Outline of Survey Result, 2. Explanation of Terms).”

Notes:

- 1) Regular employees: Employees without a fixed period of employment, excluding part-time workers, etc.
- 2) Non-regular employees: Short-term contract workers, contract employees, part-time workers, or workers who are employed under similar titles. Dispatched workers and contract workers not included.
- 3) OFF-JT: Education and training that are carried out pursuant to work orders, involving temporary departure from normal work.

Outline of Survey Results

[Reference 1]

1 Company Survey

(1) Expenditure for OFF-JT and support for self-development (Figures 1 and 2)

The average expenditure per worker for education and training (the average amount spent by expending companies; hereafter the same applies) decreased slightly compared to the previous survey for OFF-JT to 13,000 yen (fiscal 2012 survey [hereafter “previous survey”]: 14,000 yen) but increased slightly for self-development to 5,000 yen (previous survey: 4,000 yen).

Figure 1: Average expenditure per worker for OFF-JT

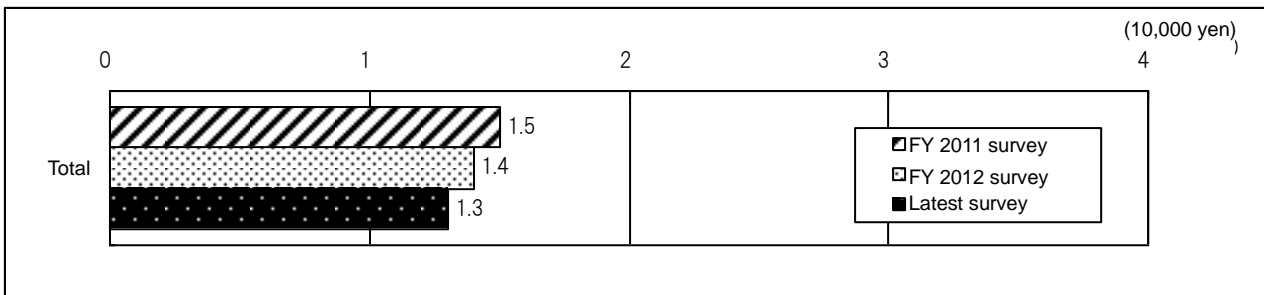
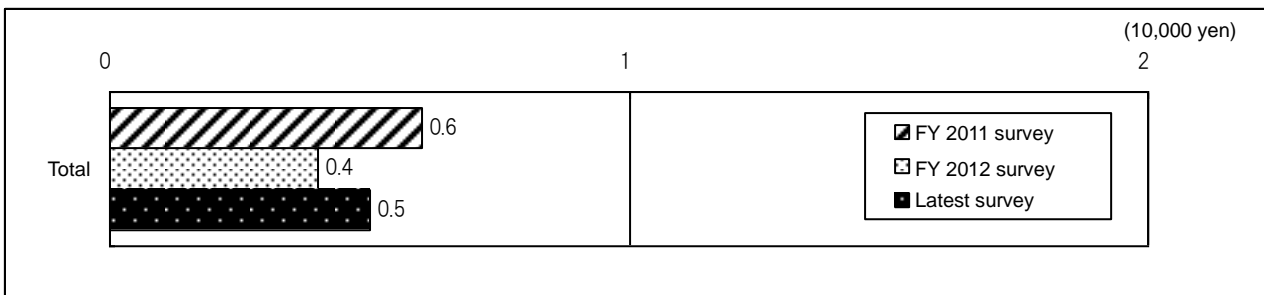


Figure 2: Average expenditure per worker for support for self-development



(2) Thinking vis-à-vis skills development

1) “Determination by companies” or “determination by individual workers”?

(Figures 3 and 4)

Among targeted companies, 75.0% thought that they should determine or mainly determine policies for skills development for regular employees (previous survey: 75.3%). The ratio is at a high level, remaining roughly the same as that for the previous year. Companies that responded that individual workers should determine or mainly determine policies for skills development made up 24.3% (previous survey: 23.7%).

On the other hand, 61.2% of responding companies thought that they should determine or mainly determine policies for skills development for non-regular employees, slightly down from 63.3% in the previous survey. Companies that responded that individual workers should determine or mainly determine policies for skills development made up 36.4% (previous survey: 33.1%), which represented a slight increase. For non-regular employees, fewer companies thought that they should determine or mainly determine relevant policies than for regular employees.

Figure 3: Entities that determine policies for skills development of regular employees

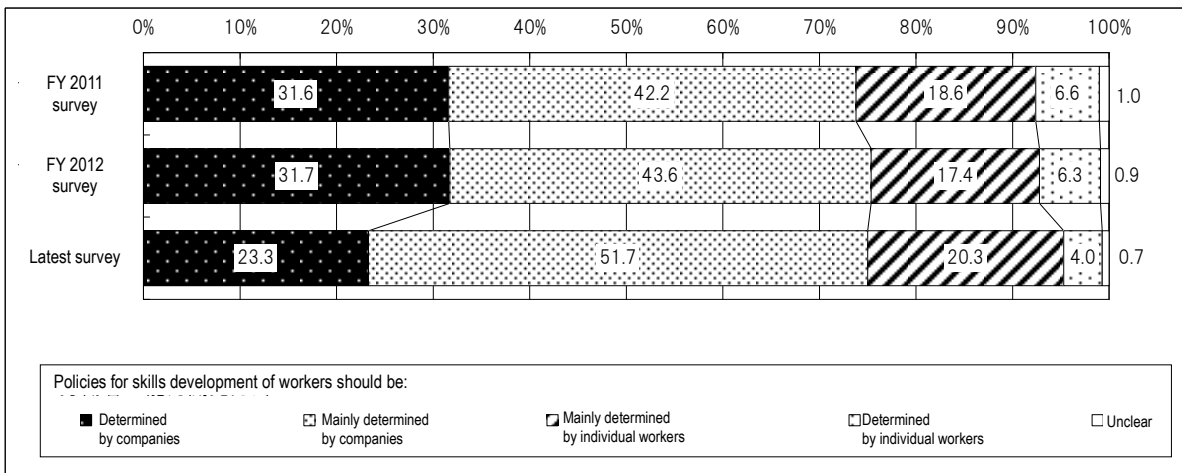
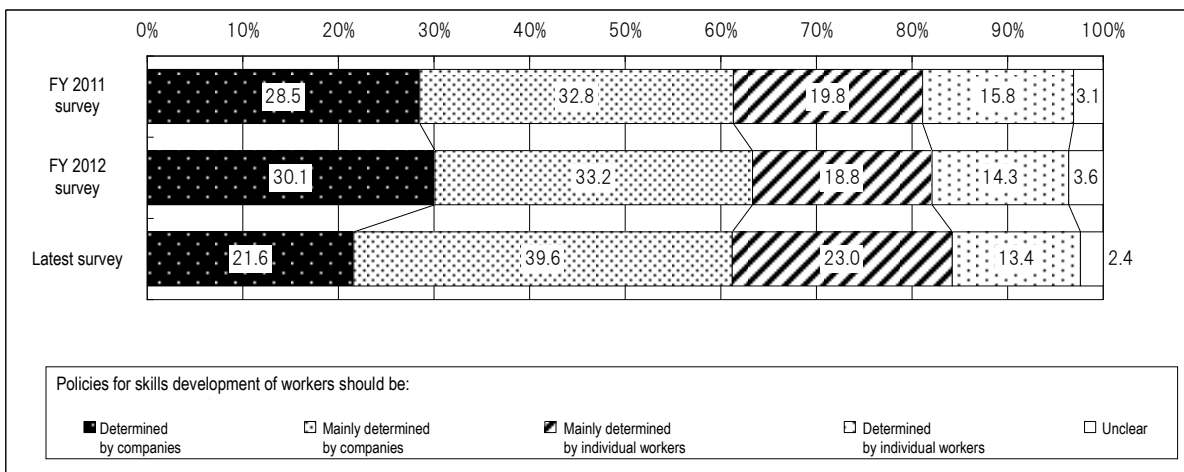


Figure 4: Entities that determine policies for skills development of non-regular employees



**2) “Tied to pay level and benefits” or “not tied to pay level and benefits”?
(Figures 5 and 6)**

Regarding whether or not they tie vocational ability evaluations to the pay level and benefits of regular employees, 77.8% of companies responded that they tie or mainly tie evaluations to pay level and benefits (previous survey: 73.1%), which surpassed the figure of the previous survey. Companies that responded that they do not tie or mainly do not tie evaluations to pay level and benefits made up 21.5% (previous survey: 26.1%) of the total.

On the other hand, regarding whether or not they tie vocational ability evaluations to the pay level and benefits of non-regular employees, 60.9% of companies responded that they tie or mainly tie evaluations to pay level and benefits (previous survey: 58.5%), which represented a slight increase. Companies that responded that they do not tie or mainly do not tie evaluations to pay level and benefits made up 36.7% (previous survey: 37.9%) of the total.

Figure 5: Tying of vocational ability evaluations to pay level and benefits (regular employees)

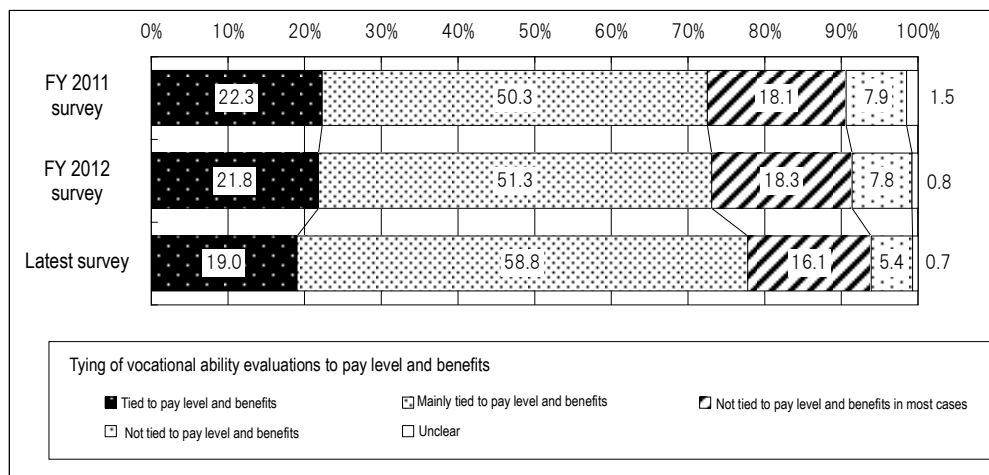
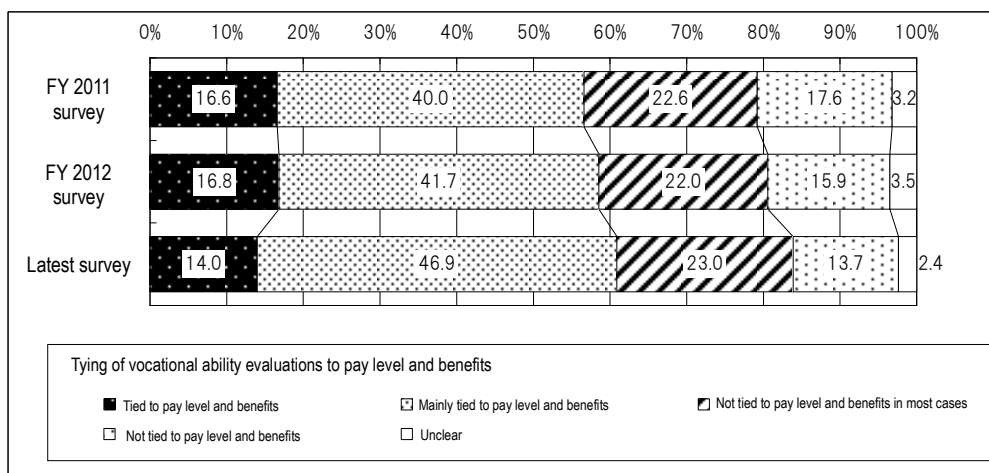


Figure 6: Tying of vocational ability evaluations to pay level and benefits (non-regular employees)



3) “Emphasis on selected workers” or “emphasis on workers in general”? (Figures 7 and 8)

Regarding the emphasized targets of education and training for regular employees, 58.0% (previous survey: 57.0%) of companies responded that they put or mainly put “emphasis on workers in general.” The proportion of companies that responded that they put or mainly put “emphasis on selected workers” was 41.2% (previous survey: 41.8%).

Regarding the emphasized targets of education and training for non-regular employees, 54.0% (previous survey: 51.9%) of companies responded that they put or mainly put “emphasis on workers in general.” The proportion of companies that responded that they put or mainly put “emphasis on selected workers” was 43.3% (previous survey: 44.3%).

The latest results regarding both regular and non-regular employees showed that the proportion of companies responding that they put or mainly put “emphasis on workers in general” had increased from the previous survey and exceeded the proportion of “emphasis on selected workers.”

Figure 7: Emphasized targets of education and training for regular employees

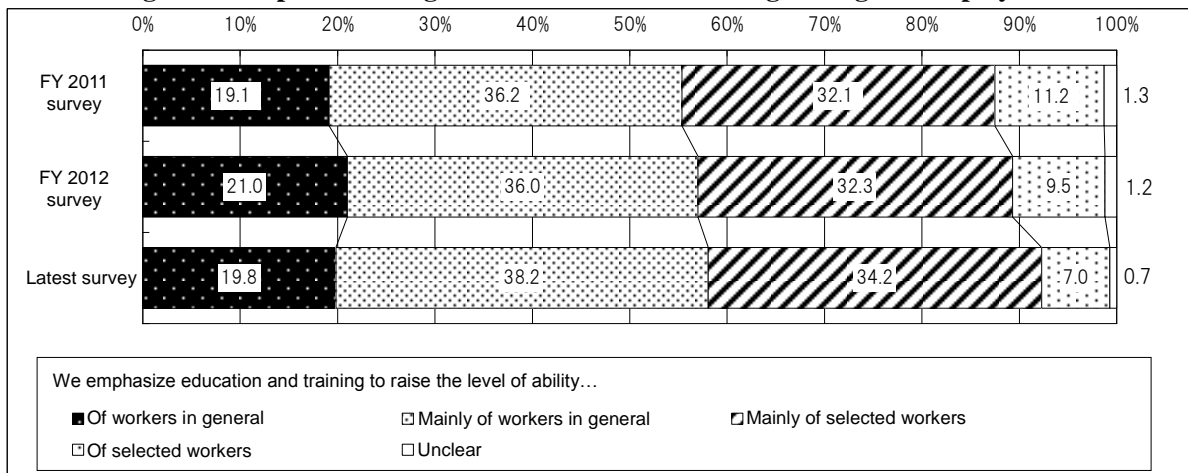
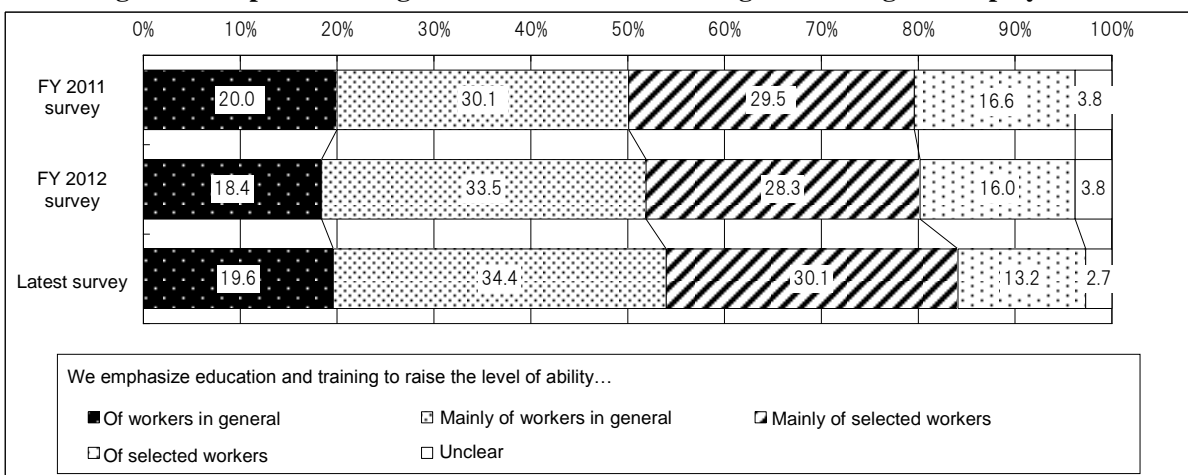


Figure 8: Emphasized targets of education and training for non-regular employees



4) “OJT” or “OFF-JT”? (Figures 9 and 10)

Regarding emphasized methods of education and training for regular employees, 73.5% (previous survey: 74.9%) of companies emphasized or mainly emphasized “OJT,” which represented a slight decrease compared to the previous survey. Companies that responded that they emphasized or mainly emphasized “OFF-JT” made up 25.1% (previous survey: 23.3%) of the total.

On the other hand, regarding emphasized methods of education and training for non-regular employees, 77.2% (previous survey: 76.4%) of companies emphasized or mainly emphasized “OJT,” which represented a slight increase compared to the previous survey.

Figure 9: Emphasized method of education and training for regular employees

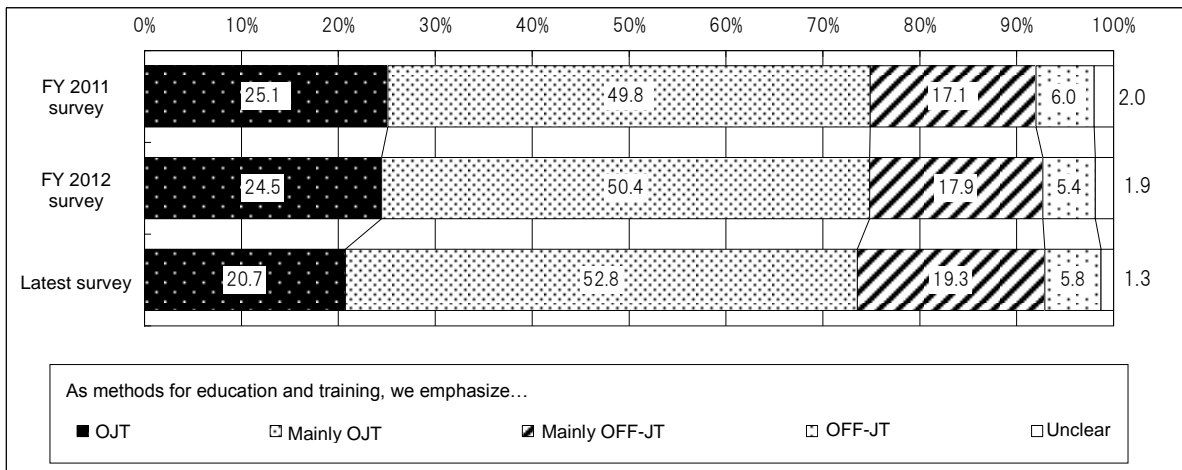
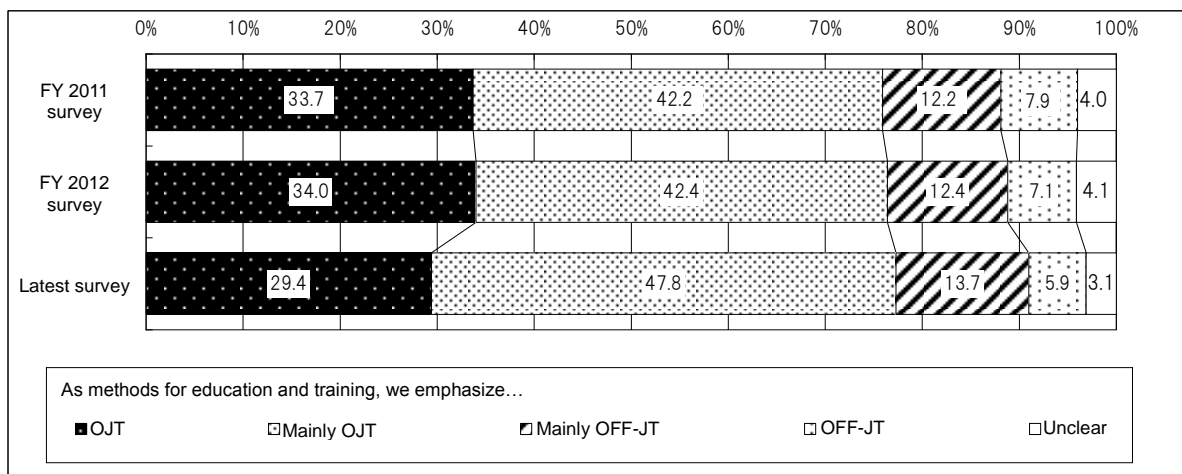


Figure 10: Emphasized method of education and training for non-regular employees



5) “Outsourced” or “in-house” education and training? (Figures 11 and 12)

Regarding methods for education and training of regular employees, 36.2% (previous survey: 38.3%) of companies emphasized or mainly emphasized “outsourcing,” and 62.7% (previous survey: 59.8%) emphasized or mainly emphasized “in-house.”

On the other hand, for non-regular employees, 21.4% (previous survey: 22.2%) of companies emphasized or mainly emphasized “outsourcing,” and 75.8% (previous survey: 73.7%) of companies emphasized or mainly emphasized “in-house.” Compared to regular employees, the proportion of companies that emphasized or mainly emphasized “outsourcing” was low.

In comparison to the previous survey, the proportions of companies that emphasized or mainly emphasized “outsourcing” declined slightly for both regular employees and non-regular employees, while the proportions of companies that emphasized or mainly emphasized “in-house” increased slightly for both regular employees and non-regular employees.

Figure 11: Policy of method for education and training for regular employees

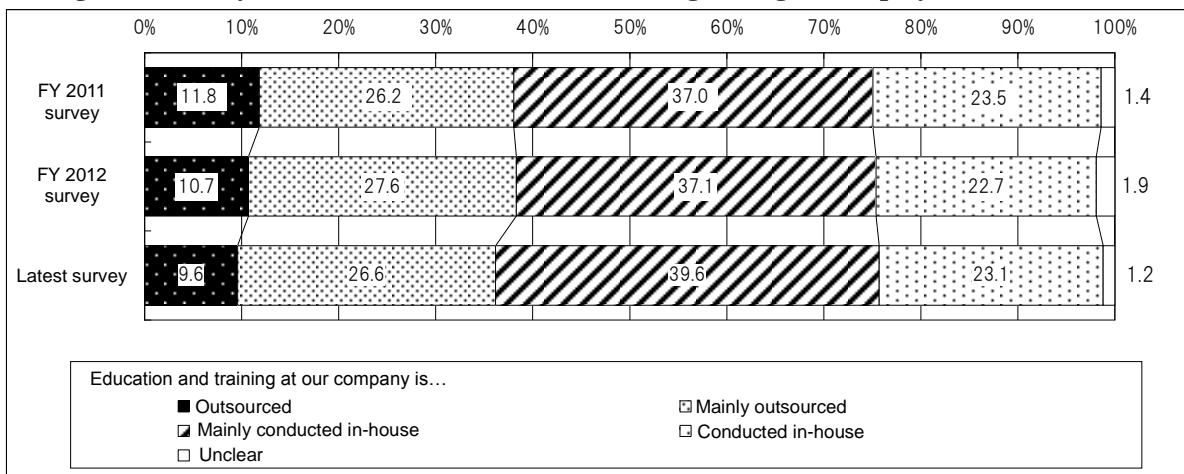
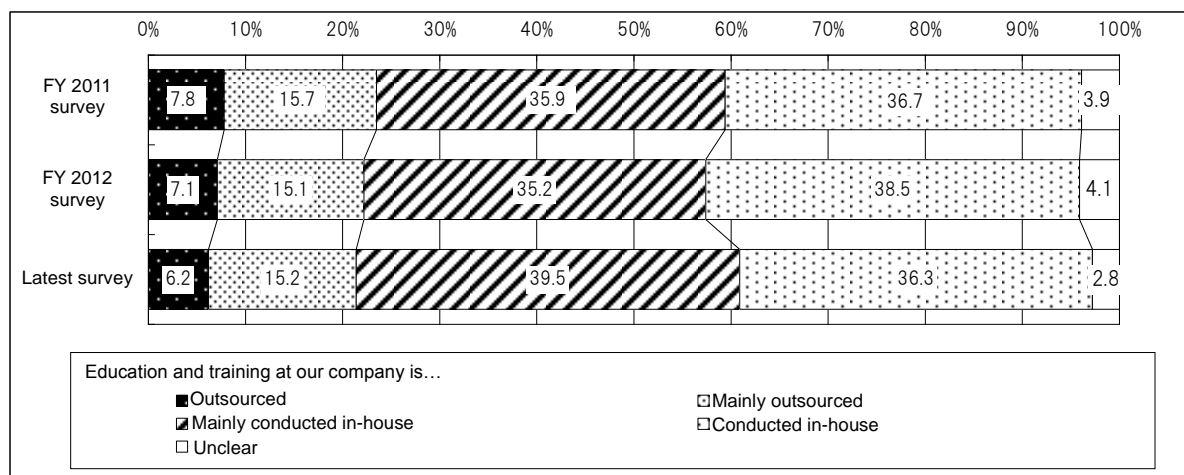


Figure 12: Policy of method for education and training for non-regular employees



(3) Track record and prospect of human resources development (Figures 13 and 14)

Regarding costs for OFF-JT of regular employees during the past three years (fiscal 2010-fiscal 2012), 33.7% of companies responded “no change,” and 21.5% of companies responded “increasing trend.”

Regarding costs for support for self-development, 29.2% of companies responded “no change,” and 16.1% of companies responded “increasing trend.”

Survey results regarding prospects for the next three years for both costs for OFF-JT and costs for support for self-development suggest that the proportion of companies that respond “increasing trend” will increase from the state of the past three years to 30.4% for costs for OFF-JT and 27.9% for costs for support for self-development.

As for Off-JT, 29.3% of companies responded “no track record” regarding estimates for the next three years.

On the other hand, regarding costs for OFF-JT of non-regular employees during the past three years, 53.9% of companies responded “no track record,” and 8.2% of companies responded “increasing trend.” Regarding costs for support for self-development, 59.6% of companies responded “no track record,” and 6.5% of companies responded “increasing trend.”

Survey results regarding prospects for the next three years for both costs for OFF-JT and costs for support for self-development suggest that the proportion of companies that respond “increasing trend” will increase from the state of the past three years to 15.2% for costs for OFF-JT and 14.5% for costs for support for self-development, representing a lower level than for regular employees.

Figure 13: Costs for OFF-JT and for support for self-development over the past three years and for the next three years (regular employees)

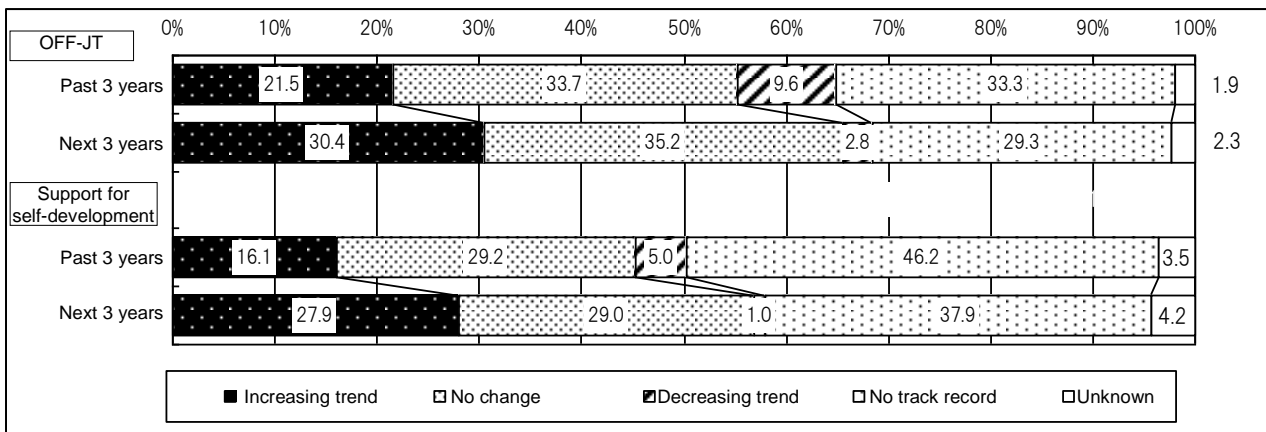
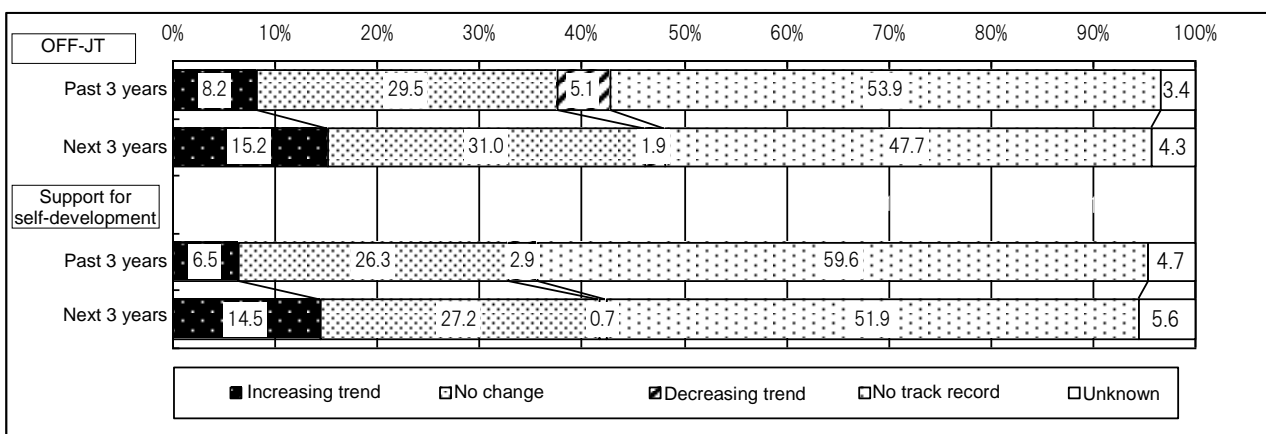


Figure 14: Costs for OFF-JT and for support for self-development over the past three years and for the next three years (non-regular employees)



(4) Internal occupational skills development plan and promoters of occupational skills development (Figures 15, 16, 17 and 18)

Regarding the status of creating an internal occupational skills development plan, 77.6% (previous survey: 73.8%) of companies responded “not created in any branches,” while 14.3% (previous survey: 16.0%) of companies responded “created in all branches” and 7.3% (previous survey: 9.6%) of companies responded “created in some branches.” A comparison with the previous survey shows that the number of companies that responded “not created in any branches” is growing slightly.

Regarding the method of creating an internal occupational skills development plan in companies that use it, 66.7% (previous survey: 65.5%) of companies said “the headquarters creates an internal occupational skills development plan and applies it to all branches.”

Regarding the appointment status of promoters of occupational skills development, 75.5% (previous survey: 74.9%) of companies responded “not appointed in any branches,” 14.1% (previous survey: 13.8%) of companies responded “appointed in all branches” and 9.2% (previous survey: 10.7%) of companies responded “appointed in some branches.”

Regarding the appointment method used by companies to appoint promoters of occupational skills development, 65.1% (previous survey: 66.3%) of companies responded “a promoter of occupational skills development is appointed by the headquarters and takes responsibility for all branches.”

Figure 15: Creation status of internal occupational skills development plan

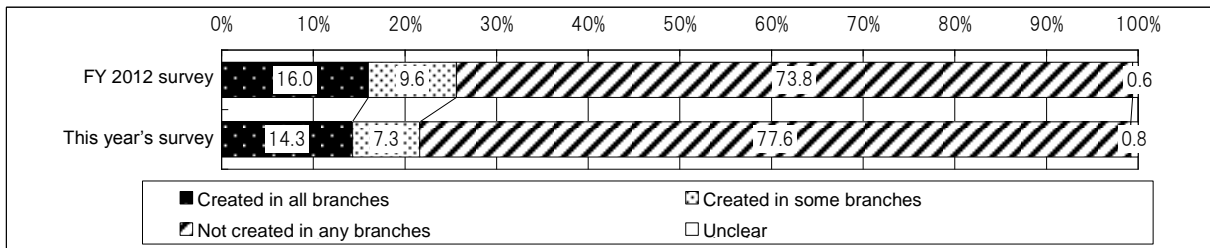


Figure 16: Method of creating internal occupational skills development plan

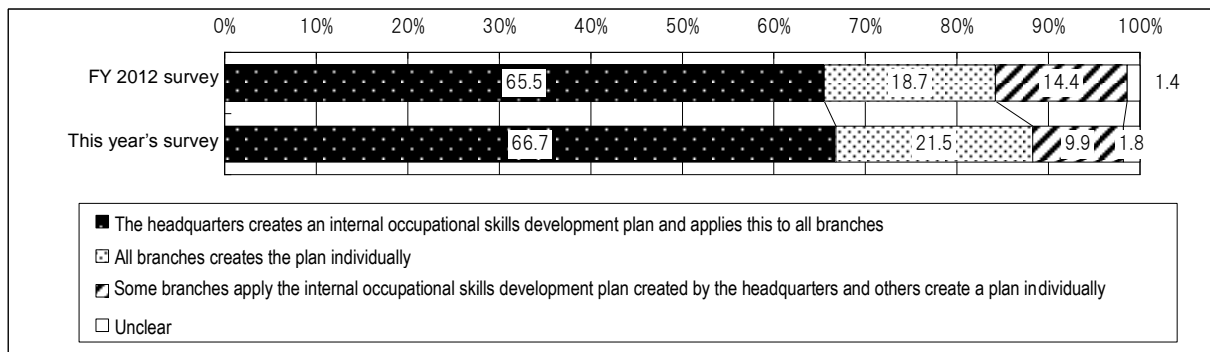


Figure 17: Appointment status of occupational skills development promoters

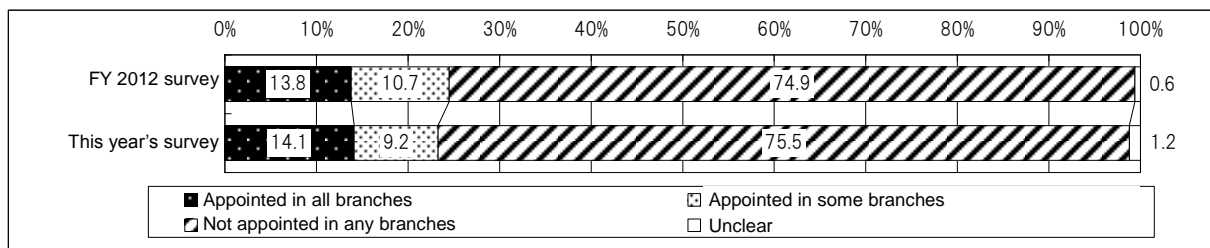
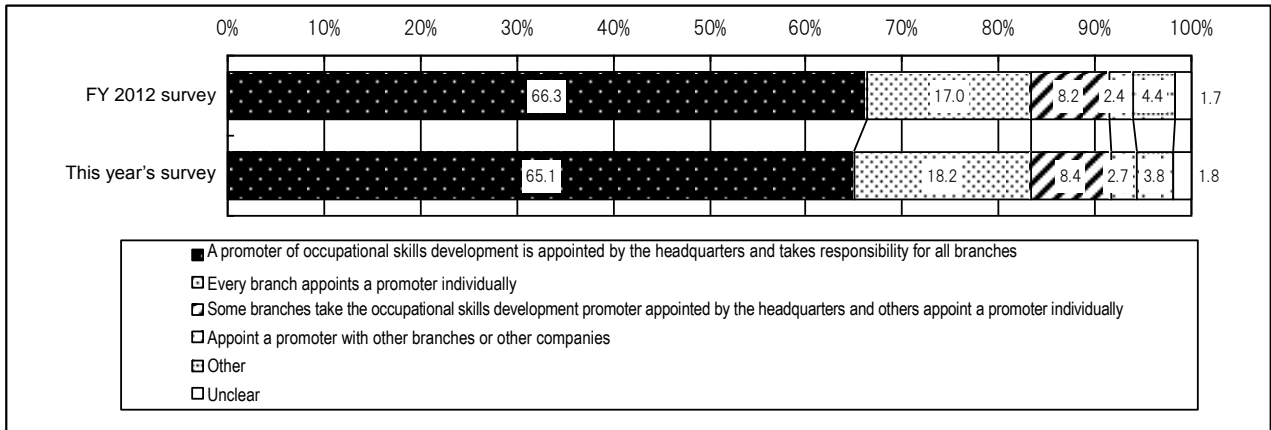


Figure 18: Method of appointing occupational skills development promoters



(5) State of implementation of leave systems for education and training (Figures 19, 20 and 21)

Regarding their implementation of a leave system for education and training, 86.5% of companies responded they are “not implementing” a system and 10.6% responded they are “implementing” a system.

Regarding their plans to implement a leave system for education and training, 90.5% of companies responded “not planning” to implement a system and 8.3% responded “planning” to implement a system.

As for the reasons given for not implementing a leave system for education and training, 45.0% of companies said “did not know such systems exist,” 35.1% said “have not received requests for such a system from workers,” and 33.6% said “do not feel such a system offers advantages.”

Figure 19: State of implementation of leave systems for education and training

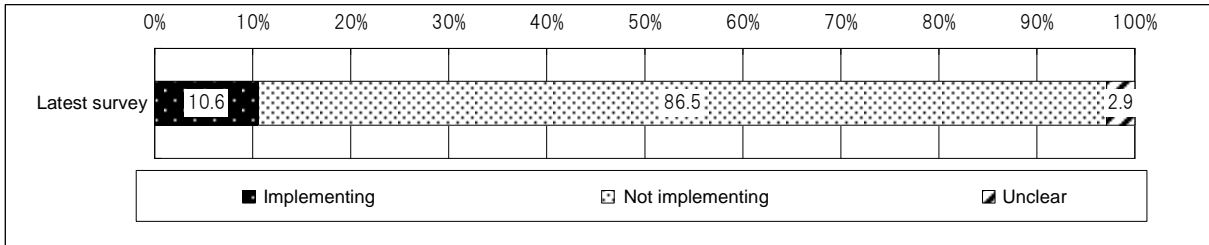


Figure 20: Existence of plans to implement leave systems for education and training

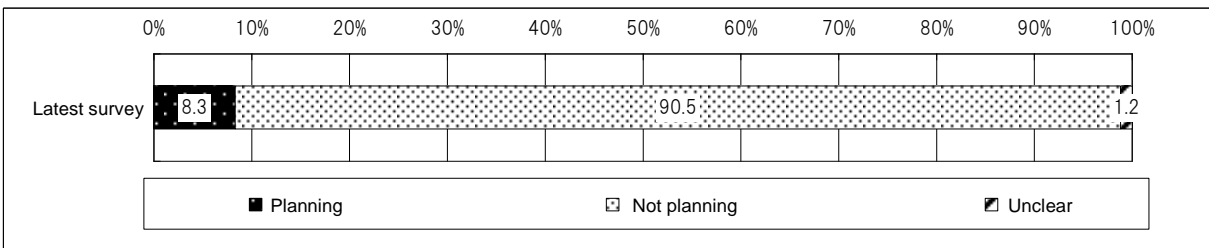
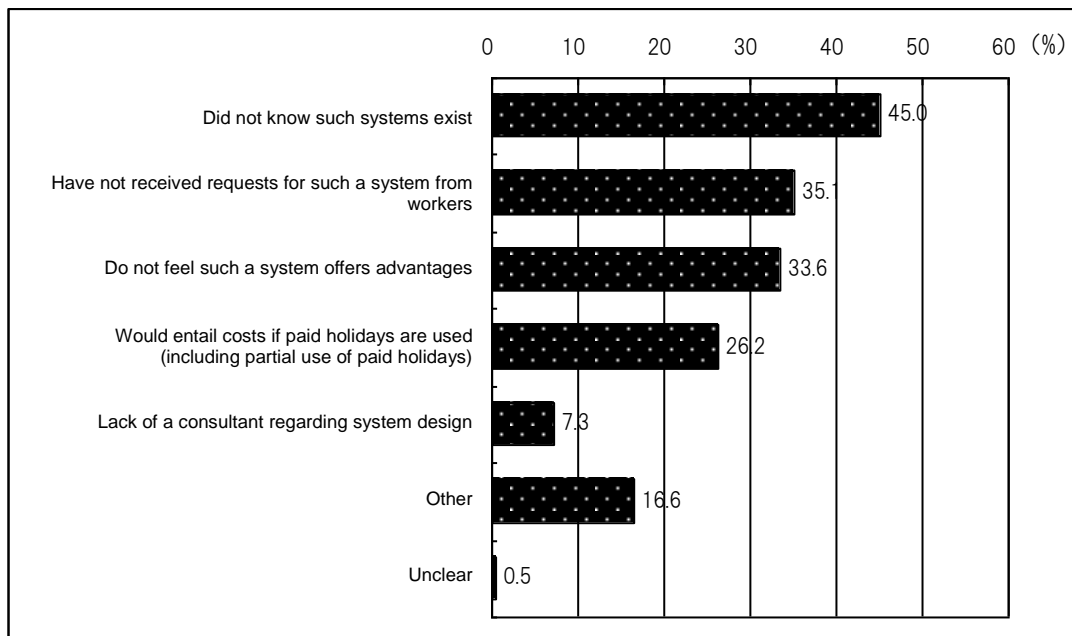


Figure 21: Reasons for not implementing leave systems for education and training



2. Business Establishment Survey

(1) Items concerning the implementation of education and training

1) State of implementation of OFF-JT (Figures 22, 23, 24, 25, and 26)

For regular employees, 69.9% (previous survey: 69.7%) of businesses implemented OFF-JT in fiscal 2012. By industry, the proportions were as follows: high in electricity, gas, heat supply and water (94.8%), finance and insurance (92.2%), combined services (89.9%) and so on, while low in living-related and personal services and amusement services (46.0%) and so on. Categorized by size of the business, more OFF-JT was provided at larger businesses. In particular, the figure was high at businesses that have 100 or more employees, standing in the 70% range at businesses with 100 to 299 employees and in the 80% range at businesses with 300 to 999 employees and businesses with 1,000 or more employees.

On the other hand, for non-regular employees, 34.1% (previous survey: 34.7%) of businesses implemented OFF-JT, representing a lower level than for regular employees. By industry, the proportions were high in finance and insurance (59.0%), combined services (58.4%) and medical, health care and welfare (57.6%), while low in living-related and personal services and amusement services (18.3%), manufacturing (24.7%), information and communication (26.2%), and so on. Categorized by size of the business, there is a tendency towards a higher proportion of larger businesses implementing OFF-JT.

Looking at the state of implementation of OFF-JT for regular employees by job level, the proportions were high for new employees (55.4%) and mid-career employees (57.8%) but low for management (48.4%).

As for the types of education and training organization that provided OFF-JT, “in-house” was common for both regular employees and non-regular employees and had a particularly high percentage of 85.1% for non-regular employees. Others organizations used for regular employees included “private sector training and education institution” (42.3%), “parent or group company” (25.8%), and “human resource development association, labor standards association, public interest corporation, or other industry association” (23.8%).

As for the content of provided OFF-JT, the most common was “training for new recruits and other starting employees” with 70.1%. Others included “training for management (to raise management and supervisory skills)” (48.2%) and “training for persons new to mid-career employee ranks” (43.9%).

Figure 22: Businesses that implemented OFF-JT

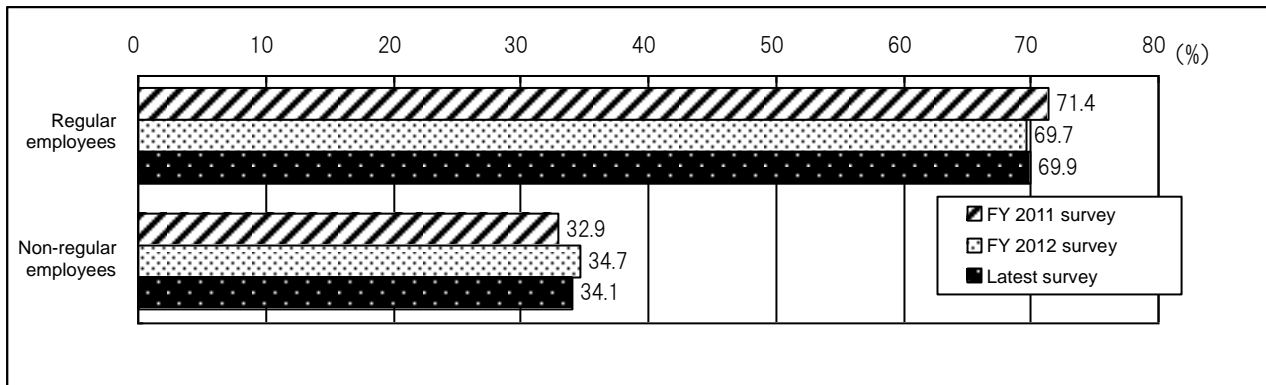


Figure 23: Businesses that implemented OFF-JT (categorized by industrial sector and size of business)

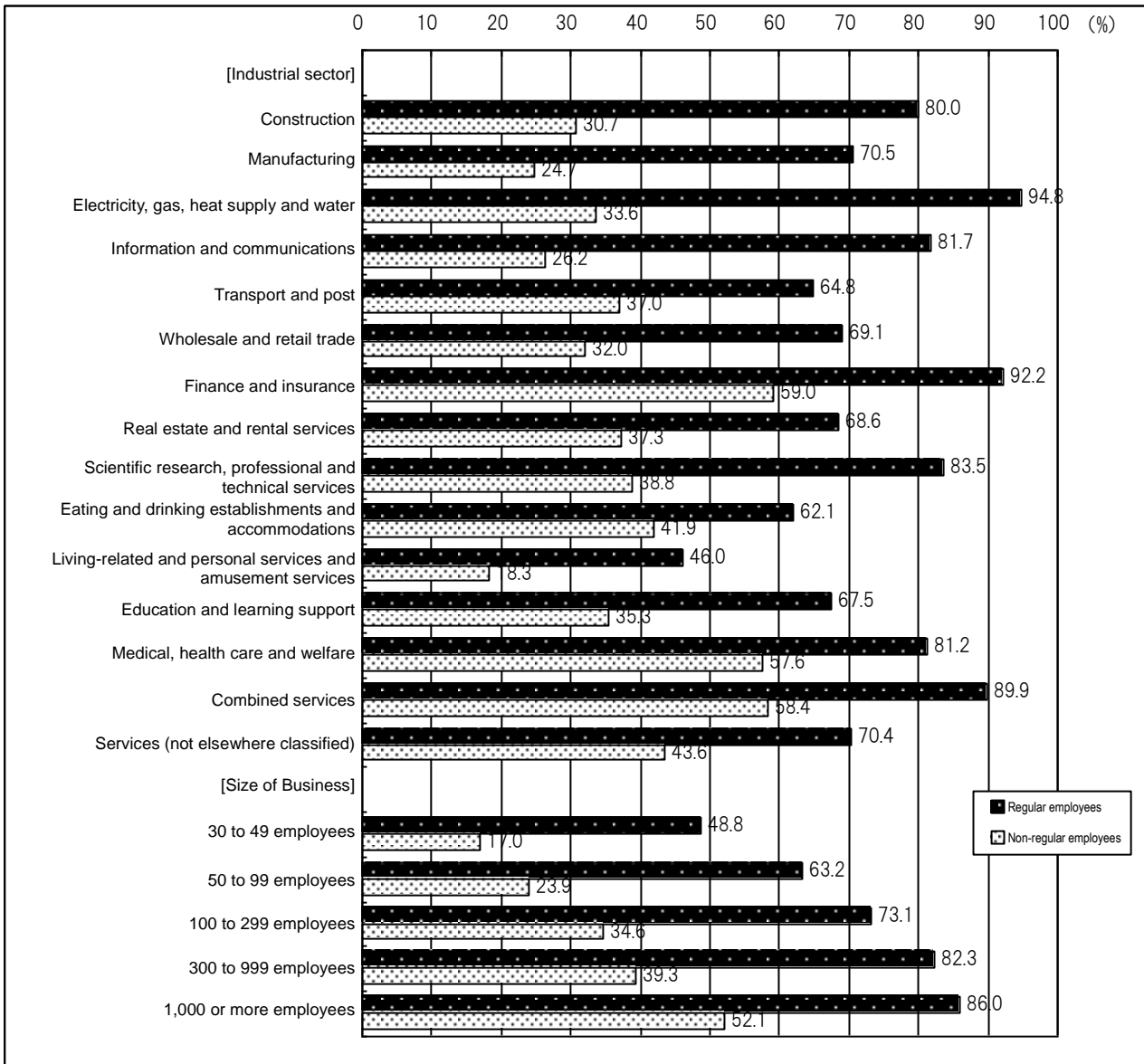


Figure 24: State of implementation of OFF-JT (regular employees; categorized by job level)

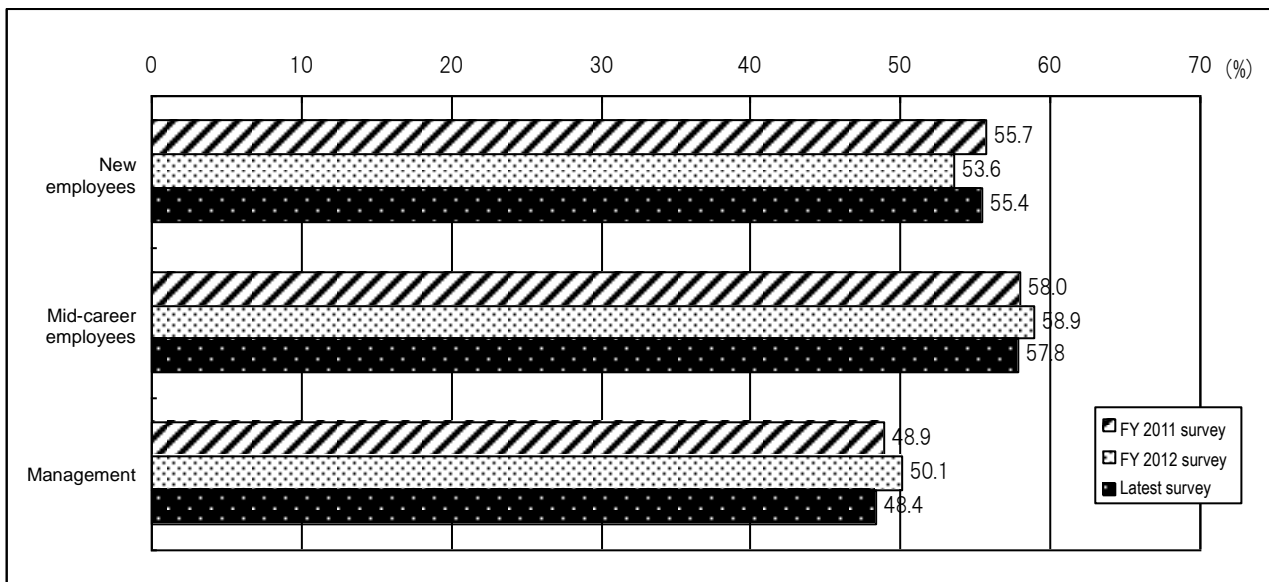


Figure 25: Types of education and training organization that provided OFF-JT

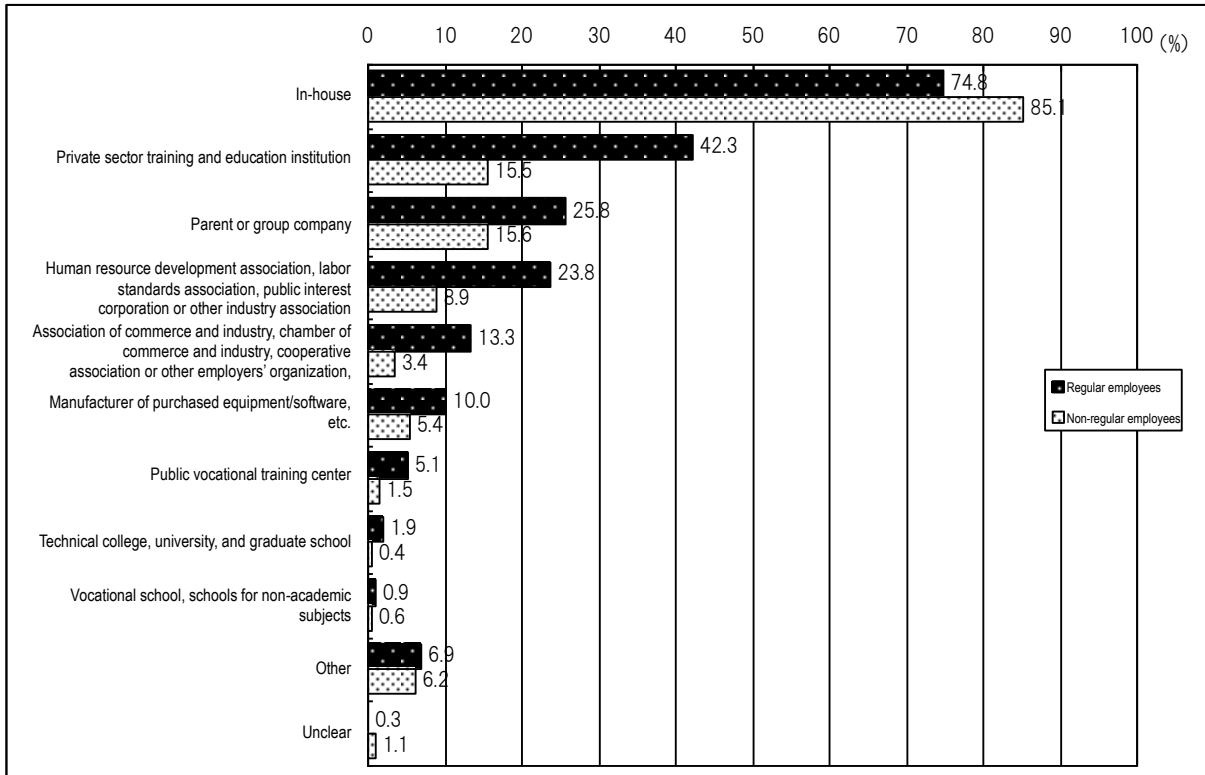
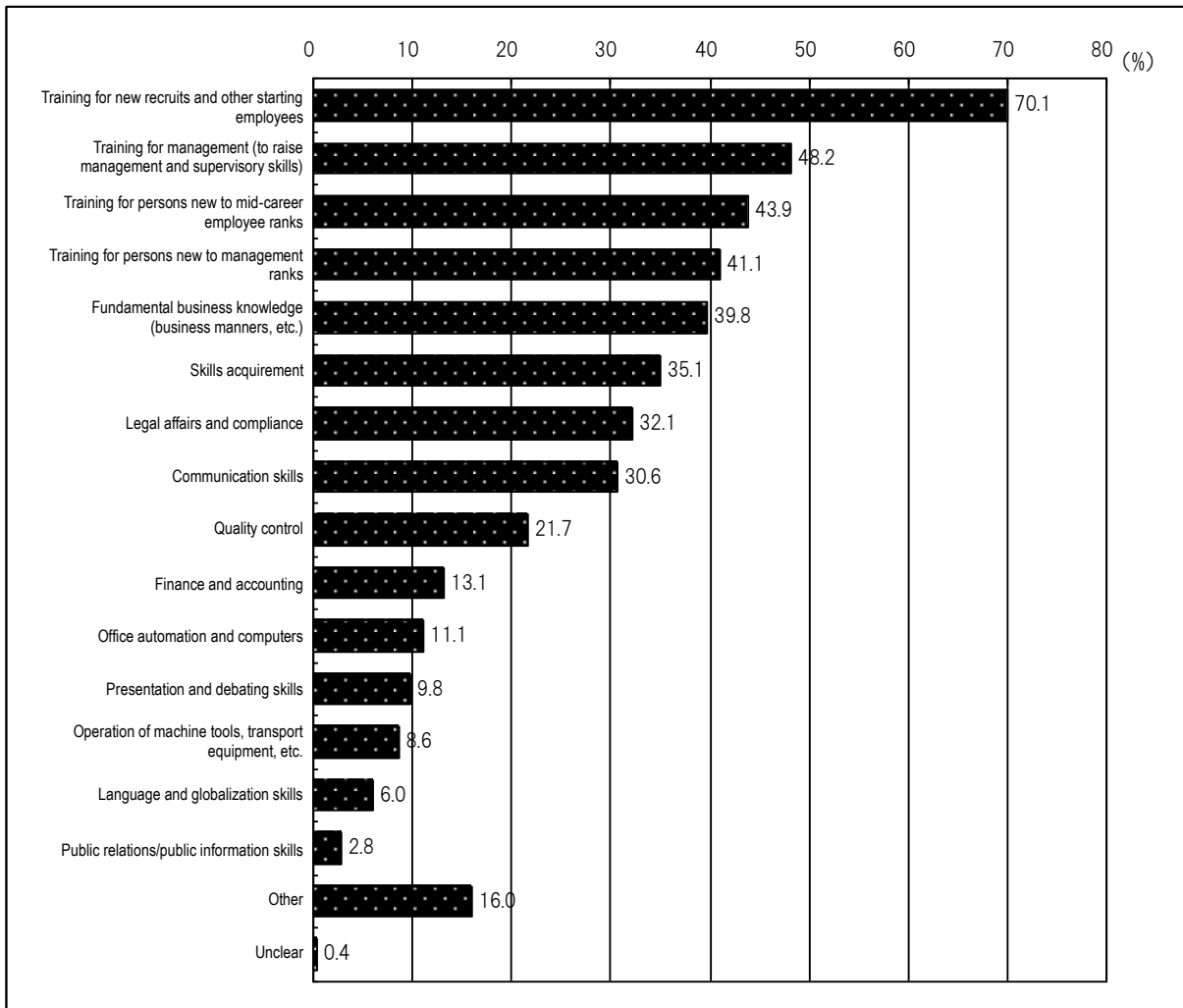


Figure 26: Content of OFF-JT provided



2) State of implementation of systematic OJT (Figures 27, 28 and 29)

For regular employees, 59.4% (previous survey: 59.1%) of businesses implemented systematic OJT in fiscal 2012, which was about the same level as the previous survey.

By industry, the proportions were high in finance and insurance (95.7%), electricity, gas, heat supply and water (94.8%), combined services (88.7%), and so on, while low in living-related and personal services and amusement services (37.1%), real estate and rental services (44.1%), education and learning support (44.2%), and so on. Categorized by size of the business, more systematic OJT was provided at larger businesses. In particular, the figure was high at businesses that have 300 or more employees, standing in the 70% range at businesses with 300 to 999 employees, and in the 80% range at businesses with 1,000 or more employees.

On the other hand, for non-regular employees, 28.6% (previous survey: 28.0%) of businesses implemented systematic OJT, which was about the same level as the previous year. This figure represents a lower level than that for regular employees. By industry, the proportions were high in combined services (52.3%), medical, health care and welfare (42.8%), finance and insurance (42.3%), eating and drinking establishments and accommodations (40.2%) and so on, while low in information and communication (17.5%), real estate and rental services (18.1%), construction (19.5%) and so on. Categorized by size of the business, there is a tendency towards a higher proportion of larger businesses implementing systematic OJT.

Looking at state of OJT implementation by job level, the highest figure was for “new employees” with 49.5%. The figure decreased as the job level rose to mid-career employees (38.8%) and management (23.5%).

Figure 27: Businesses that implemented systematic OJT

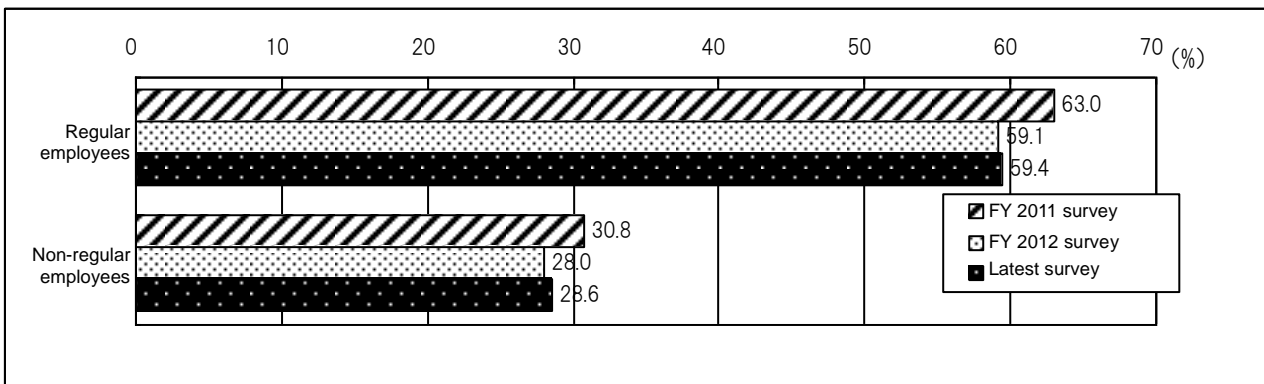


Figure 28: Businesses that implemented systematic OJT (categorized by industrial sector and size of business)

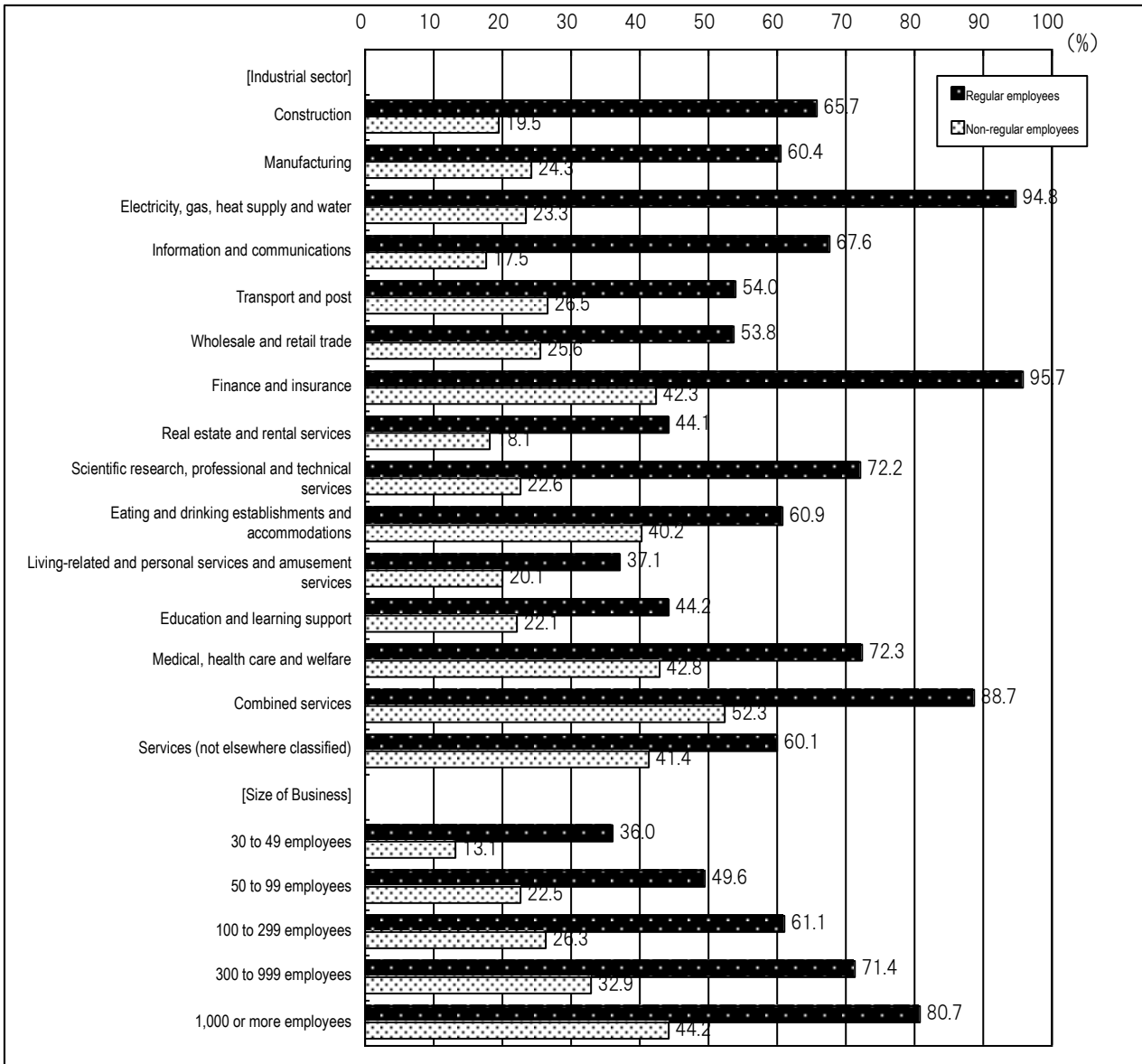
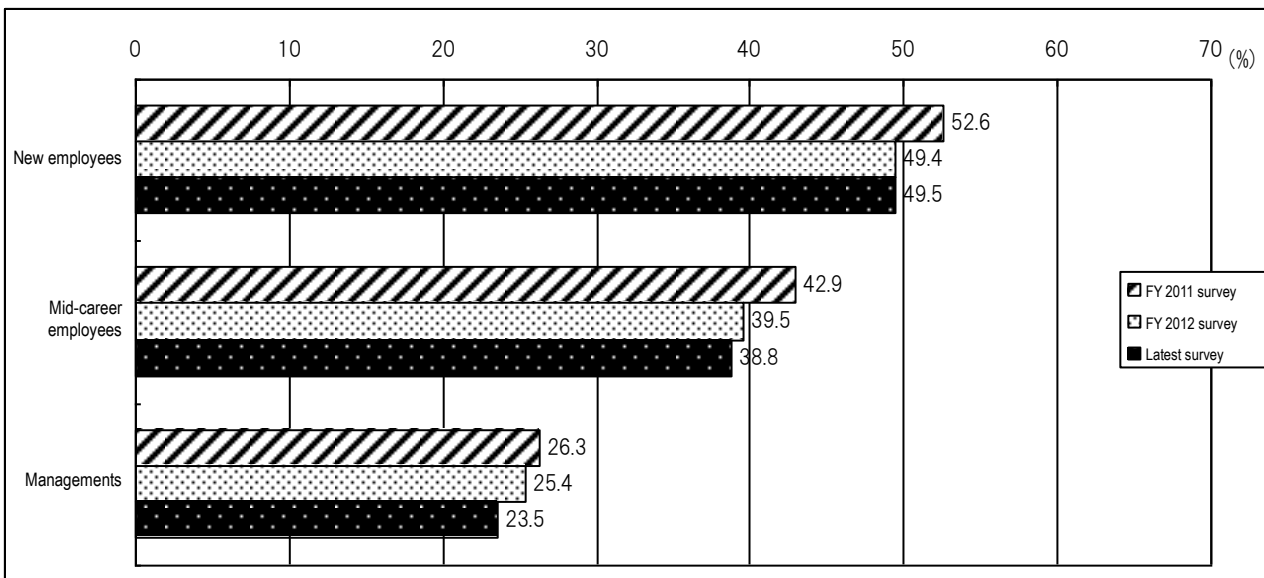


Figure 29: State of implementation of systematic OJT (regular employees; categorized by job level)



(2) Human resources development

Problems concerning human resources development (Figures 30 and 31)

Among responding businesses, 70.7% responded that they had problems with skills development and/or human resources development. The nature of those issues was as follows (multiple answers allowed): “There are insufficient personnel to provide guidance” (51.5%) was the highest, followed by “there is no time for carrying out human resources development” (46.0%), “even if we train personnel, they quit” (40.6%), “we cannot acquire human resources who are worth training” (28.3%), and “we cannot afford to carry out personnel development” (20.7%).

Figure 30: Businesses that reported problems with human resources development

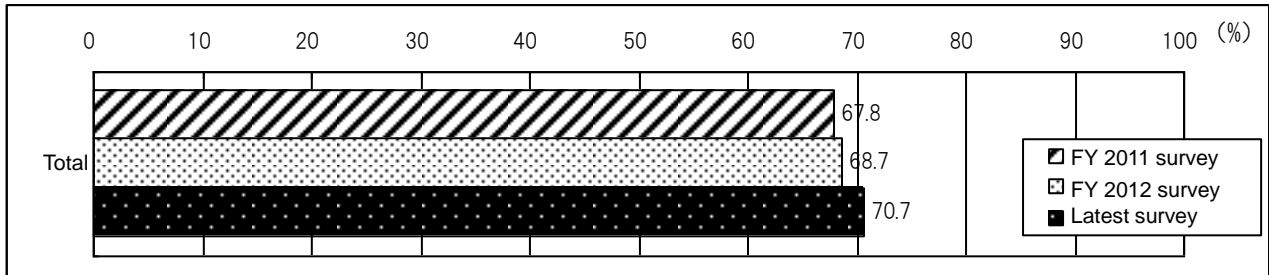
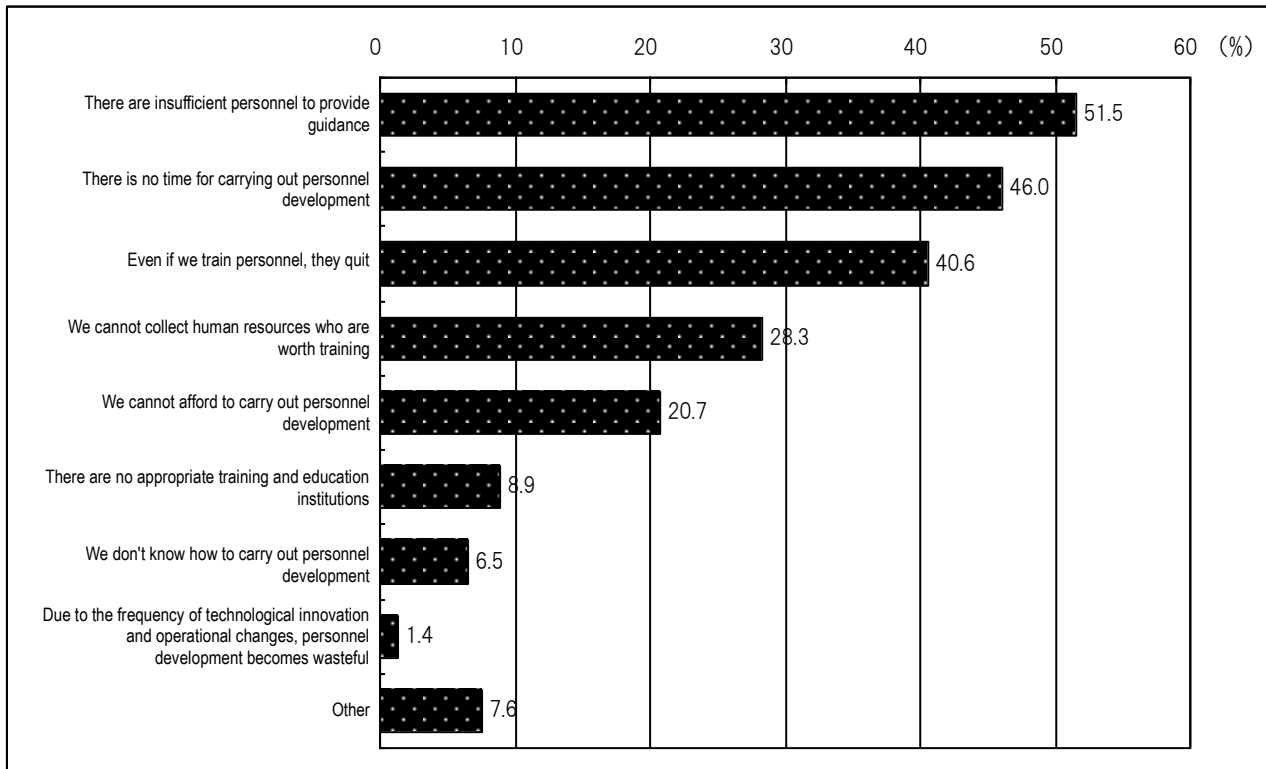


Figure 31: Breakdown of problems with human resources development (multiple answers allowed)



(3) Support for workers' career planning

1) State of provision of career planning mechanisms (Figures 32, 33, 34, 35, 36, and 37)

Of all businesses, 33.5% provided career consulting mechanisms for regular employees. By industry, the figure was high in combined services (70.2%), followed by finance and insurance (69.5%) and electricity, gas, heat supply and water (61.6%). Compared by size of the business, there is a tendency towards a higher proportion of larger businesses providing career consulting mechanisms, with the highest being 53.8% for businesses with 1,000 or more employees.

Of all businesses, 20.8% provided career planning mechanisms for non-regular employees, which represents a lower level than for regular employees. By industry, the figure was high in combined services (62.9%), followed by finance and insurance (53.9%).

Looking at the objectives of career consulting, "to encourage workers' self-development" and "to raise workers' work awareness and invigorate the workplace" had high percentages for both regular employees and non-regular employees. In the case of regular employees, "to appropriately operate the personnel management system based on workers' desires, etc." accounted for more than half (54.9%).

In terms of issues when providing career consulting, "few requests for consultation from workers" was the highest for both regular employees (40.0%) and non-regular employees (41.6%).

Regarding the state of use of career consultants, when asked if a career consultant is the person who provides consultation at the business, the percentage of businesses that responded "yes" was low at 9.8%.

Looking at the reasons businesses did not provide career consulting, "no desire for consultation among workers" was the highest for both regular employees (43.5%) and non-regular employees (41.4%).

Figure 32: Businesses that provide career consulting mechanisms (total)

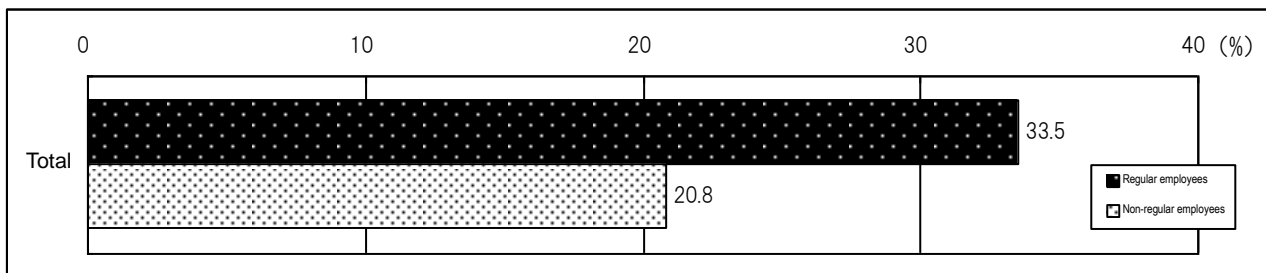


Figure 33: Businesses that provide career consulting mechanisms (categorized by industrial sector and size of business)

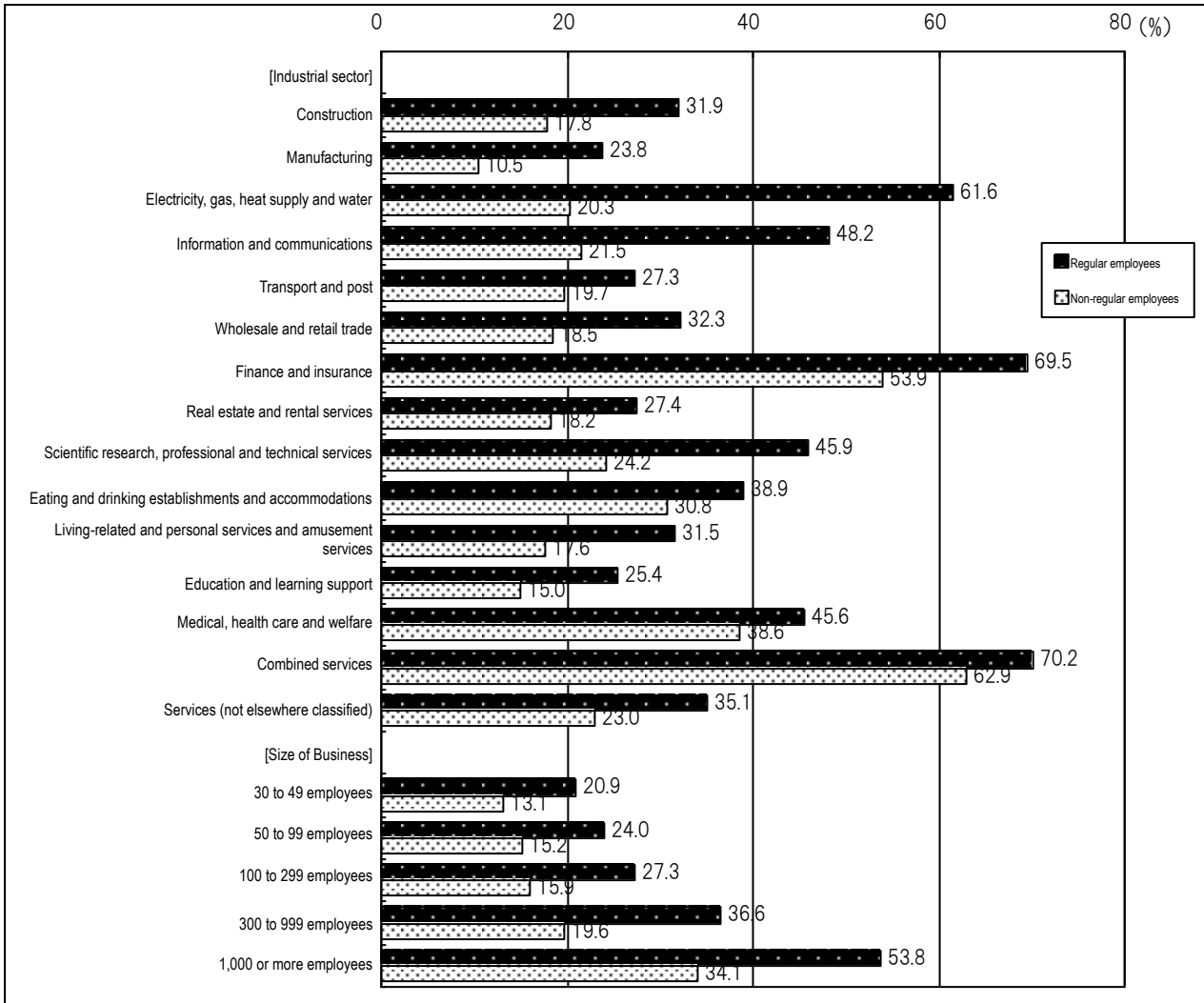


Figure 34: Objectives of career consulting

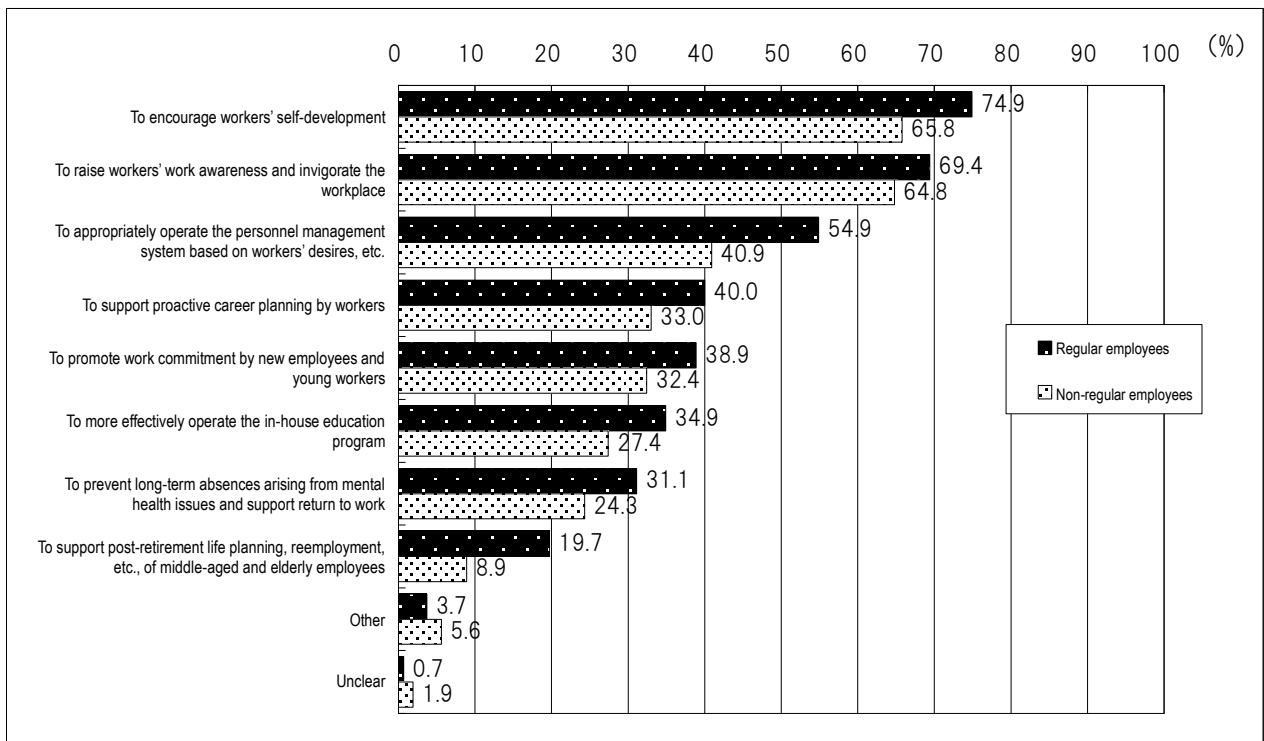


Figure 35: Issues when providing career consulting

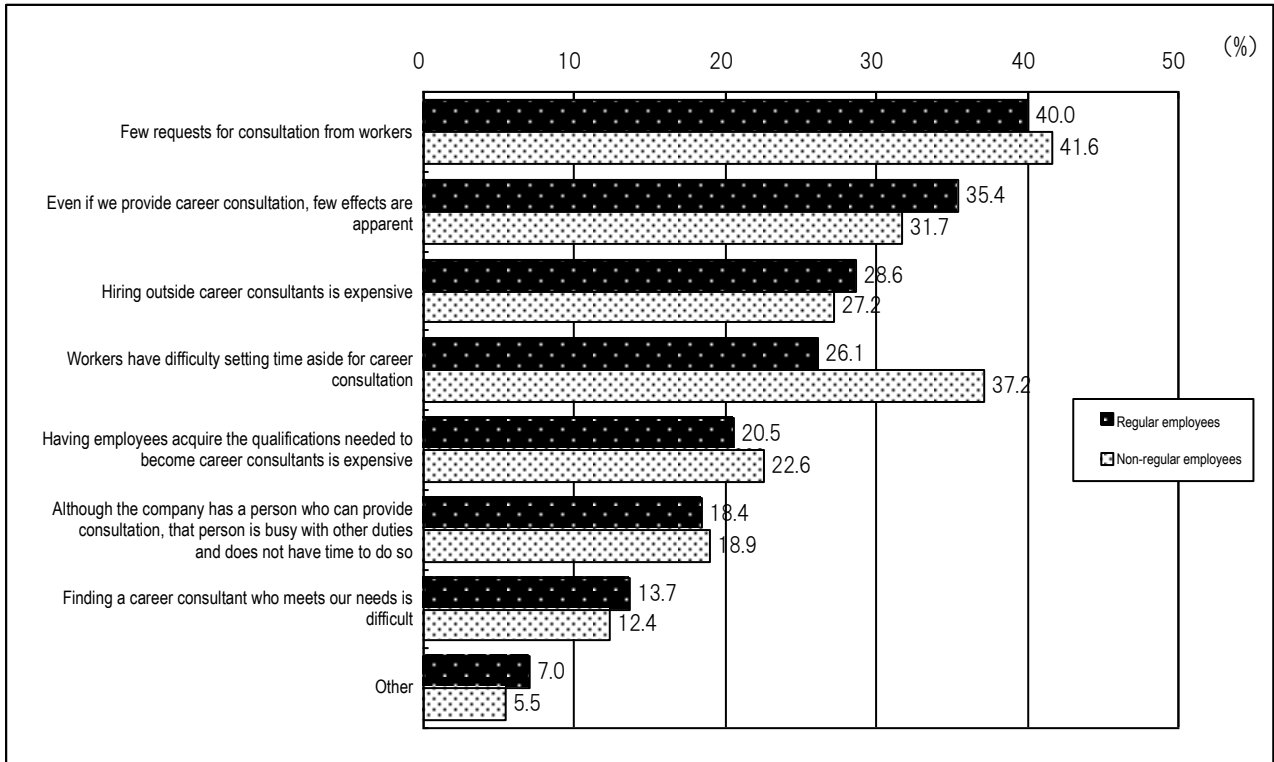


Figure 36: State of use of career consultants

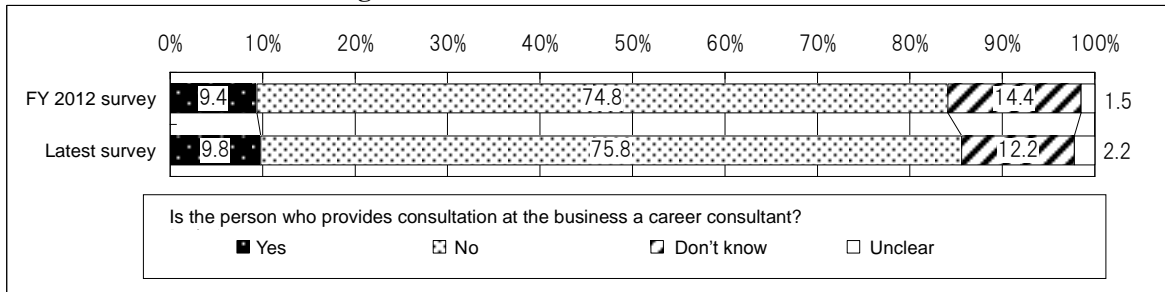
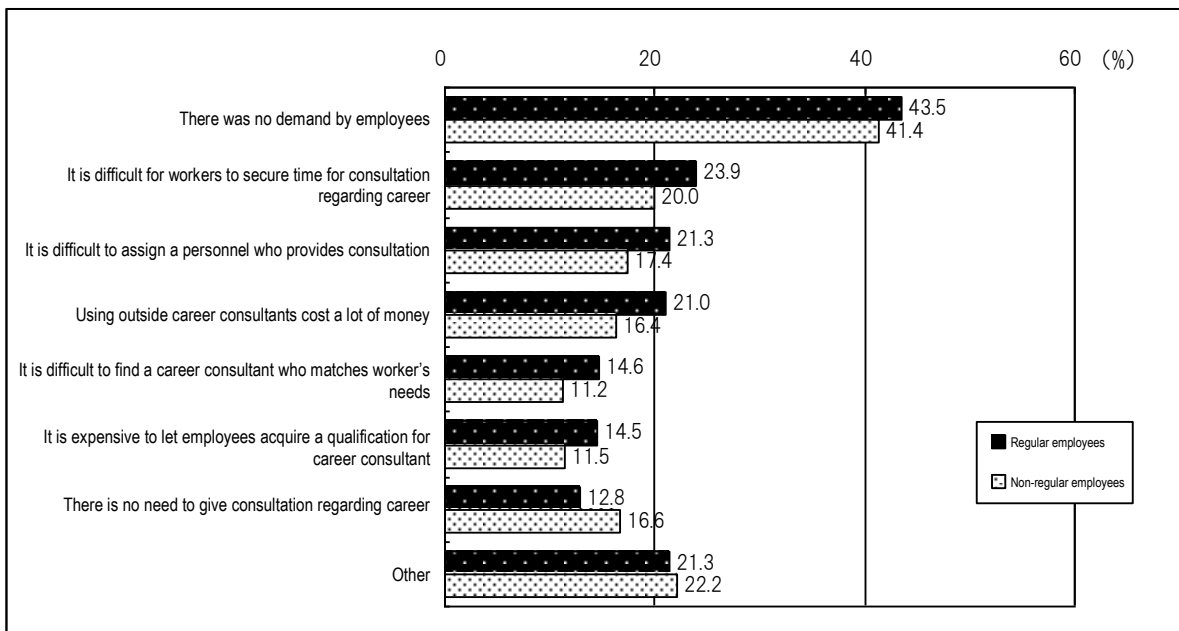


Figure 37: Reasons businesses do not provide career consulting (multiple answers allowed)



2) Support for self-development (Figures 38, 39 and 40)

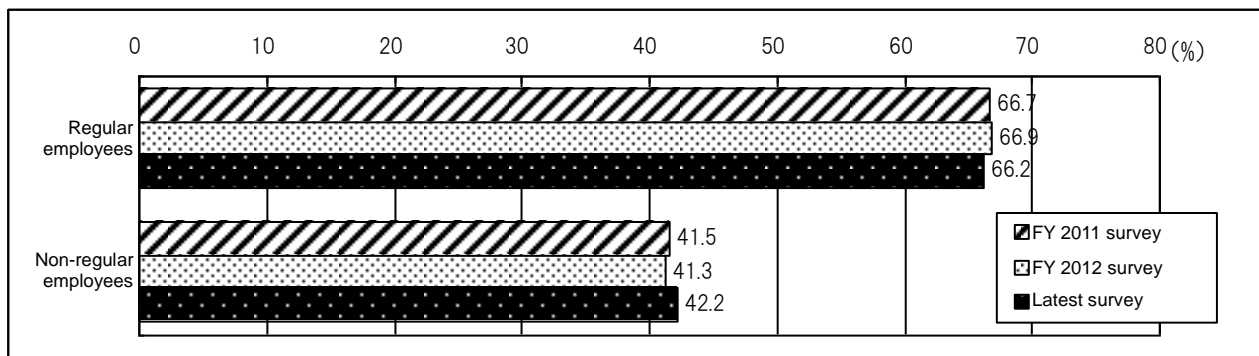
Among responding businesses, 66.2% (previous survey: 66.9%) responded “we provide support” for self-development of regular employees. By industry, the proportions were high in finance and insurance (98.6%), electricity, gas, heat supply and water (96.3%), combined services (95.8%), and so on, while low in eating and drinking establishments and accommodations (48.1%), education and learning support (56.3%), living-related and personal services and amusement services (57.1%), and so on. Categorized by size of the business, the proportion of businesses that provided support for self-development of workers tends to be higher among larger businesses. In particular, the figure was high at businesses that have 300 or more employees, standing in the 70% range at businesses with 300 to 999 employees and in the 80% range at businesses with 1,000 or more employees.

Regarding the breakdown of the nature of support (multiple answers allowed), the ratio of “financial assistance with course fees, etc.” was the highest at 83.1%, followed by “provision of information concerning training and education institutions, correspondence learning, etc.” at 52.3%, and “support for autonomous study groups within the company” at 40.6%.

On the other hand, 42.2% of businesses responded “we provide support” for self-development of non-regular employees. By industry, the proportions were high in combined services (86.6%), finance and insurance (80.0%), and medical, health care and welfare (73.8%), but low in education and learning support (30.6%), eating and drinking establishments and accommodations (30.8%), living-related and personal services and amusement services (31.2%) and so on. Categorized by size of the business, the proportion of businesses that provided support for self-development of workers tends to be higher among larger businesses.

Regarding the breakdown of the nature of support (multiple answers allowed), the ratio of “financial assistance with course fees, etc.” was the highest at 70.3%, followed by “provision of information concerning training and education institutions, correspondence learning, etc.” at 49.8%, and “support for autonomous study groups within the company” at 37.6%.

Figure 38: Businesses that provide support for self-development of workers (total)



**Figure 39: Businesses that provide support for self-development of workers
(categorized by industrial sector and size of business)**

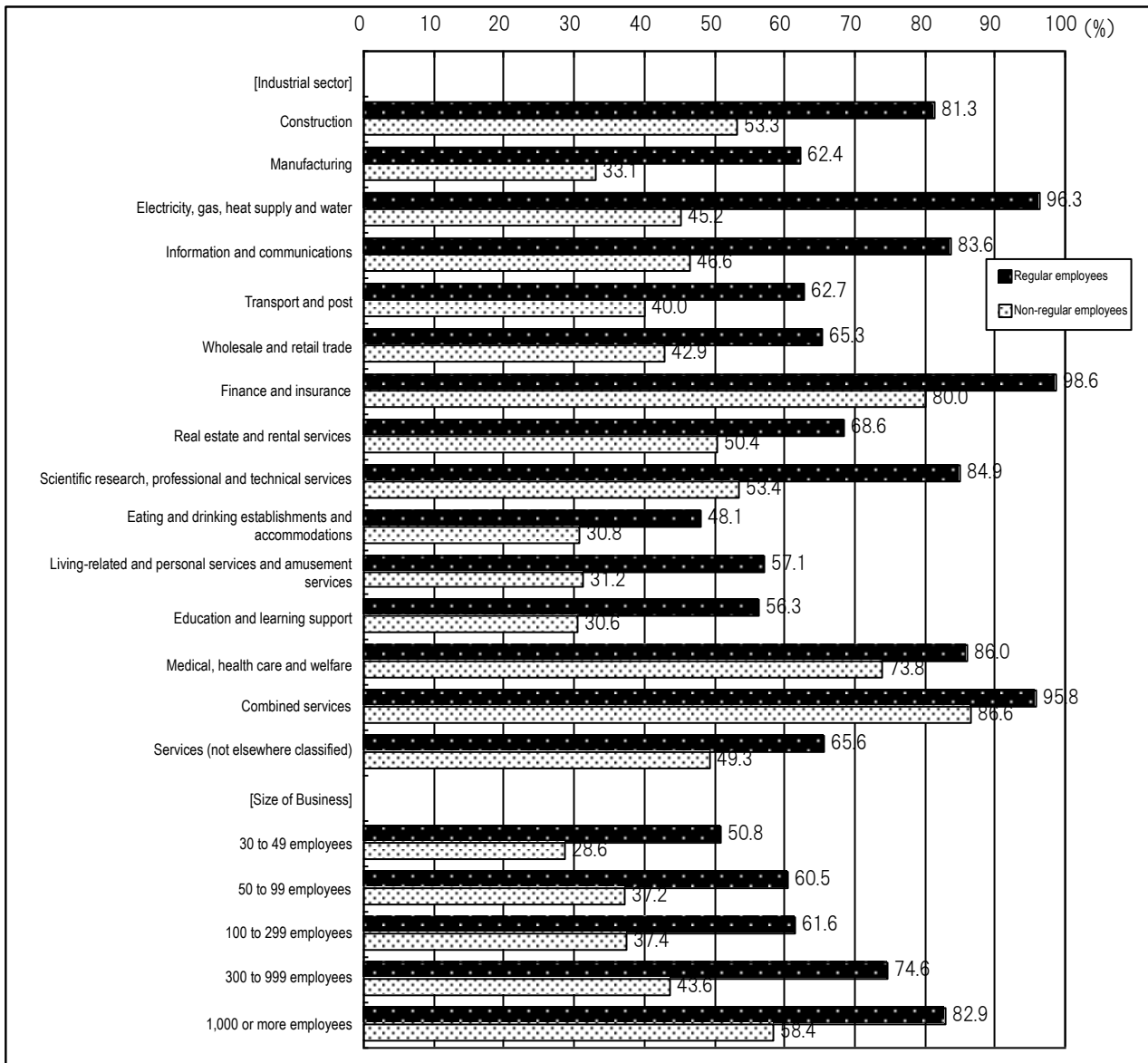
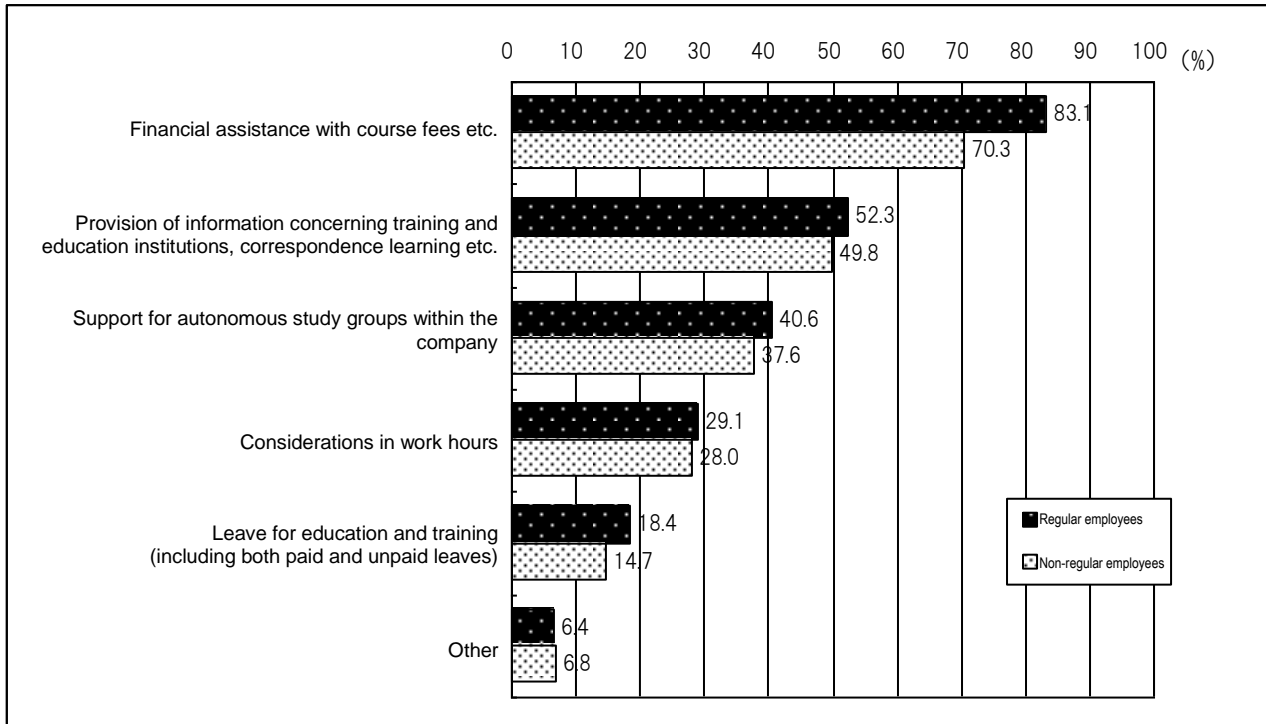


Figure 40: Nature of support for self-development of workers (multiple answers allowed)

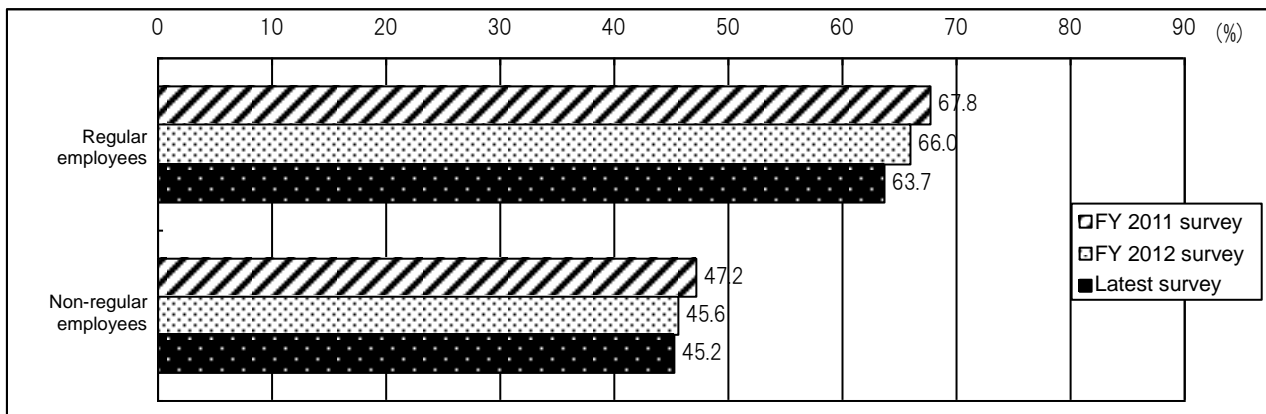


(4) Vocational ability evaluations of workers

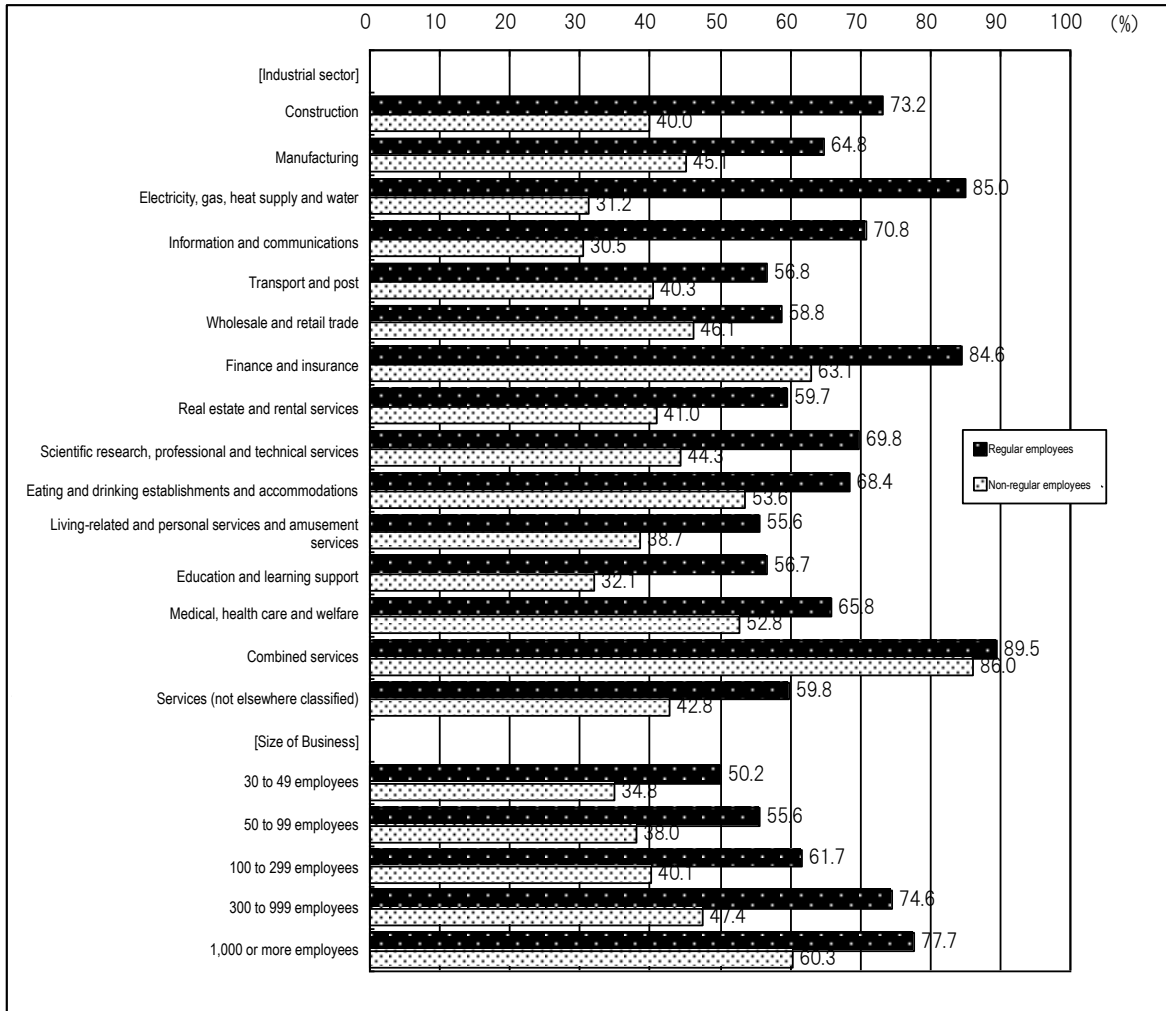
1) State of implementation of vocational ability evaluations (Figures 41 and 42)

The proportion of businesses that implemented vocational ability evaluations for regular employees was 63.7% (previous survey: 66.0%), which was a slight decrease from the previous year. The proportion for non-regular employees was 45.2% (previous survey: 45.6%). By industry, for regular employees, the proportions were high in combined services (89.5%), electricity, gas, heat supply and water (85.0%), finance and insurance (84.6%), and so on, while low in living-related and personal services and amusement services (55.6%), education and learning support (56.7%), transport and post (56.8%), and so on. Categorized by size of the business, more evaluations were implemented at larger businesses. In particular, for regular employees, the figure was high at businesses that have 100 or more employees, standing in the 60% range at businesses with 100 to 299 employees and in the 70% range at businesses with 300 to 999 employees and businesses with 1,000 or more employees.

Figure 41: Businesses implementing vocational ability evaluations



**Figure 42: Businesses implementing vocational ability evaluations
(categorized by industrial sector and size of business)**



2) State of utilization of qualifications in vocational ability evaluations (Figures 43 and 44)

Concerning the state of utilization of qualifications in vocational ability evaluations among businesses that implemented vocational ability evaluations, 32.7% (previous survey: 33.2%) of businesses responded “utilized only for regular employees,” and 20.9% (previous survey: 19.2%) responded “utilized for both regular and non-regular employees.”

In addition, with respect to utilized qualifications, typical responses included “official qualifications other than skill tests approved by the national government, relevant government agency, local government, etc.” at 65.2%, “skill tests” at 50.9%, and “private qualifications approved by private organizations” at 41.5%.

Figure 43: State of utilization of qualifications in vocational ability evaluations

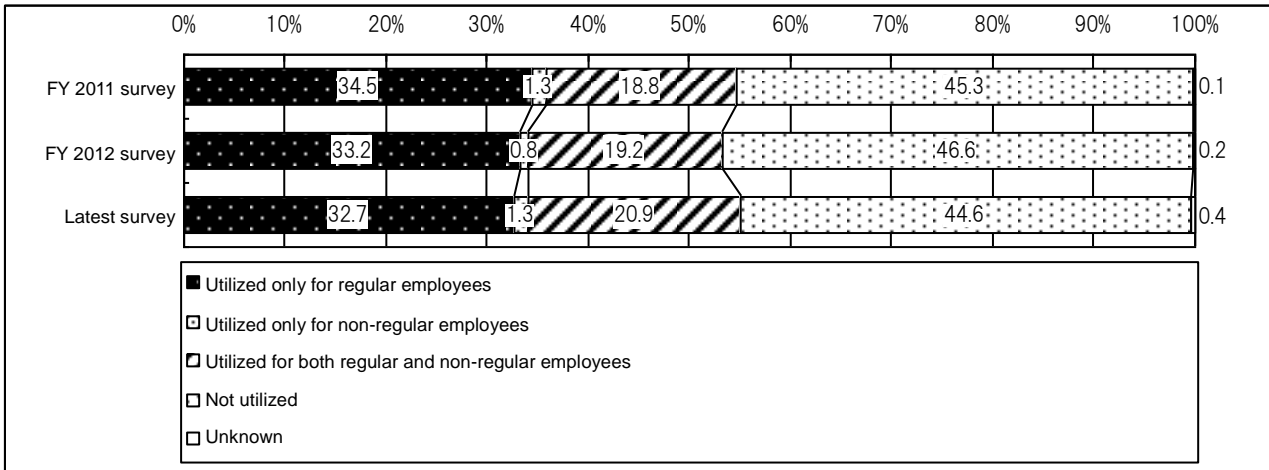
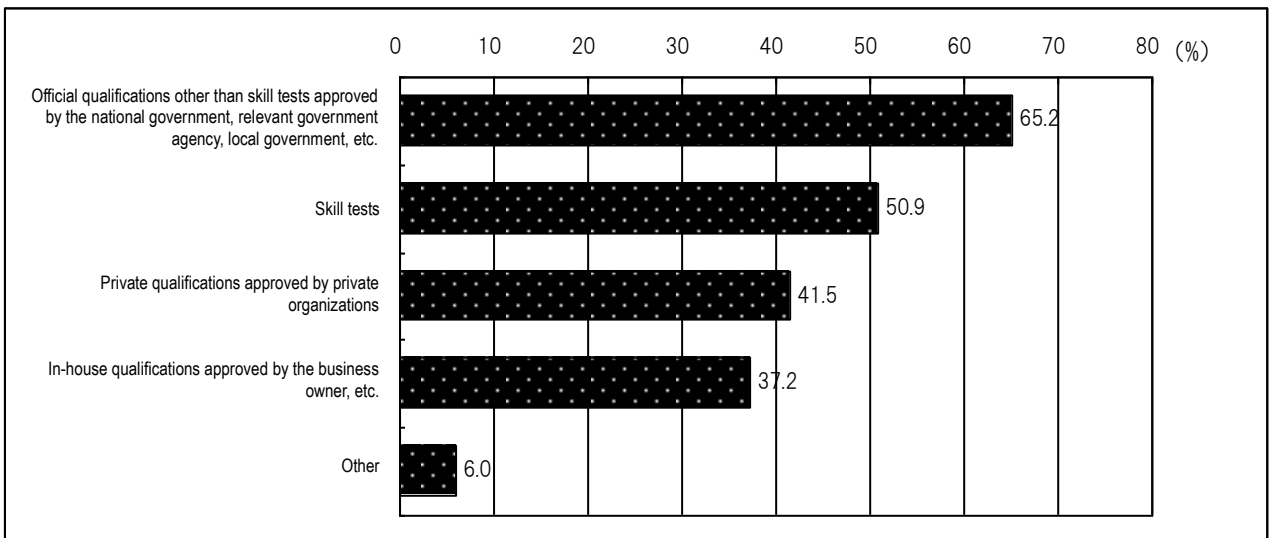


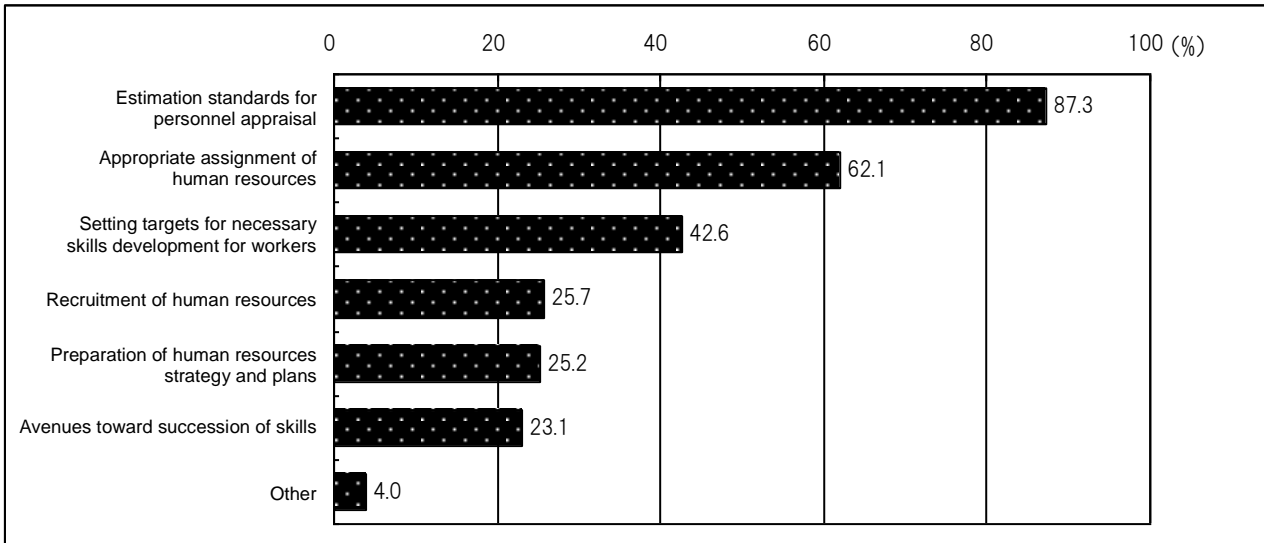
Figure 44: Utilized qualifications (multiple answers allowed)



3) Methods for utilization of vocational ability evaluations (Figure 45)

Concerning methods for utilization of vocational ability evaluations (multiple answers allowed), the response “estimation standards for personnel appraisal” was the highest at 87.3%, followed by “appropriate assignment of human resources” at 62.1%, and “setting targets for necessary skills development for workers” at 42.6%.

Figure 45: Methods for utilization of vocational ability evaluations (multiple answers allowed)



4) Issues with vocational ability evaluations (Figures 46, 47 and 48)

Among responding businesses, 65.7% (previous survey: 68.0%) responded that they had issues with vocational ability evaluations. By industry, the proportions were high in information and communication (78.1%), medical, health care and welfare (75.1%), manufacturing (71.7%), wholesale and retail trade (70.9%), living-related and personal services and amusement services (70.2%) and so on, but low in electricity, gas, heat supply and water (38.0%), finance and insurance (46.3%) and combined services (47.7%). Categorized by size of the businesses, the rate was high among businesses with 100 to 299 employees, standing in the 70% range.

Regarding the nature of the issues (multiple answers allowed), the proportion of businesses that responded “difficult to establish fair evaluation items for all sectors and vocations” (77.5%) was high, followed by “evaluation content varies due to evaluators’ lack of awareness about evaluation criteria” (40.6%).

Figure 46: Businesses that responded that they had issues with vocational ability evaluations (total)

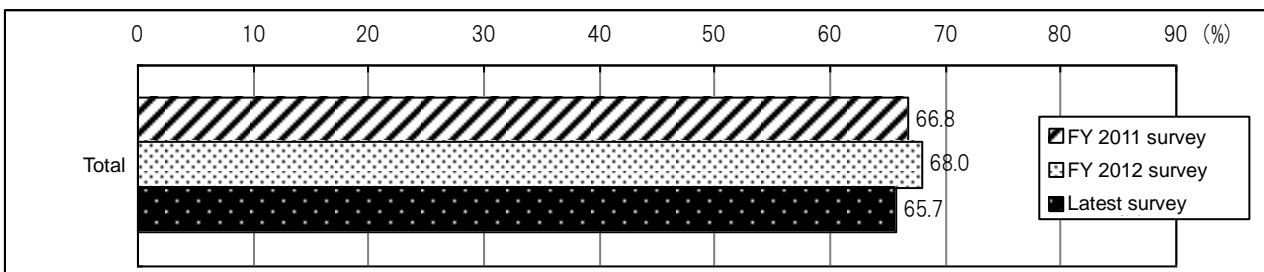


Figure 47: Businesses that responded that they had issues with vocational ability evaluations (categorized by industrial sector and size of business)

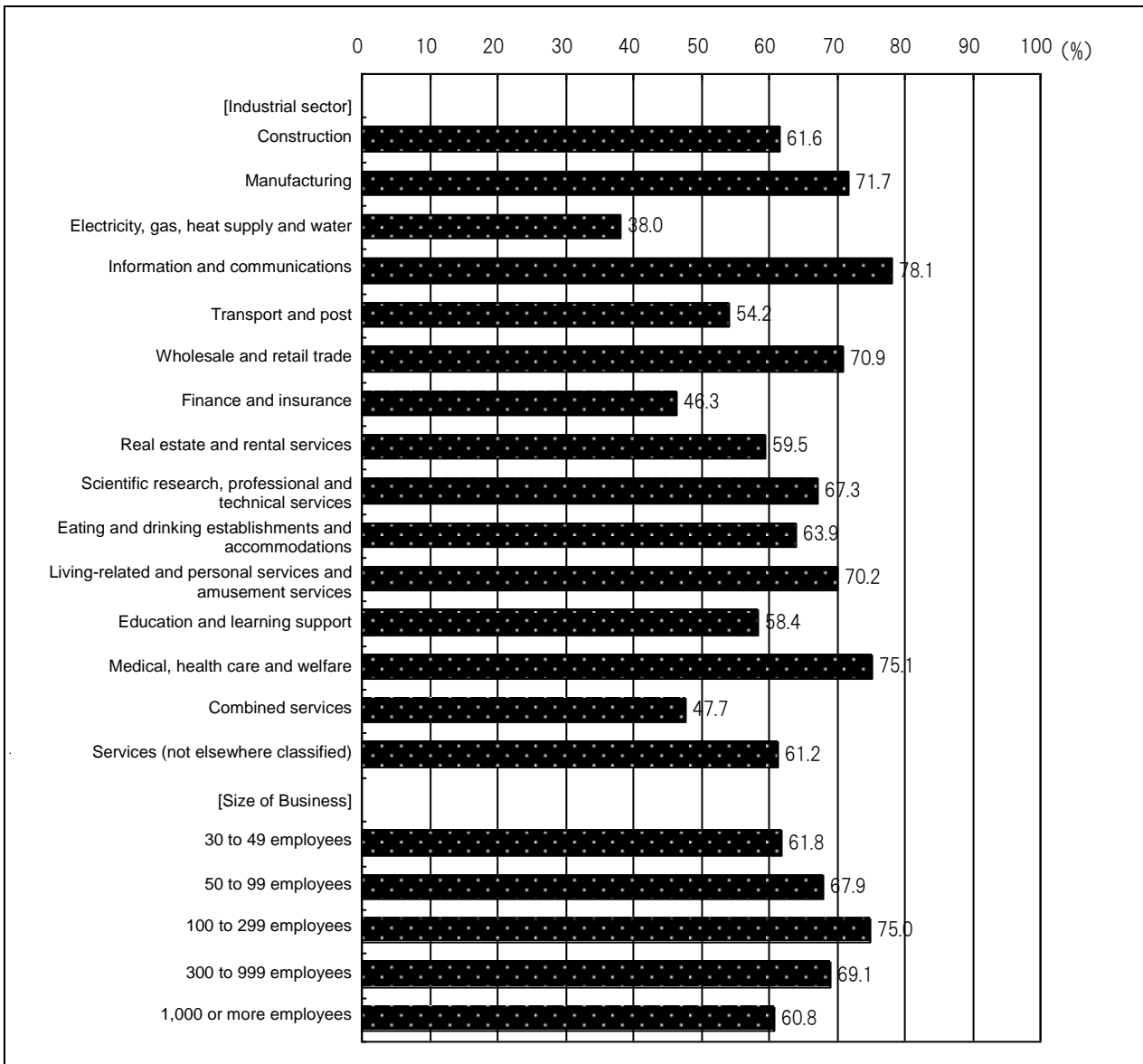
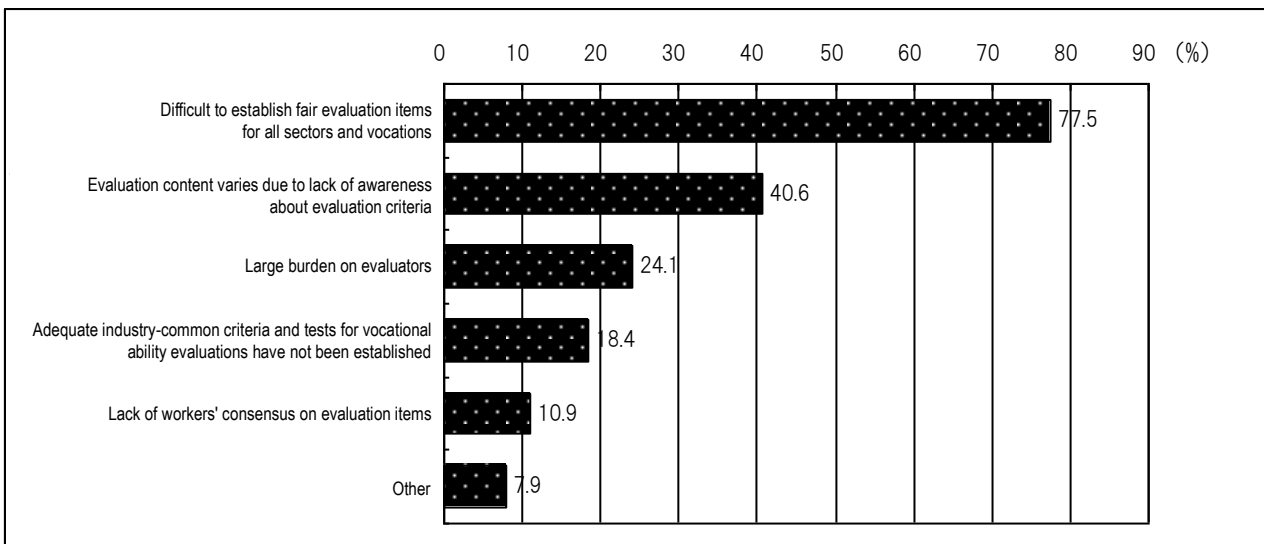


Figure 48: Nature of issues with vocational ability evaluations (multiple answers allowed)



(5) Succession of skills

1) Issues with succession of skills (Figures 49 and 50)

Among responding businesses, 30.2% (previous survey: 27.9%) responded that they had an issue with the succession of skills arising from retirement of the baby-boom generation and so on. By industry, the proportions were high in electricity, gas, heat supply and water (69.7%), construction (56.2%), manufacturing (48.0%), and scientific research, professional and technical services (41.4%), but low in eating and drinking establishments and accommodations (13.5%), education and learning support (14.0%), combined services (14.8%) and so on.

Figure 49: Businesses that responded that they had an issue with the succession of skills arising from retirement of the baby-boom generation so on (total)

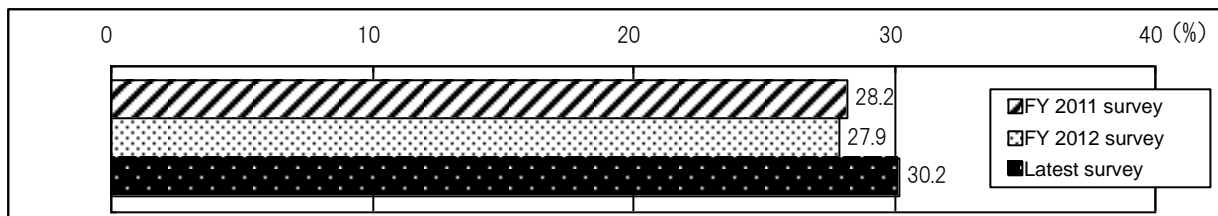
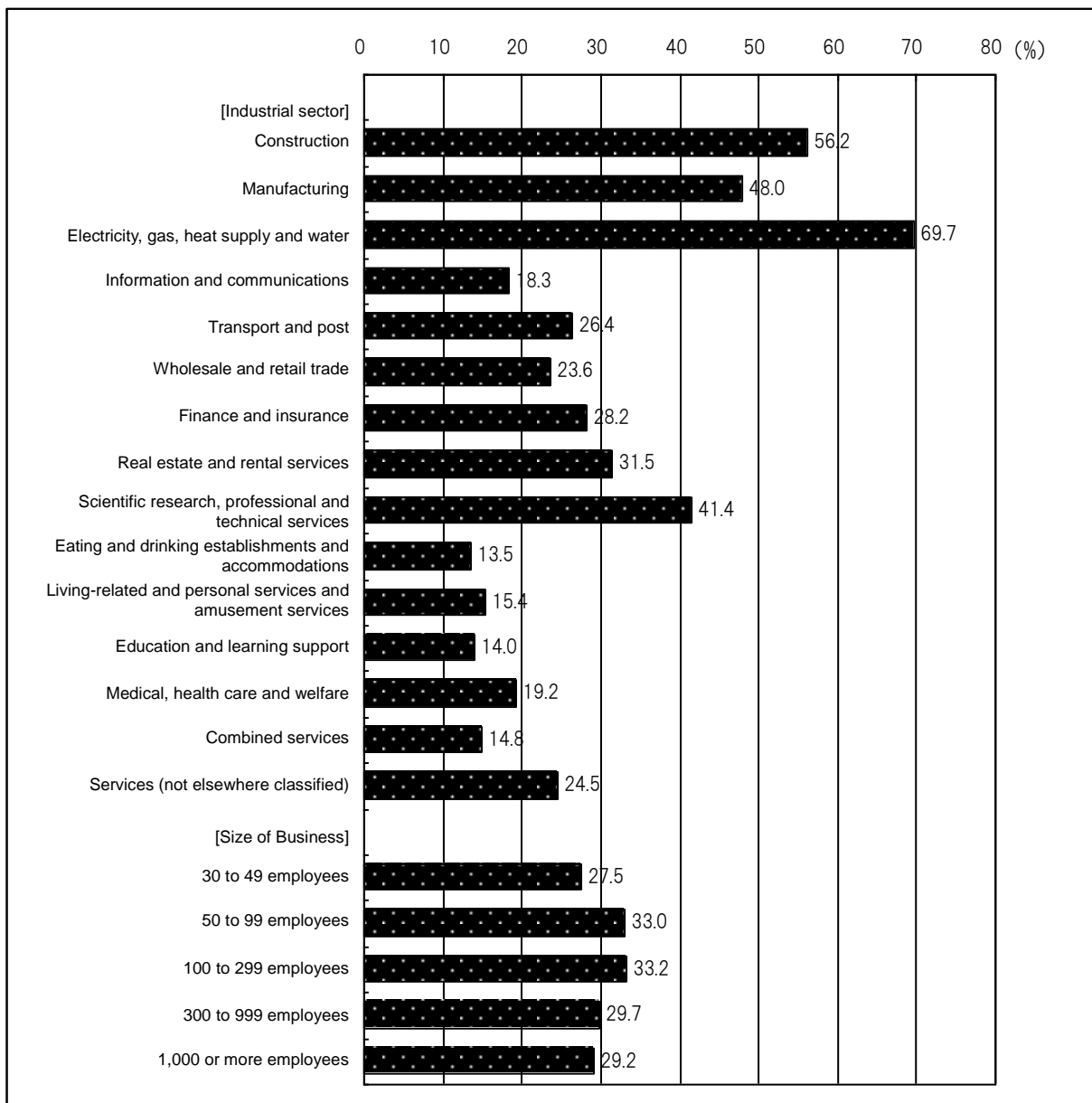


Figure 50: Businesses that responded that they had an issue with the succession of skills arising from retirement of the baby-boom generation so on (categorized by industrial sector and size of business)



2) State of initiatives concerning succession of skills (Figures 51 and 52)

Among responding businesses, 80.0% (previous survey: 77.9%) responded that they were undertaking initiatives in response to the issue of succession of skills.

Concerning the content of initiatives (multiple answers allowed), the highest proportion of responses was “we pick out necessary employees from among retirees and extend their employment or re-employ them as instructors” at 60.4%, followed by “we are increasing mid-career hiring” (31.9%), “we are increasing hiring of new university graduates” (24.8%) and “we pass on skills, etc., to young and middle-aged staff through special education and training for the succession of skills” (20.3%).

Figure 51: Businesses that are taking initiatives towards the succession of skills (total)

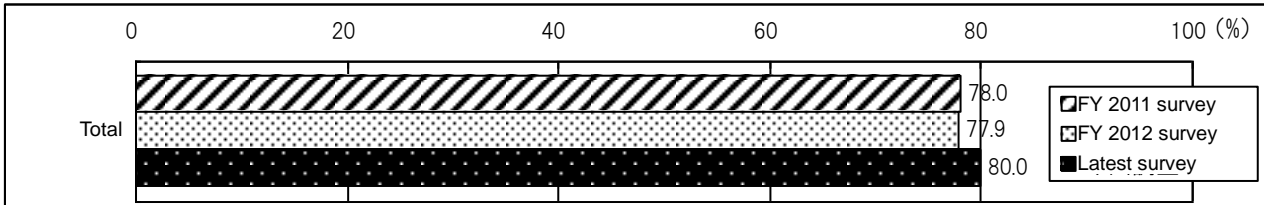
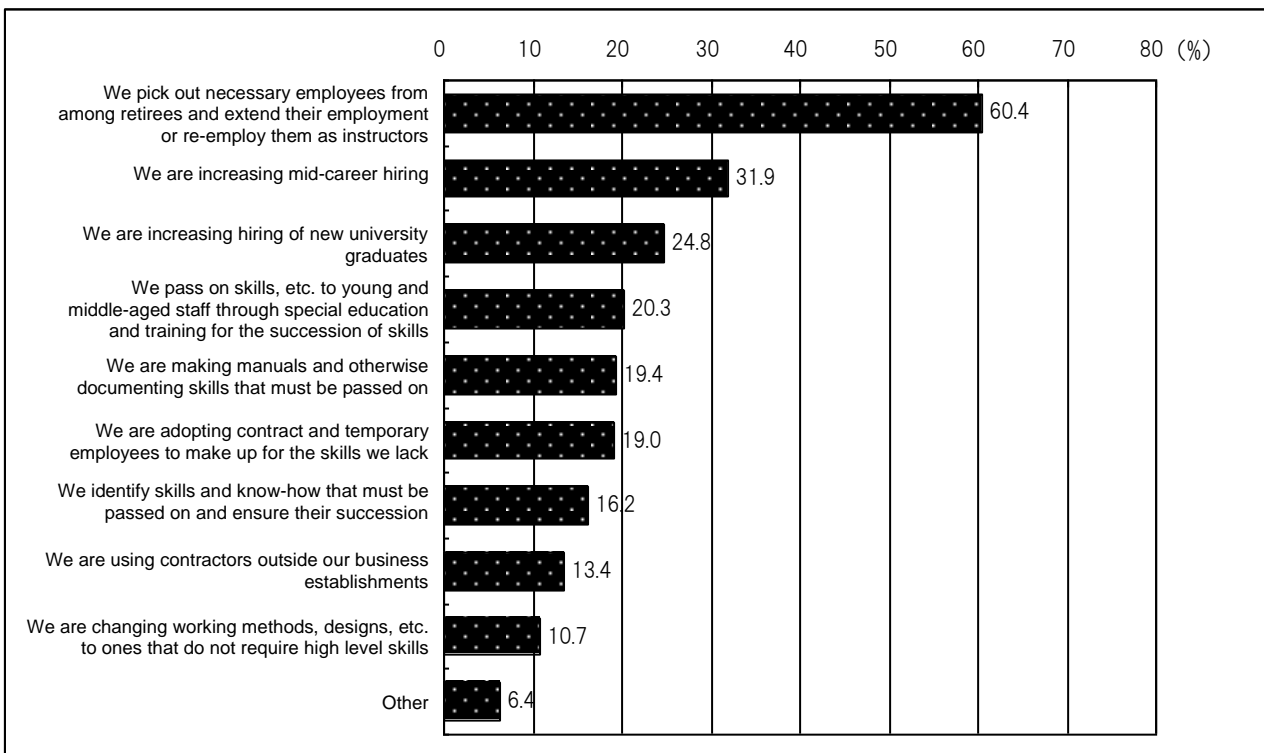


Figure 52: Nature of initiatives taken by businesses towards the succession of skills (multiple answers allowed)



3. Individual Survey

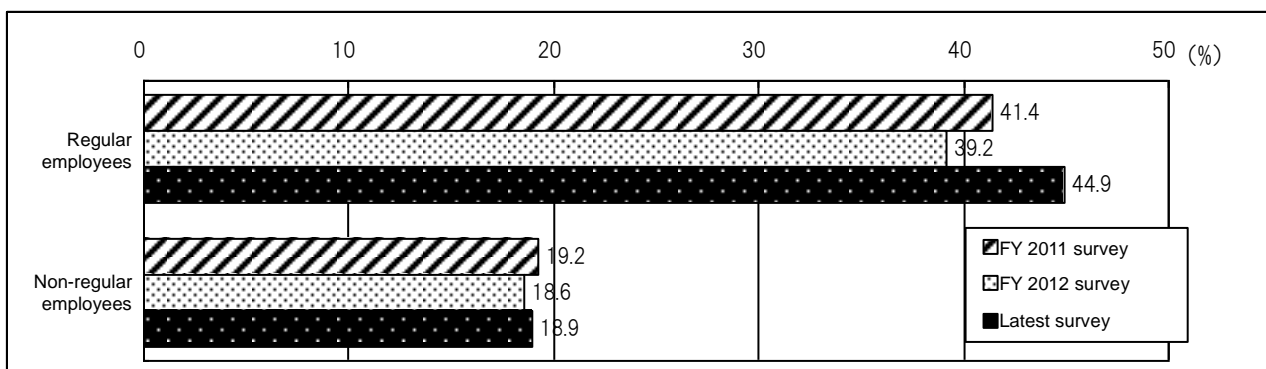
(1) Education and training attended through the company

1) State of participation in OFF-JT (Figures 53 and 54)

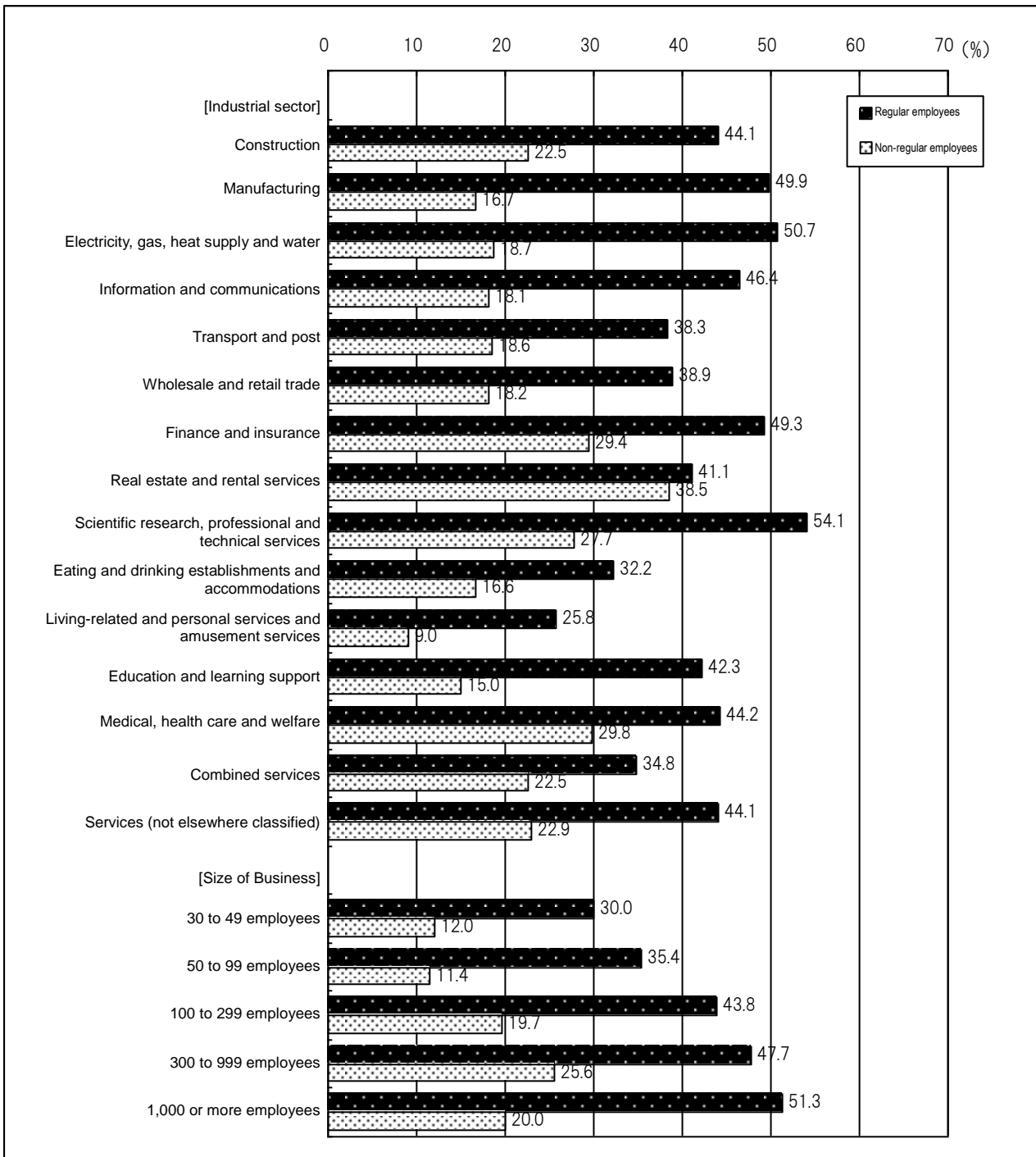
The ratio of workers who participated in OFF-JT in fiscal 2012 was 44.9% (previous survey: 39.2%) of regular employees and 18.9% (previous survey: 18.6%) of non-regular employees. By industry, for regular employees, the proportions were high in scientific research, professional and technical services (54.1%), electricity, gas, heat supply and water (50.7%), manufacturing (49.9%), finance and insurance (49.3%) and so on, but low in living-related and personal services and amusement services (25.8%), eating and drinking establishments and accommodations (32.2%), combined services (34.8%) and so on. For non-regular employees, the proportions were high in real estate and rental services (38.5%), medical, health care and welfare (29.8%), finance and insurance (29.4%) and so on, but low in living-related and personal services and amusement services (9.0%) and so on.

Categorized by size of business, for regular employees, there is a tendency towards higher participation ratios in larger businesses. The ratio was in the 40% range at businesses with 100 to 299 employees and 300 to 999 employees, and more than 50% at businesses with 1,000 or more employees.

Figure 53: Workers who participated in OFF-JT (total)



**Figure 54: Workers who participated in OFF-JT
(categorized by industrial sector and size of business)**



2) Total number of hours spent in OFF-JT attended by employees (Figures 55 and 56)

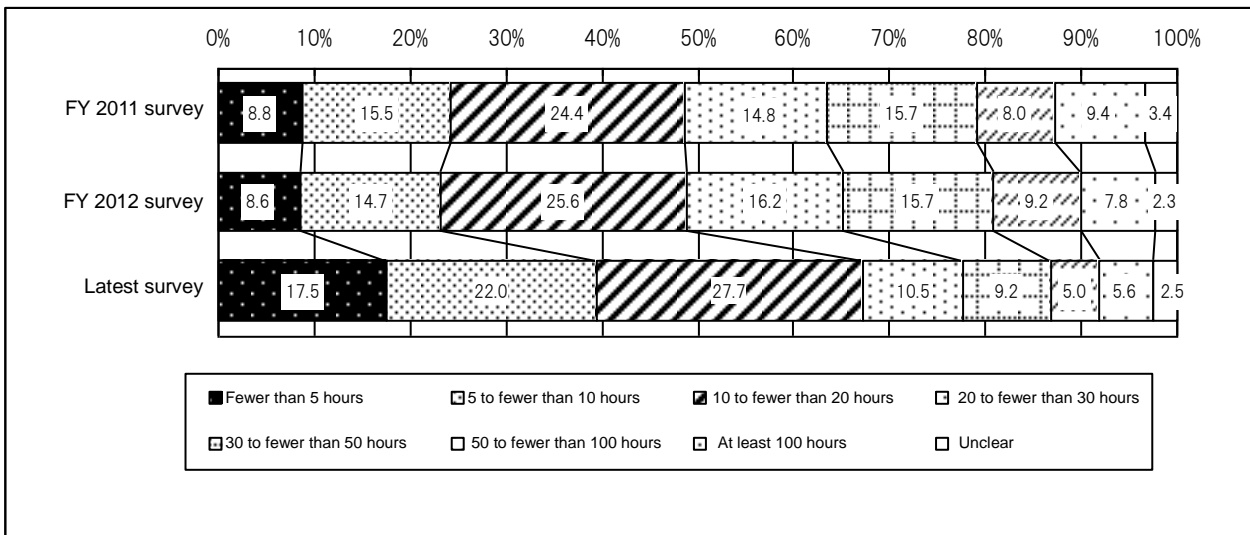
Looking at the average total number of hours spent in attending OFF-JT for regular employees, the most common was “10 to fewer than 20 hours” with 27.7% (previous survey: 25.6%),* followed by “5 to fewer than 10 hours” with 22.0% (previous survey: 14.7%) and “fewer than 5 hours” with 17.5% (previous survey: 8.6%). For non-regular employees, the most common was “fewer than 5 hours” with 41.2% (previous survey: 33.5%) followed by “5 to fewer than 10 hours” with 25.3% (previous survey: 21.1%).

By industry, for regular employees, combined services; electricity gas, heat supply and water; and so on had high ratios of “at least 100 hours.” On the other hand, for non-regular employees, combined services, education and learning support and so on had high ratios of “50 to fewer than 100 hours.”

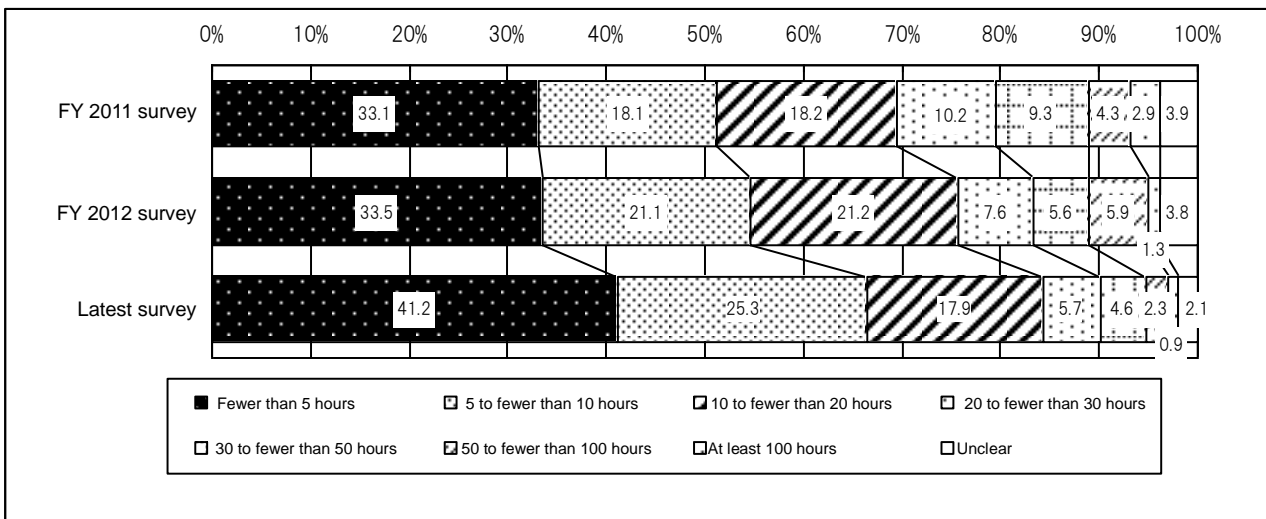
* It must be noted for the purpose of comparison that the question format used for the fiscal 2013 survey differed from that used for surveys implemented up to the fiscal 2012 survey.

Figure 55: Total number of hours of OFF-JT attended by workers (total)

(Regular employees)

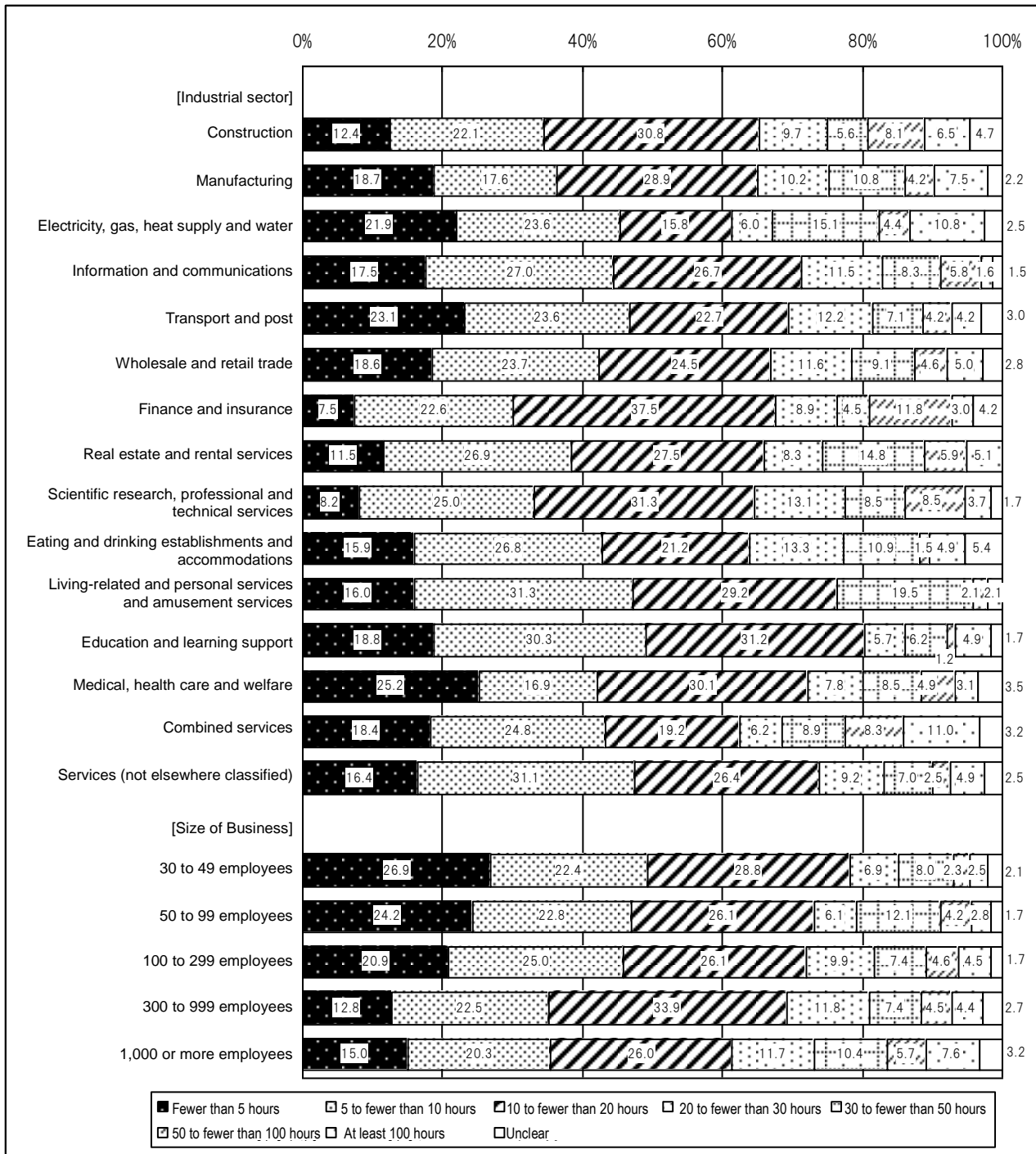


(Non-regular employees)

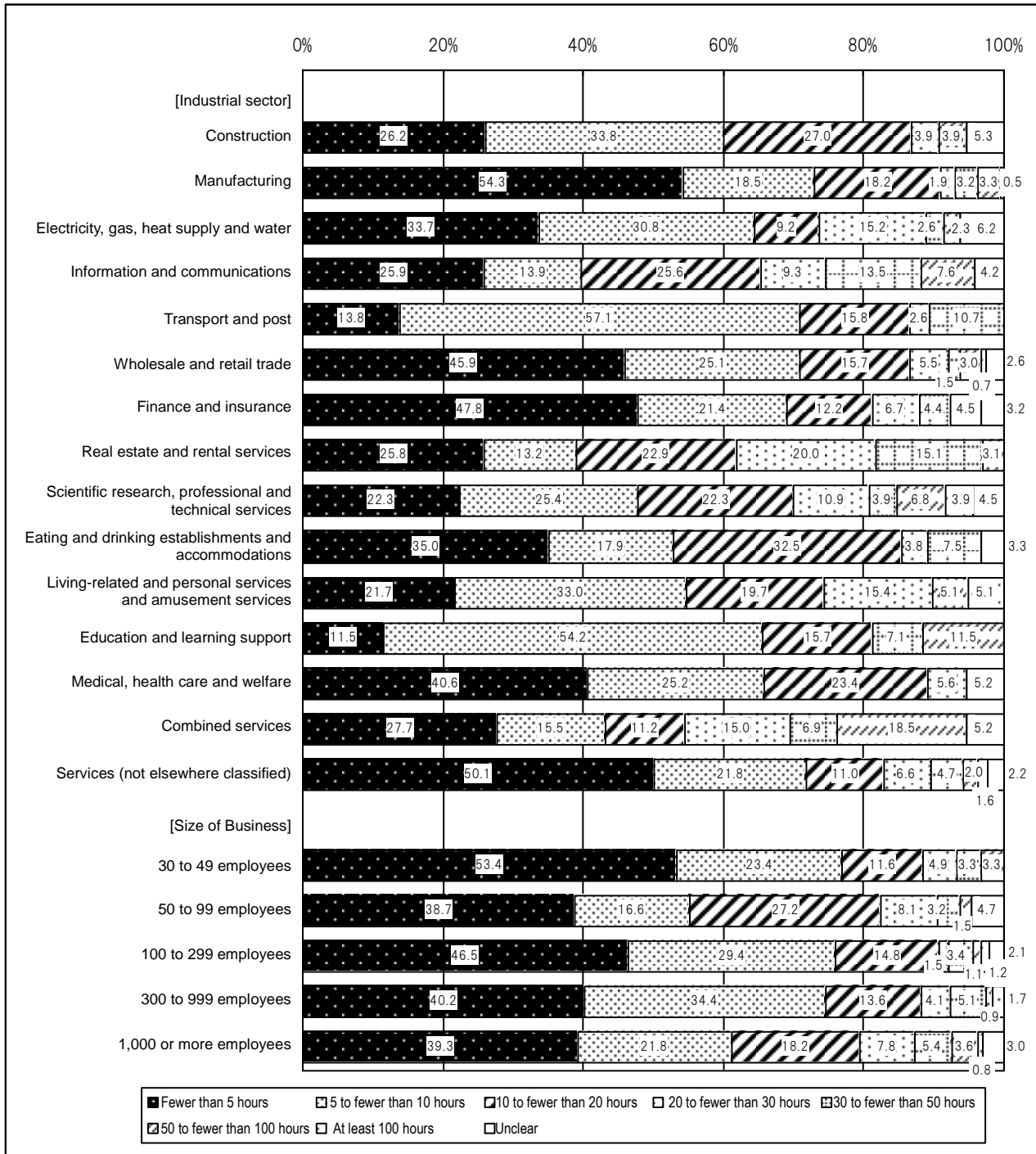


**Figure 56: Total number of hours of OFF-JT attended by workers
(categorized by industrial sector and size of business)**

(Regular employees)



(Non-regular employees)

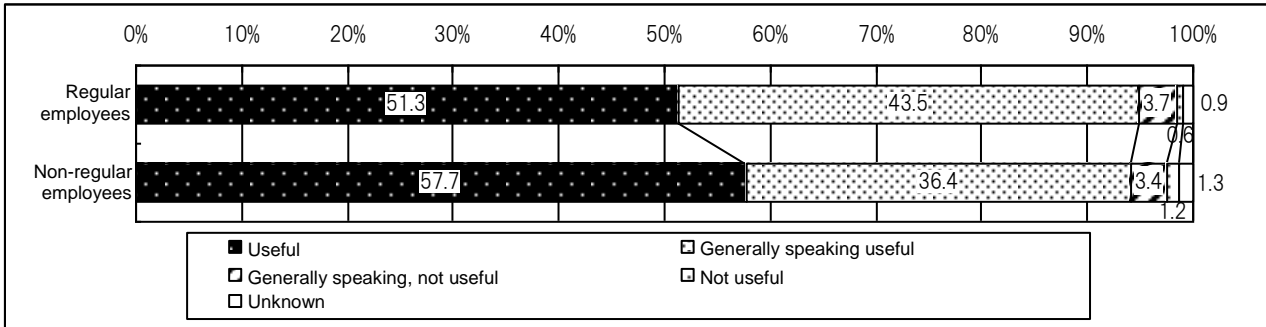


3) Usefulness of OFF-JT attended (Figure 57)

Concerning the usefulness of the OFF-JT attended, 51.3% of regular employees responded that it was “useful” and 43.5% responded that it was “generally speaking, useful,” which represents an overall positive response rate of 94.8%.

Similarly among non-regular employees, 57.7% responded that it was “useful” and 36.4% responded that it was “generally speaking, useful,” which represents an overall positive response rate of 94.1%.

Figure 57: Usefulness of OFF-JT attended



(2) Self-development

1) State of implementation of self-development (Figures 58 and 59)

The ratio of workers who undertook self-development in fiscal 2012 was 44.3% (previous survey: 47.7%) of regular employees and 17.3% (previous survey: 22.1%) of non-regular employees.* The ratio of workers who undertook self-development decreased from the previous fiscal year for regular employees and non-regular employees. Looking at the total number of hours spent undertaking self-development, the highest proportion for regular employees was “10 to fewer than 30 hours” with 34.8%. For non-regular employees, the highest proportion was “10 to fewer than 30 hours” with 24.9%; however, the proportions for “fewer than 5 hours” and “5 to fewer than 10 hours” were higher than those for regular employees.

* It must be noted for the purpose of comparison that the question format used for the fiscal 2013 survey differed from that used for surveys implemented up to the fiscal 2012 survey.

Figure 58: Workers who undertook self-development

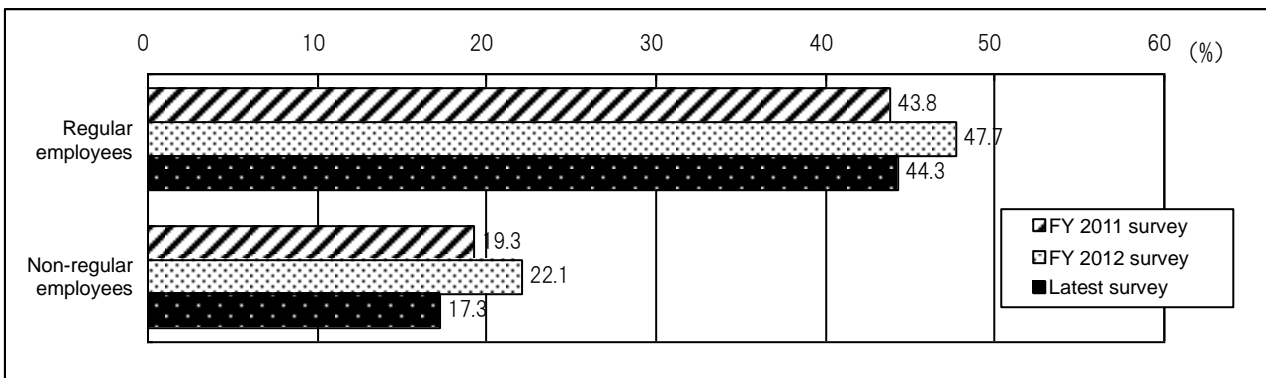
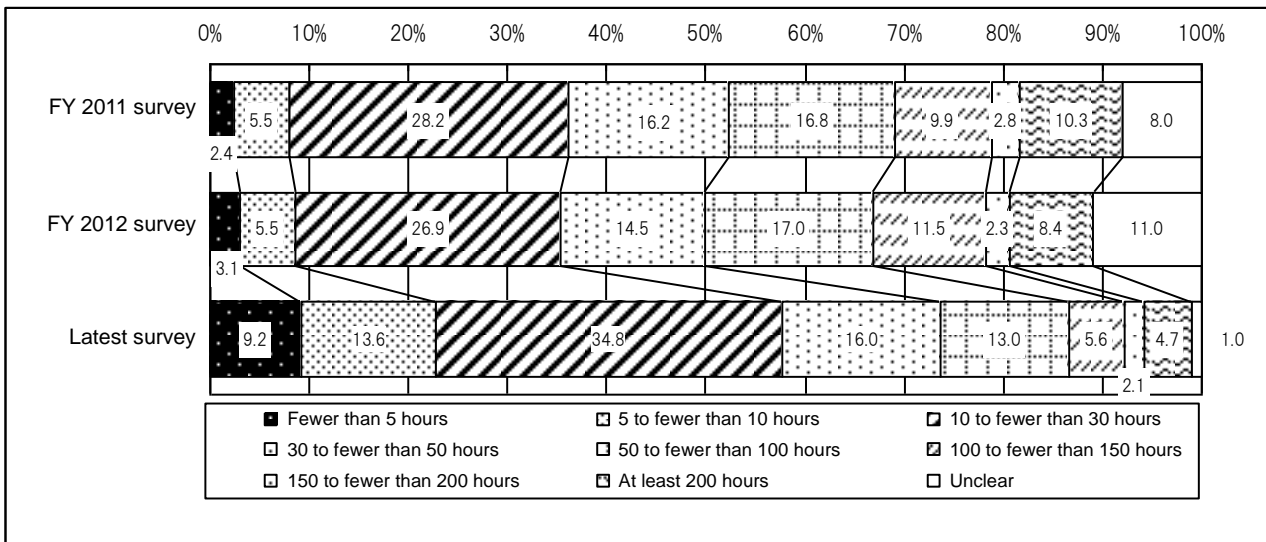
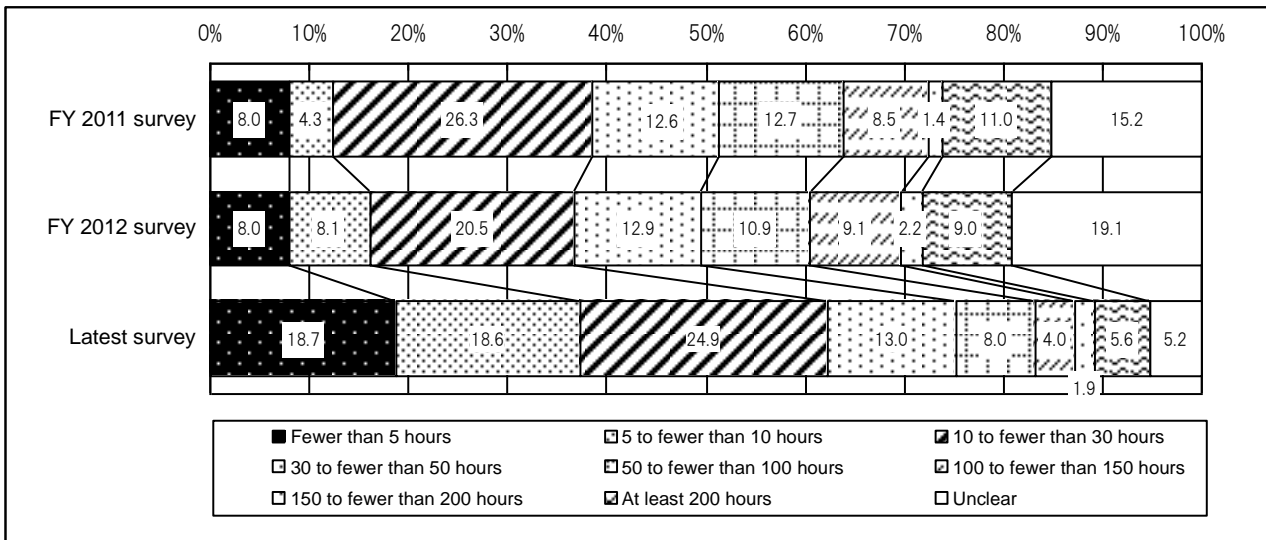


Figure 59: Total number of hours spent for self-development (total)

(Regular employees)



(Non-regular employees)



2) Methods used for self-development (Figures 60 and 61)

Methods used for self-development were as follows (multiple answers allowed): For regular employees, “self-study using radio, TV, textbooks, the Internet etc.” was the highest at 46.6%, followed by “participation in in-house autonomous study groups” (29.5%), “participation in workshops and seminars at private sector training and education institutions” (23.4%), “participation in correspondence learning” (22.2%) and “participation in external study groups” (21.3%).

For non-regular employees, “self-study using radio, TV, textbooks, the Internet etc.” was the highest at 44.5%, followed by “participation in in-house autonomous study groups” (29.4%). These trends were similar to those of regular employees. On the other hand, the ratio of “participation in correspondence learning” (11.6%) was lower than that for regular employees by about half.

In addition, of workers who undertook self-development, the ratio that received assistance with expenses was 46.8% of regular employees and 32.0% of non-regular employees.

Figure 60: Methods used for self-development (multiple answers allowed)

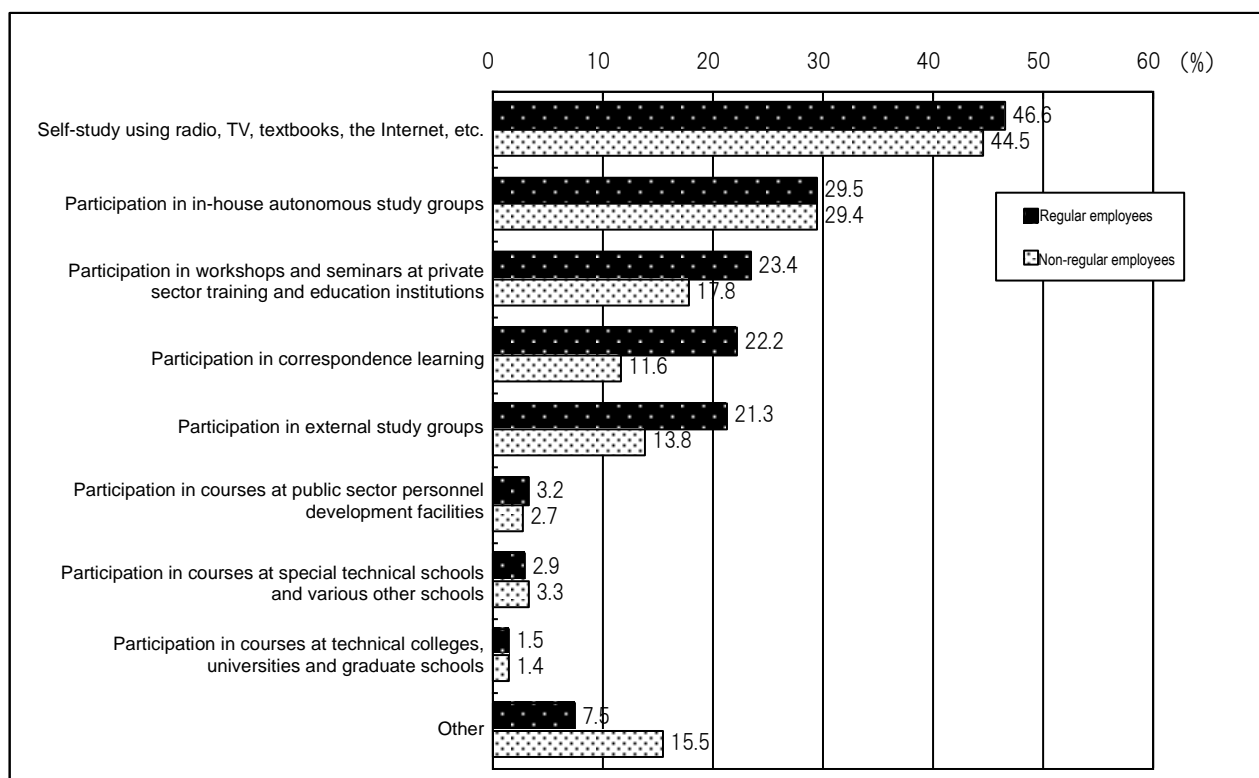
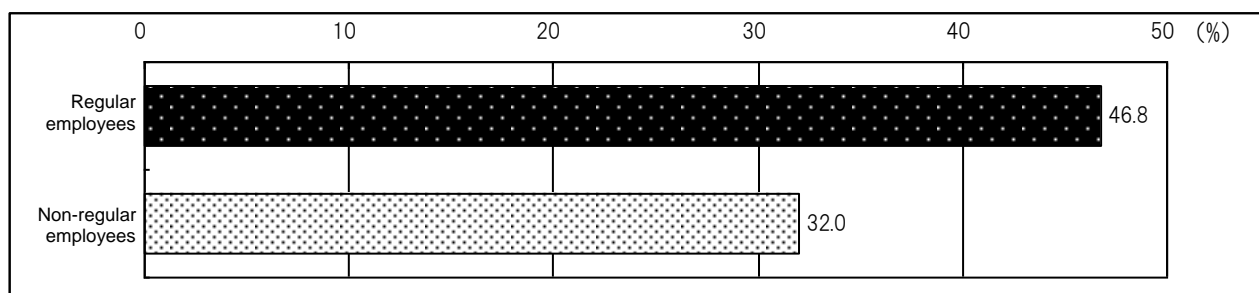


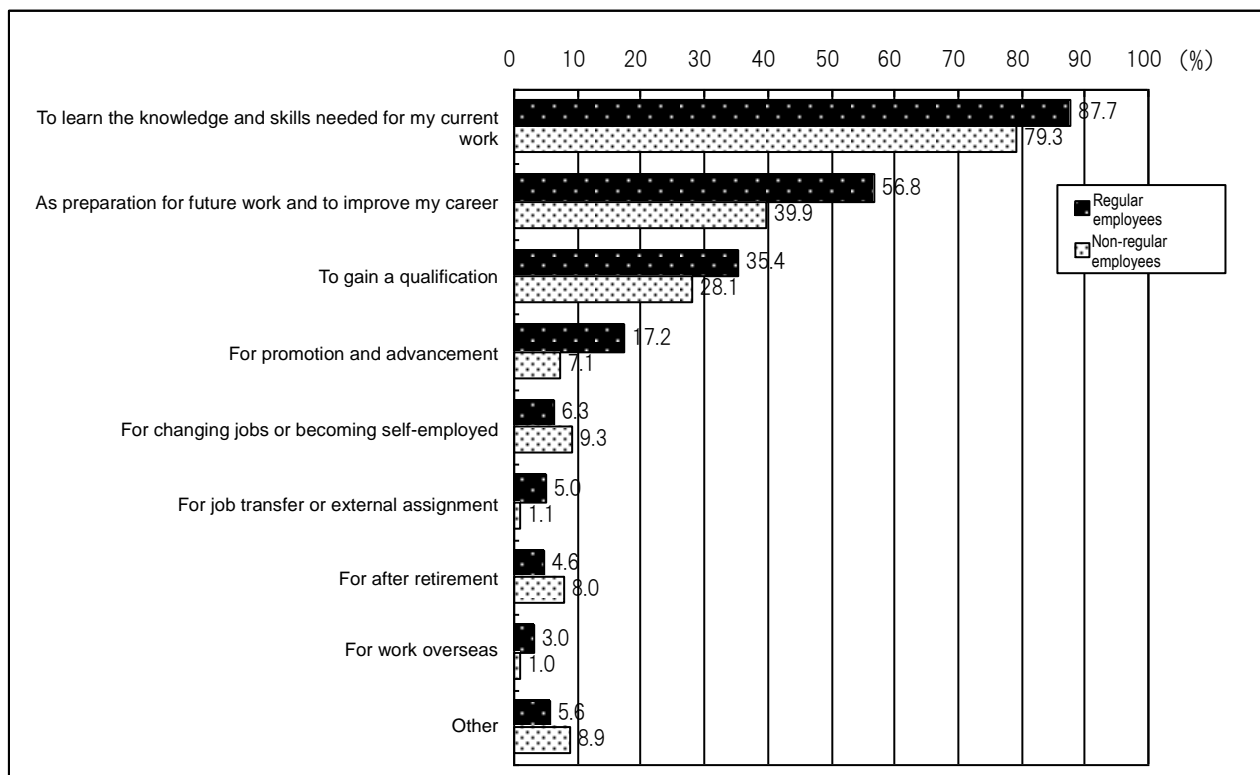
Figure 61: Workers who received assistance with expenses for self-development



3) Reasons for undertaking self-development (Figure 62)

The main reasons for undertaking self-development were as follows (multiple answers allowed): For regular employees, the ratio of the response “to learn the knowledge and skills needed for my current work” was the highest at 87.7%, followed by “as preparation for future work and to improve my career” at 56.8%, and “to gain a qualification” at 35.4%. There was a similar trend for non-regular employees, with “to learn the knowledge and skills needed for my current work” the highest at 79.3%, followed by “as preparation for future work and to improve my career” at 39.9% and “to gain a qualification” at 28.1%.

Figure 62: Reasons for undertaking self-development (multiple answers allowed)



4) Nature of Problems with self-development (Figures 63 and 64)

The ratio of workers who responded that there were problems with self-development was 78.4% (previous survey: 79.4%) of regular employees and 69.7% (previous survey: 72.7%) of non-regular employees.

Concerning the nature of the issues with self-development (multiple answers allowed), the response “I’m too busy with work and have no time for self-development” was the highest for regular employees at 58.1%, followed by “it costs too much” at 32.3%. These were further followed by “I don’t know what sort of course is appropriate for the career I’m aiming for” (19.9%), “I’m too busy with family matters and childcare and have no time for self-development” (18.5%) and so on.

For non-regular employees, the ratio responding “I’m too busy with work and have no time for self-development” was also the highest at 36.0%, but this percentage was low compared with regular employees. Trends that differed from regular employees were also observed, including high ratios of non-regular employees responding “I’m too busy with family matters and childcare and have no time for self-development” (33.7%), “I don’t know what sort of course is appropriate for the career I’m aiming for” (18.0%), “I cannot find an appropriate training and education institution” (17.3%), “It’s hard to get hold of information about courses and so on” (15.2%) and so on.

Figure 63: Workers who responded that there were problems with self-development

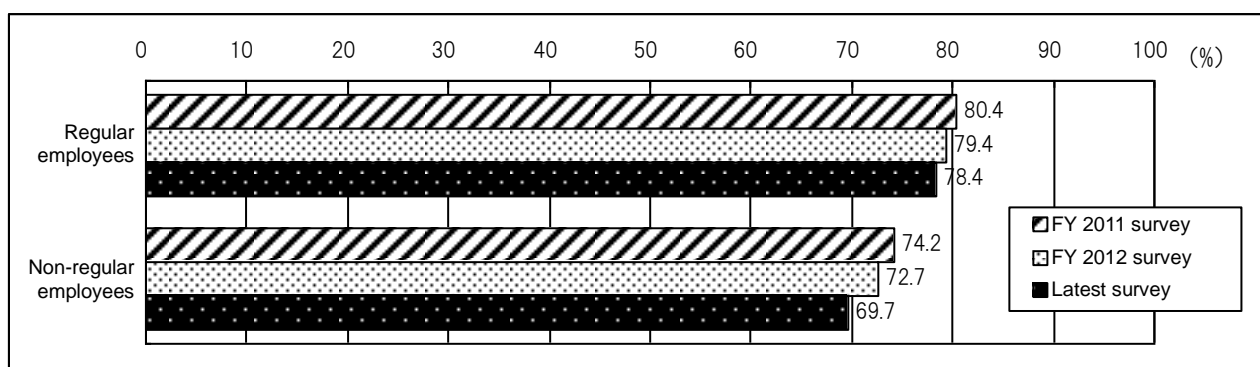
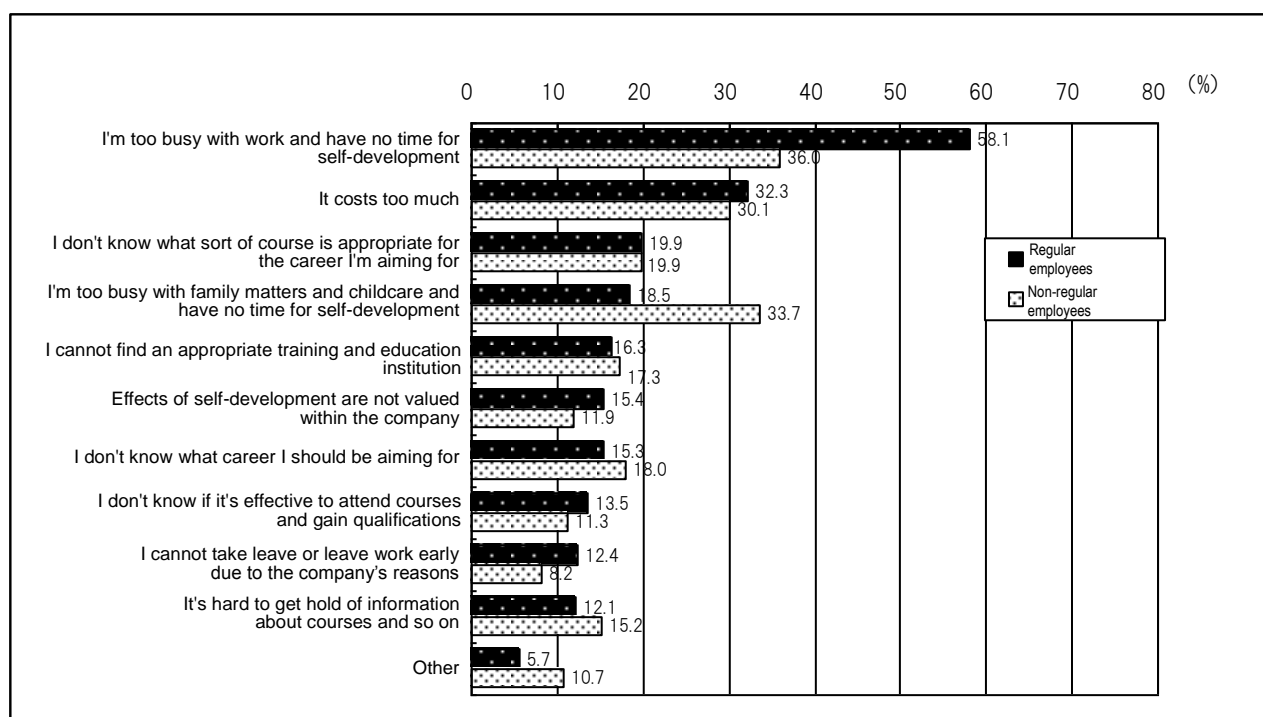


Figure 64: Issues of self-development among workers who responded that there were problems with self-development (multiple answers allowed)



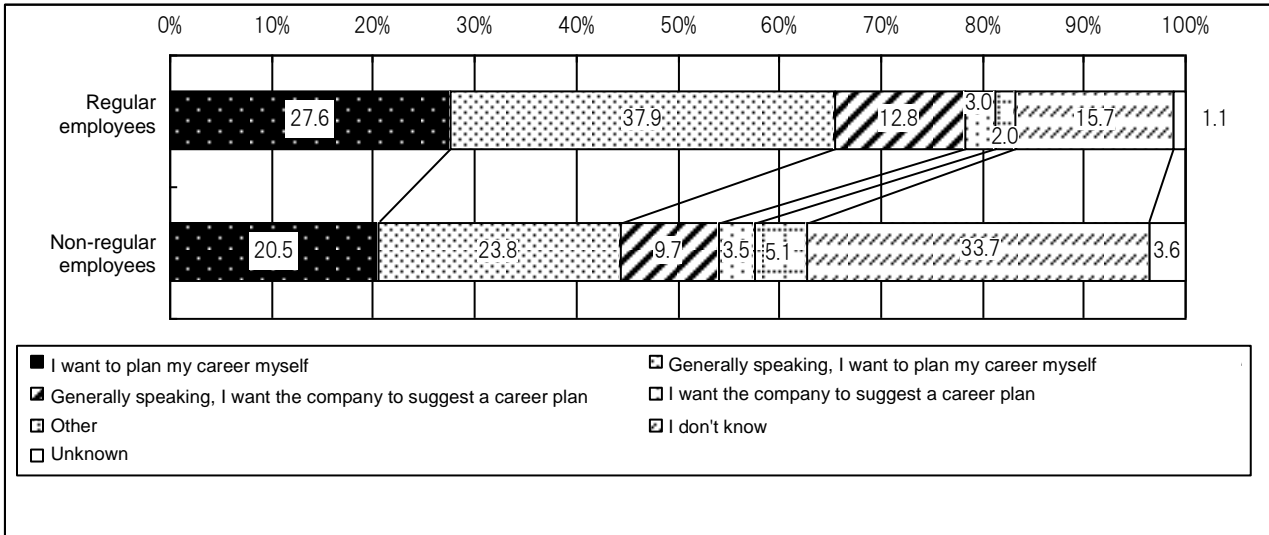
(3) Future career planning

Thoughts on career planning (Figure 65)

Concerning wishes of workers with regard to their own career planning, 27.6% of regular employees responded “I want to plan my career myself,” while 37.9% responded “generally speaking, I want to plan my career myself.” The combined result shows that more than 60% (65.5%) wish to plan their careers proactively.

On the other hand, 20.5% of non-regular employees responded “I want to plan my career myself,” while 23.8% responded “generally speaking, I want to plan my career myself,” which indicates that only less than half (44.3%) wish to plan their careers proactively. It should be noted that the proportion of non-regular employees who responded “I don’t know” was 33.7%, more than double the figure for regular employees (15.7%).

Figure 65: Attitude towards career planning



Explanation of Terms

- (1) Full-time employee
A worker who falls under either 1) or 2) of the categories below.
 - 1) A worker who is employed for no fixed period or for a fixed period of more than one month.
 - 2) A temporary or day worker who was employed for 18 days or more/month in the two months prior to the date of the survey.
- (2) Regular employee
A full-time employee without a fixed period of employment, who is not a part-time worker, etc.
- (3) Non-regular employee
A full-time employee, who is a short-term contract worker, contract employee, part-time worker, or worker who is employed under a similar title. Dispatched workers and contract workers not included.
- (4) OFF-JT
Education and training that are carried out pursuant to work orders, involving temporary departure from normal work. This includes, for example, training within the company (group training with a number of workers gathered together in one place) or training outside the company (sending workers for education and training to an external organization such as an industry group or a private sector education and training institution).
- (5) OJT
Education and training that are carried out in the course of daily work, in which superiors directly instruct their subordinates on work procedures.
- (6) Systematic OJT
Education and training that are carried out in the course of daily work. A written plan for education and training is prepared, defining the persons responsible for training, the recipients of the training, the period, content and so on, and the training is carried out gradually and continuously. This includes, for example, a line leader being responsible for education and training, and instructing his or her subordinates on work procedures based on the education and training plan.
- (7) Self-development
Activities carried out by a worker towards the continuance of his or her career, by autonomously developing and improving abilities related to work (not including hobbies, amusements, sports for fitness, etc. which are unrelated to work)
- (8) Internal occupational skills development plan
Plan that is developed by an employer to encourage the development and improvement of its employees' occupational abilities in a step-by-step and systematic manner," which is prescribed in the Article 11 of the Human Resources Development Promotion Act.
- (9) Promoters of occupational skills development
Promoters of occupational skills development should be those prescribed in the Article 12 of the Human Resources Development Promotion Act, and it is the employer's duty to assign them. Detailed duties of the promoters are as follows:
 - Duties with regard to the development and implementation of internal occupational skills development plan
 - Consultation, instructions, etc. concerning occupational skills development provided to the employees
- (10) Leave for education and training
Leave that can be used by a worker for education and training.
- (11) New employee
An employee who has been working at the company for approximately three or less years.
- (12) Mid-career employee
An employee who does not fall under the categories of management and new employee.
- (13) Management
A person who is responsible for management or supervision.

- (14) Career consulting
Consultations to enable an individual to plan his or her career in accordance with his or her aptitude and work experience, and to select a job function and undertake relevant personal development effectively.
- (15) Career consultant
An expert who provides consultations to enable an individual to plan his or her career in accordance with his or her aptitude and work experience, and to select a job function and undertake relevant personal development effectively.
- (16) Career planning
Where a worker plans initiatives for developing and improving his or her work choices and vocational ability in accordance with his or her aptitude and work experience.
- (17) Evaluation of vocational ability
Evaluation of skills and abilities required for work based on evaluation standards prepared by the particular company, industry group, or on various existing qualifications.
- (18) Skills test
A national screening system, pursuant to the Human Resources Development Promotion Act, for screening the level of skills possessed by the worker and providing authentication.
- (19) State of working
- 1) Mainly working
A state in which a person is working primarily at his or her workplace.
 - 2) Working while going to school
A state in which a person is mainly at school but also engages in even a little bit of work.
 - 3) Working between household chores, etc.
A state in which a person is mainly engaged in household chores (including child rearing, caring for the elderly, and nursing for the sick) but also engages in even a little bit of work.
- (20) Employment type
- 1) Short-time contract worker
A retired person, etc. who enters into a contract for the purpose of fixed period reemployment and is being employed.
 - 2) Contract employee
A full-time employee who works full time with a fixed period of employment and is not a short-time contract worker.
 - 3) Part-time worker
A full-time employee whose prescribed daily working hours are shorter than those of regular employees, or whose prescribed weekly number of work days are shorter than those of regular employees, and are not “short-time contract workers” or “contract employees.”
 - 4) Other
A full-time employee who is not the aforementioned “regular employee,” “short-time contract worker,” “contract employee,” and “part-time worker.”
- (21) Tasks
- 1) Management work
Management work at the level of the division head (or equivalent) or above.
 - 2) Specialized and technical work
Technical work which utilizes highly specialized scientific knowledge, as well as specialized work in medicine, education, law, religion, arts, and other fields.
 - 3) Administrative work
In general, work which is carried out under the supervision of a director (including equivalent positions) and those in higher positions, namely administrative work related to general affairs, documentation, human resources, accounting, research, planning, transport, communications, production management, sales, outside duties, and operation of office equipment.
 - 4) Sales work

Selling and purchasing products (including services), real estate, securities, etc.; mediating, brokering and serving as an agent for the buying and selling; selling insurance; and soliciting, negotiating, acquiring work during transactions related to the buying and selling and manufacturing of products.

5) Services work

Personal services, including barbers and beauty salons, cleaners, cooking, hospitality services, and amusement services; management of residential facilities, buildings, etc. and other related services.

6) Security work

Protection of society, individuals, and assets; maintenance of law and order, etc.

7) Production process

Regulating and supervising production facilities; processing raw materials and ingredients using machinery, instruments, hand-operated tools, etc.; building, adjusting, repairing, and inspecting various machinery equipment; printmaking, printing, and bookbinding; work related to the production process and skilled work similar to production.

8) Transport and machinery operation

Operating and maneuvering locomotives, trains, cars, ships, aircrafts, etc. and other related work; and operating stationary engines and machinery and construction machinery.

9) Construction and mining

Construction; electrical work; drilling of dams and tunnels, etc.; exploration, excavation, mining, extraction, and processing of minerals (however, excludes operation of construction machinery).

10) Shipping, cleaning, packaging, etc.

Typical tasks which primarily require physical strength, including shipping, delivery, packing, cleaning, and packaging.

(22) Executives

1) Chief-level

A person who is ordinarily called “chief” or “director-general” at a business establishment which is composed of at least two departments, or the head of a group of at least 20 members (including chief and director-general).

2) Division head-level

A person who is ordinarily called “division head” at a business establishment which is composed of at least two divisions, or the head of a group of at least 10 members (including division head).

3) Section head, manager, boss-level

A person who is ordinarily called “section head” or “manager” irrespective of the number of people in the group. In addition, this classification includes “boss,” who leads and supervises a group of production workers as its head (irrespective of the size of the group) in the construction, manufacturing, and other industries irrespective of the position title.