

Summary of Results of FY 2006 Basic Survey of Human Resources Development

<Points>

- Corporate human resources development policies show strengthening trends toward stressing “corporate responsibility,” “line leadership” and “workers in general.”
- 80% of business establishments indicated that “they have problems with developing human resources.”
- Education, training, etc., for non-fulltime employees fall greatly below the same for fulltime employees.
- Many workers are concerned about their self-development, putting forth comments such as that “I am so busy that I have no time for self-development.”

The Basic Survey of Human Resources Development has been conducted since FY 2001, to ascertain the actual state of human resources development in Japanese companies for their workers. The FY 2006 survey was conducted from November 2006 to February 2007, to ascertain factors such as the policies for human resources development and the states of implementation of education and training and self-development during the one-year period of FY 2005 (April 1, 2005 ~ March 31, 2006).

The FY 2006 survey was conducted with the approval of the Ministry of Internal Affairs and Communications.

1. Corporate human resources development policies show strengthening trends toward stressing “corporate responsibility,” “line leadership” and “workers in general.”

(1) Corporate human resources development policies “to date” and “hereafter” exhibited the following trends.

(a) The trend of human resources development being the responsibility of companies will strengthen further hereafter. However, a low percentage of companies consider it a corporate responsibility as concerns non-fulltime employees, when compared with fulltime employees.

(“The responsibility of the company” and “Close to the responsibility of the company”: fulltime employees – 68.4% → *74.8%; non-fulltime employees – 51.8% → 56.9%)

(b) The trend of leadership for education and training shifting from head office leadership to line leadership will strengthen further hereafter.

(“Line leadership” and “Close to line leadership”: fulltime employees – 45.3% → 51.2%; non-fulltime employees – 53.7% → 57.7%)

(c) Hereafter, the trend of emphasis on the workers in general level, rather than emphasis on selected workers, as the target of human resources development, will strengthen somewhat.

(“Emphasis on workers in general level” and “Close to emphasis on workers in general level”: fulltime employees – 52.1% → 58.3%; non-fulltime employees – 57.6% → 59.7%)

Moreover,

(d) Although the trend of emphasis on OJT will continue, amid this trend it appears that the current of emphasis on OFF-JT will increase somewhat hereafter.

(“Emphasis on OFF-JT” and “Close to emphasis on OFF-JT”: fulltime employees – 22.9% → 32.2%; non-fulltime employees – 19.7% → 24.0%)

* The percentage on the arrow's [→] left represents "to date" and on the right represents "hereafter."

→ Refer to Figure No. 3 ~ 10

2. 80% of business establishments indicated that "they have problems with developing human resources."

(1) Business establishments indicating that "they have problems with developing human resources" account for 80.6% of the total.

(2) Of the problems, many business establishments indicated: "Lack people who can teach" – 59.1%; "No time to carry out human resources development" – 55.7%.

→ Refer to Figure No. 13

3. Education, training, etc., for non-fulltime employees fall greatly below the same for fulltime employees.

(1) For non-fulltime employees, 37.9% of business establishments carry out "OFF-JT," 32.2% carry out "systematic OJT" and 38.0% carry out "self-development assistance." Each of the percentages is very low when compared with fulltime employees, for whom the percentages are: "OFF-JT" – 72.2%, "systematic OJT" – 53.9% and "self-development support" – 77.3%.

→ Refer to Figure No. 11, 12, 14, 15

(2) The 31.0% for non-fulltime employees who have received OFF-JT falls greatly below the 58.2% for fulltime employees. In addition, even when measured in terms of the average number of hours of OFF-JT received, the 17.6-hour average for non-fulltime employees falls far below the 33.2-hour average for fulltime employees.

→ Refer to Figure No. 26

4. Many workers are concerned about their self-development, putting forth comments such as that "I am so busy that I have no time for self-development."

<State of Implementation of Self-development>

(1) People who have carried out self-development account for 46.2% of fulltime employees and 23.4% of non-fulltime employees.

(2) In terms of the average number of hours of self-development implemented per person for people who have carried out self-development, fulltime employees averaged 42.7 hours and non-fulltime employees averaged 30.8 hours.

(3) For both fulltime and non-fulltime employees, the most common case was people with a total number of hours of self-development implemented of "10 hours ~ less than 50 hours," with the majority of people having less than 50 hours (fulltime employees – 62.6%; non-fulltime employees – 69.4%).

→ Refer to Figure No. 29, 30

<Self-development Problems, Etc.>

(1) The percentage of workers who had self-development problems was 85.5% for fulltime employees and 71.7% for non-fulltime employees.

(2) The most common problem encountered in self-development by both fulltime and non-fulltime employees was "My work is so busy that I have no free time for self-development." This was followed by "It costs too much" and "It is difficult to obtain information about seminars, etc."

- (3) Compared with fulltime employees, higher percentages of non-fulltime employees encountered the problems of “I am so busy with housework and childrearing that I have no free time for self-development,” “It is difficult to obtain information about seminars, etc.,” “I haven’t been able to find an appropriate education and training institution” and “I don’t know what I should be doing.”
- (4) Of corporate spending for education and training, compared with the average ¥3,267,000 spent per company for OFF-JT, only a low ¥403,000 was spent for self-development support.
→ Refer to Figure No. 1, 32, 33

<Views of Fulltime and Non-fulltime Employees on Vocational Life Design>

- (1) Regarding their views on vocational life design for the future, close to 70% (67.9%) of fulltime employees would like to consider it on their own.
- (2) Meanwhile, not even half (46.3%) of non-fulltime employees want to consider it on their own and 30% replied “I don’t know.”
- (3) The percentages for people who would like take advantage of career consulting services were fulltime employees – 43.5% and non-fulltime employees – 30.0%.
→ Refer to Figure No. 36, 37

5. Approximately 60% of business establishments carry out vocational ability evaluations, and of these 3/4 feel there are problems with such evaluations.

- (1) Business establishments “implementing” vocational ability evaluations accounted for 61.1% of the total.
- (2) The state of use of vocational ability evaluations by business establishments indicates that 82.1% use them as “Estimation standards for personnel merit evaluation,” 57.5% for “Achievement of appropriate assignment of human resources” and 37.6% for “Ascertaining the human resources development required by workers.”
- (3) Of the business establishments carrying out vocational ability evaluations, 75.2% felt that there were problems with such evaluations.
- (4) A very common problem was that “It is difficult to set evaluation items that are fair to all divisions and job classifications,” with 80.9% feeling that this problem existed.
→ Refer to Figure No. 21, 22, 25

6. Approximately 30% of business establishments encountered the problem of passing on skills resulting from the retirement, etc., of the baby boom generation.

- (1) 29.6% of business establishments indicated that they had encountered the problem of passing on skills resulting from the retirement, etc., of the baby boom generation (what is known as “the year 2007 problem”).
- (2) By industrial sector, this problem was indicated by high percentages of 58.0% of business establishments in the “construction sector,” 57.0% in the “electricity, gas, heat supply and waterworks sector” and 46.2% in the “manufacturing sector.”
- (3) The larger the business establishment, the higher the percentage indicating this problem, with the problem indicated by 60.3% of business establishments with 1,000 ~ 4,999 employees and 87.9% of business establishments with 5,000 or more employees.
→ Refer to Figure No. 19, 20

I Summary of Survey

1. This human resources development survey was carried out to ascertain the actual state of human resources development in companies and business establishments and for workers in Japan, by the classifications fulltime employee and non-fulltime employee; and to have this information contribute to human resources development administration.
2. This survey is composed of the “Corporate Survey,” “Business Establishment Survey” and “Individual Survey,” and the main survey items as indicated in the table below.

Survey Form	Main Survey Items
Corporate Survey	Education and training expenses of companies; policy for human resources development for employees
Business Establishment Survey	State of implementation of education and training; human resources development problems, career development support; the passing on of skills that accompanies the retirement, etc., of the baby boom generation; vocational ability evaluations
Individual Survey	The state of OFF-JT classes attended; the state of implementation of self-development; designing of vocational life hereafter

3. The survey targets were companies, business establishments and employees selected randomly from companies with 30 or more employees, nationwide and in all sectors. The survey sample sizes and the numbers and ratios of valid responses are as given below.
 - (1) Corporate Survey
 - Sample size: 7,372 companies
 - Valid responses: 2,333 companies
 - Valid response ratio: 31.7%
 - (2) Business Establishment Survey
 - Sample size: 6,886 business establishments
 - Valid responses: 2,836 business establishments
 - Valid response ratio: 41.2%
 - (3) Individual Survey
 - Sample size: 23,637 people
 - Valid responses: 8,644 people
 - Valid response ratio: 36.6%
4. The component percentages do not always add up to 100.0, because decimals have been rounded off to the nearest one tenth.

II Summary of Survey Results (Outline)

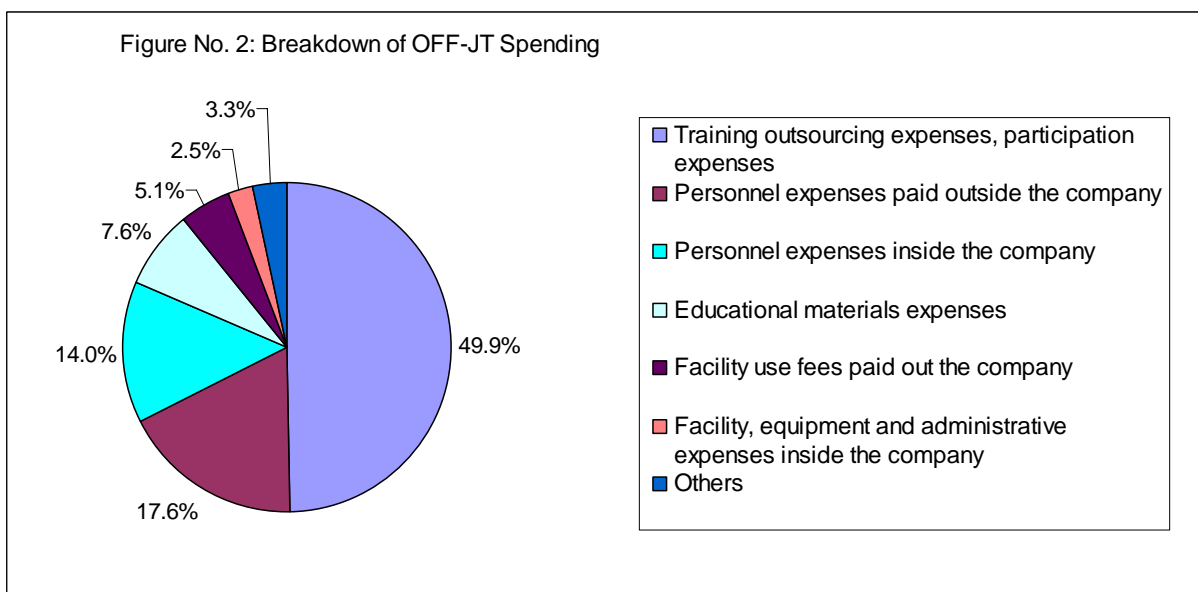
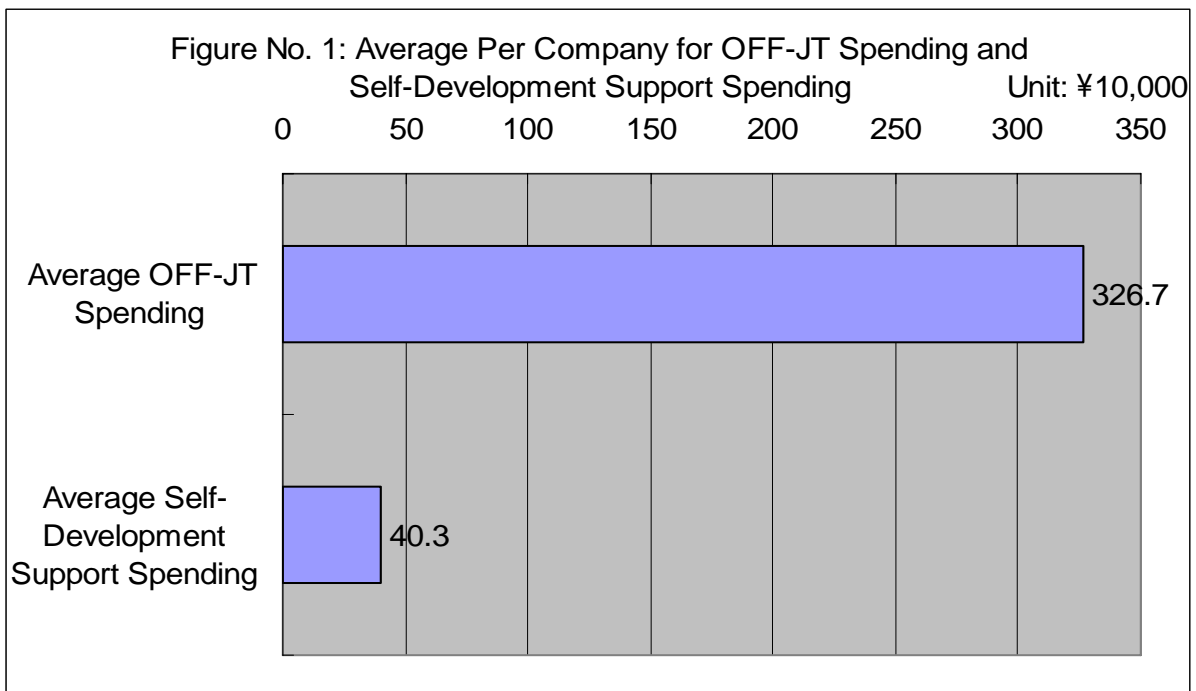
1. Corporate Survey

(1) Corporate Spending for Education and Training

(a) Average Education and Training Spending Per Company (Figure No. 1, 2)

The average total per company for OFF-JT spending and self-development support spending was ¥3,669,000*¹. Compared with the ¥3,267,000 for OFF-JT spending, the ¥403,000 for self-development support spending is small.

The breakdown for OFF-JT was a high 49.9% for “training outsourcing expenses and participation expenses,” followed by 17.6% for “personnel expenses paid outside the company” and 14.0% for “personnel expenses inside the company.”



*¹ The totals do not agree, because figures have been rounded off to the nearest ¥1,000.

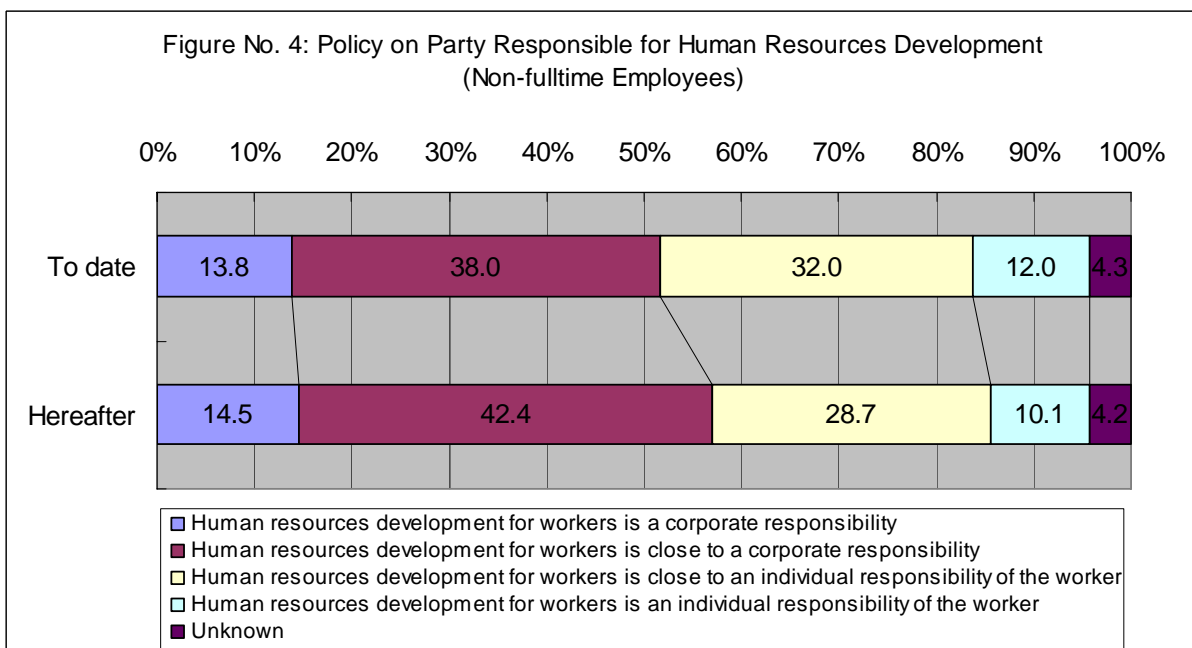
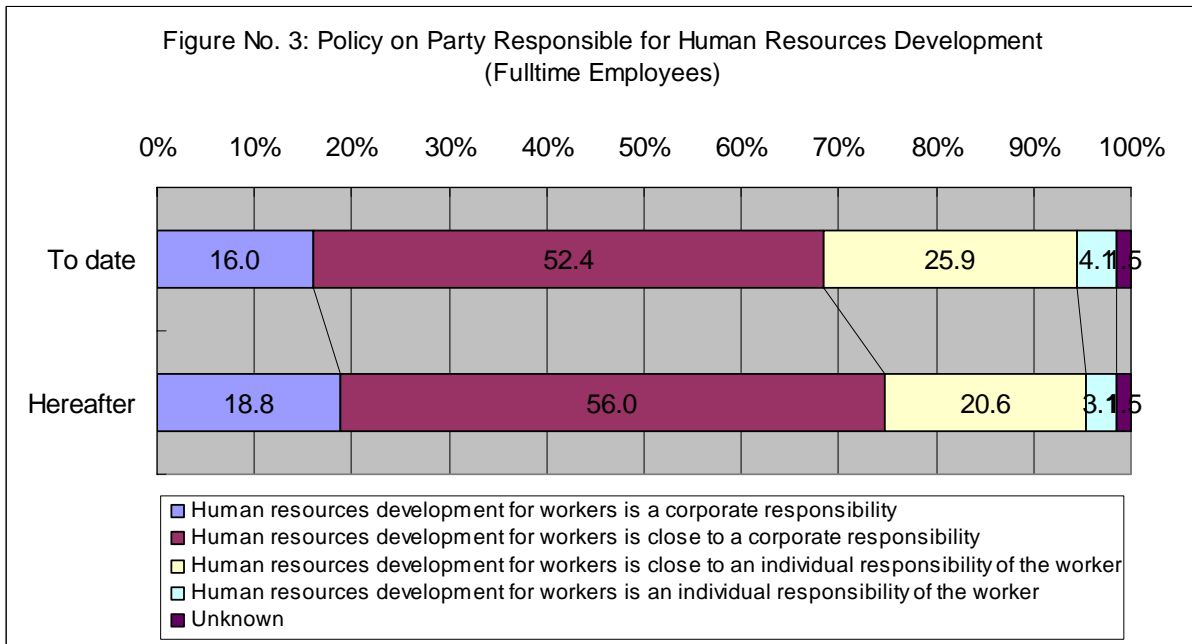
(2) Policies for Human Resources Development for Employees

(a) “Corporate Responsibility” or “Worker’s Responsibility”? (Figure No. 3, 4)

Human resources development for fulltime employees is considered a corporate responsibility or close to a corporate responsibility by 68.4% of companies, far exceeding the 30.0% of companies that consider it to be a responsibility of workers or close to a responsibility of workers.

On the other hand, human resources development for non-fulltime employees is considered a corporate responsibility or close to a corporate responsibility by 51.8% of companies, a comparatively lower percentage than the same for fulltime employees.

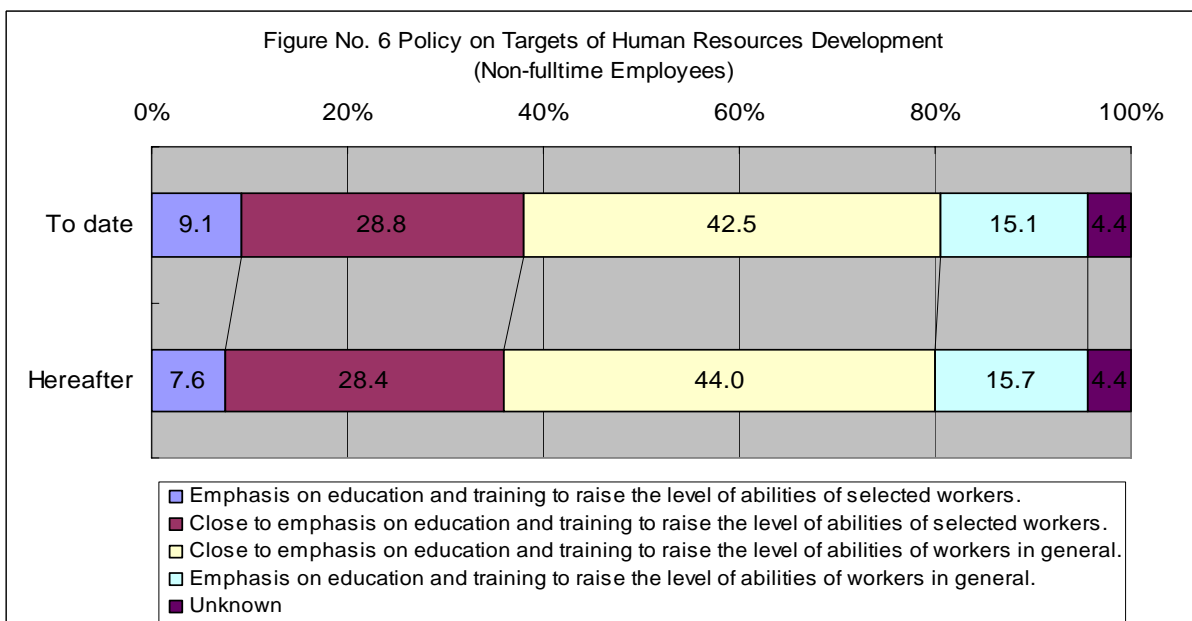
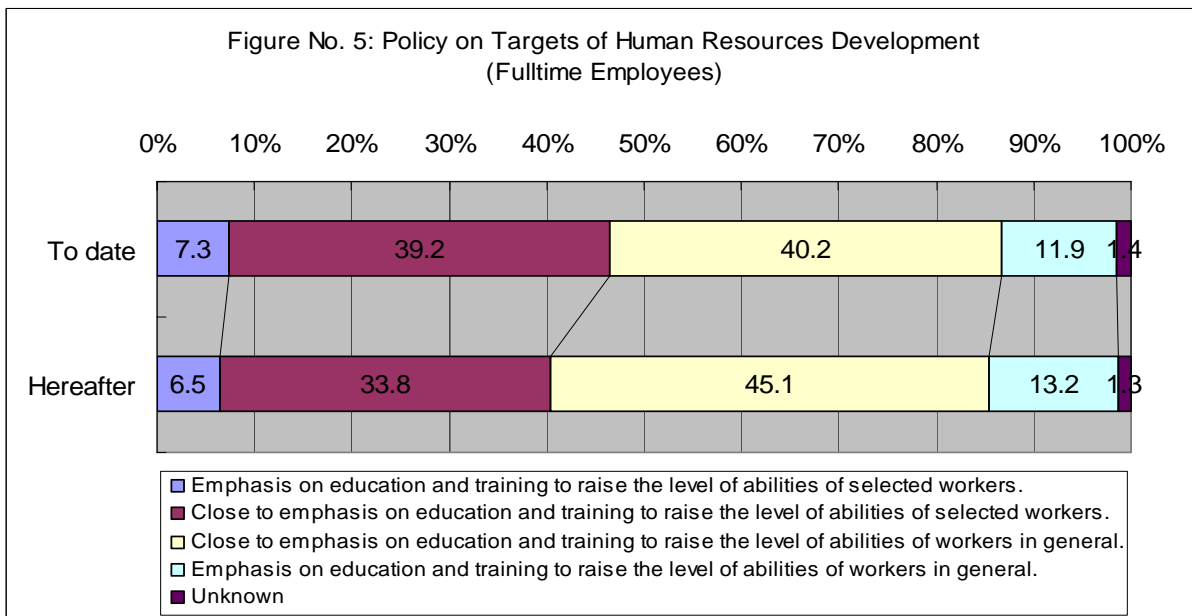
However, the percentage of companies that consider it a corporate responsibility hereafter has risen.



(b) “Emphasis on Selected Workers” or “Emphasis on Workers in General”? (Figure No. 5, 6)

Regarding policies to date on education for fulltime employees, 52.1% of companies have emphasized or have been close to emphasizing “education and training to raise the level of abilities of workers in general.” This somewhat exceeds the 46.5% that have emphasized or have been close to emphasizing “education and training to raise the level of abilities of selected workers.” As for educational policies hereafter, while 58.3% of companies are emphasizing or are close to emphasizing “workers in general,” 40.3% are emphasizing or are close to emphasizing “selected workers.” This shows that there is an increasing number of companies that emphasize “education and training to raise the level of abilities of workers in general.”

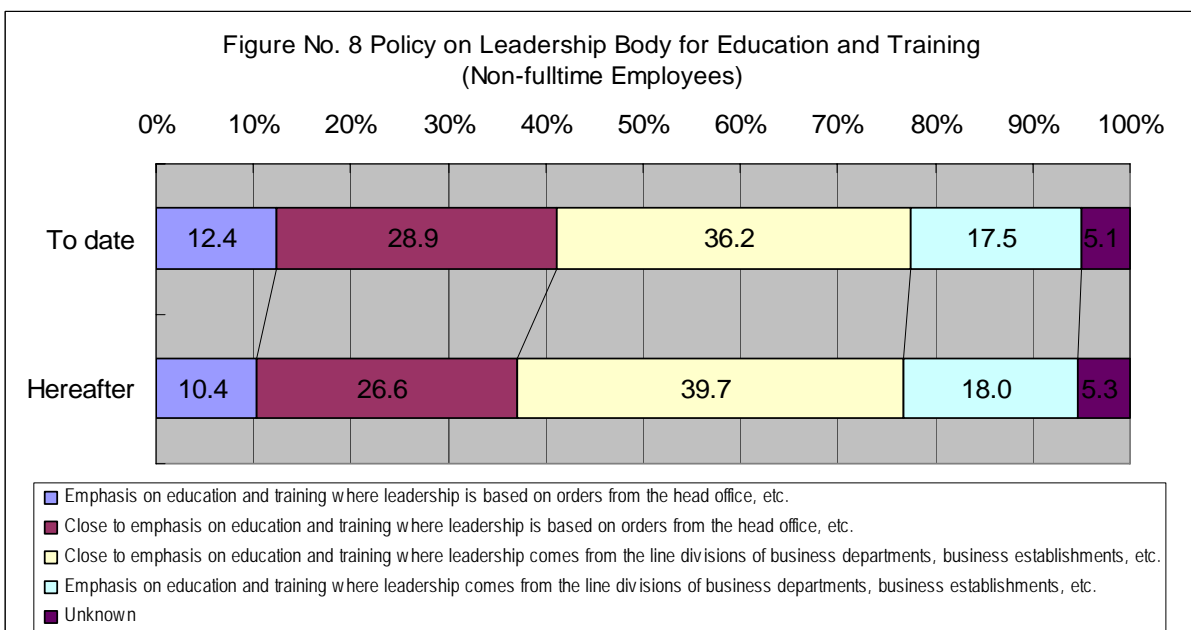
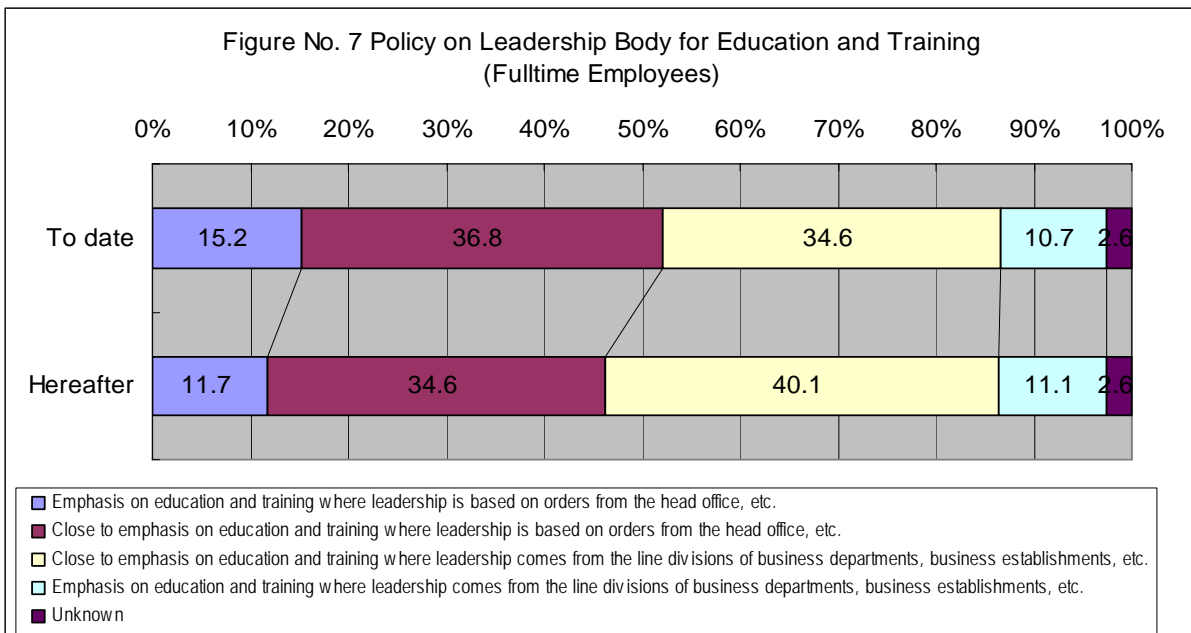
As for policies to date on education for non-fulltime employees, 57.6% of companies have emphasized or have been close to emphasizing “workers in general.” This greatly exceeds the 37.9% that have emphasized or have been close to emphasizing “selected workers.” Even in the case of educational policies hereafter, 59.7% of companies are emphasizing or are close to emphasizing “workers in general,” showing an increase over policies to date.



(c) “Head Office Leadership” or “Line Division Leadership”? (Figure No. 7, 8)

Regarding the leadership body to date for education and training for fulltime employees, 52.0% of companies have emphasized or have been close to emphasizing “head office leadership.” This somewhat exceeds the 45.3% that have emphasized or have been close to emphasizing “line division leadership.” As for the leadership body of education and training hereafter, while 46.3% of companies are emphasizing or are close to emphasizing “head office leadership,” 51.2% are emphasizing or are close to emphasizing “line division leadership.” In the case of “hereafter,” “line division leadership” exceeds “head office leadership,” the opposite case of “to date.”

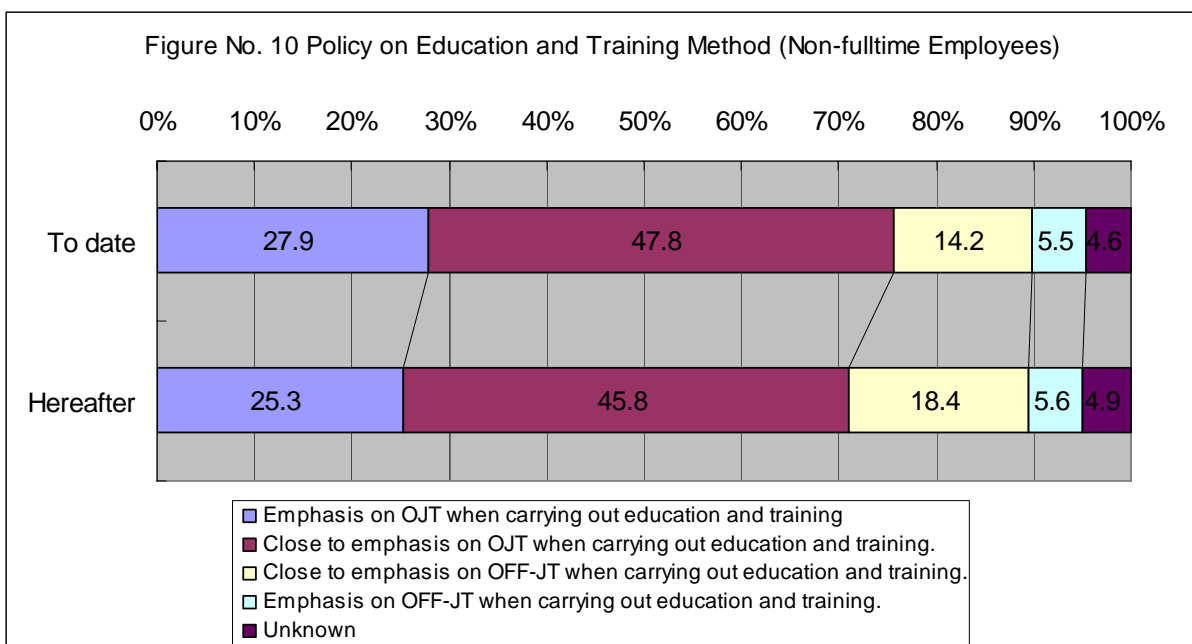
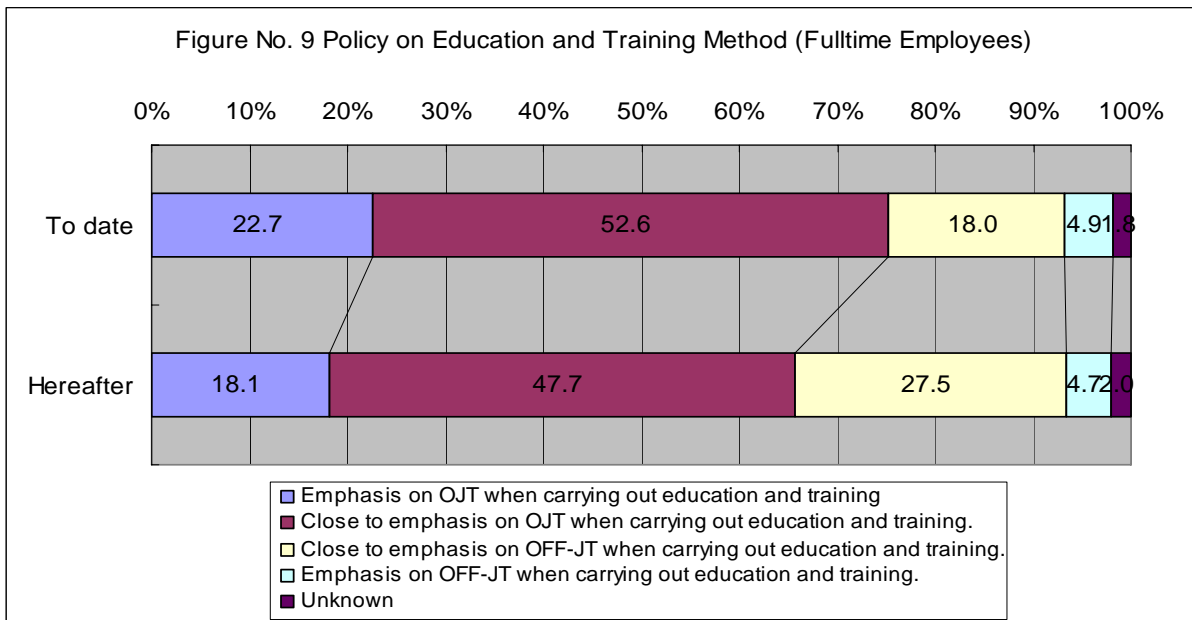
Regarding the leadership body to date for education and training for non-fulltime employees, the case is the opposite of that of fulltime employees, with 41.3% of companies having emphasized or having been close to emphasizing “head office leadership.” This falls below the 53.7% that have emphasized or have been close to emphasizing “line division leadership.” As for the education and training policy hereafter, 57.7% of companies are emphasizing or are close to emphasizing “line division leadership,” an increase over the “to date” figure.



(d) "OJT" or "OFF-JT"? (Figure No. 9, 10)

Regarding the method to date for education and training for fulltime employees, 22.9% of companies have emphasized or have been close to emphasizing "OFF-JT." This greatly falls below the 75.3% that have emphasized or have been close to emphasizing "OJT." As for the method for education and training hereafter, 32.2% of companies are emphasizing or are close to emphasizing "OFF-JT," falling below the 65.8% emphasizing or being close to emphasizing "OJT." Nevertheless, this is an increase in the number of companies emphasizing or being close to emphasizing "OFF-JT."

Regarding the method to date for education and training for non-fulltime employees, 19.7% of companies have emphasized or have been close to emphasizing "OFF-JT." This greatly falls below the 75.7% that have emphasized or have been close to emphasizing "OJT." As for the method for education and training hereafter, 24.0% of companies are emphasizing or are close to emphasizing "OFF-JT." Although this is not as great as the figure for fulltime employees, this is an increase in the number of companies emphasizing or being close to emphasizing "OFF-JT."



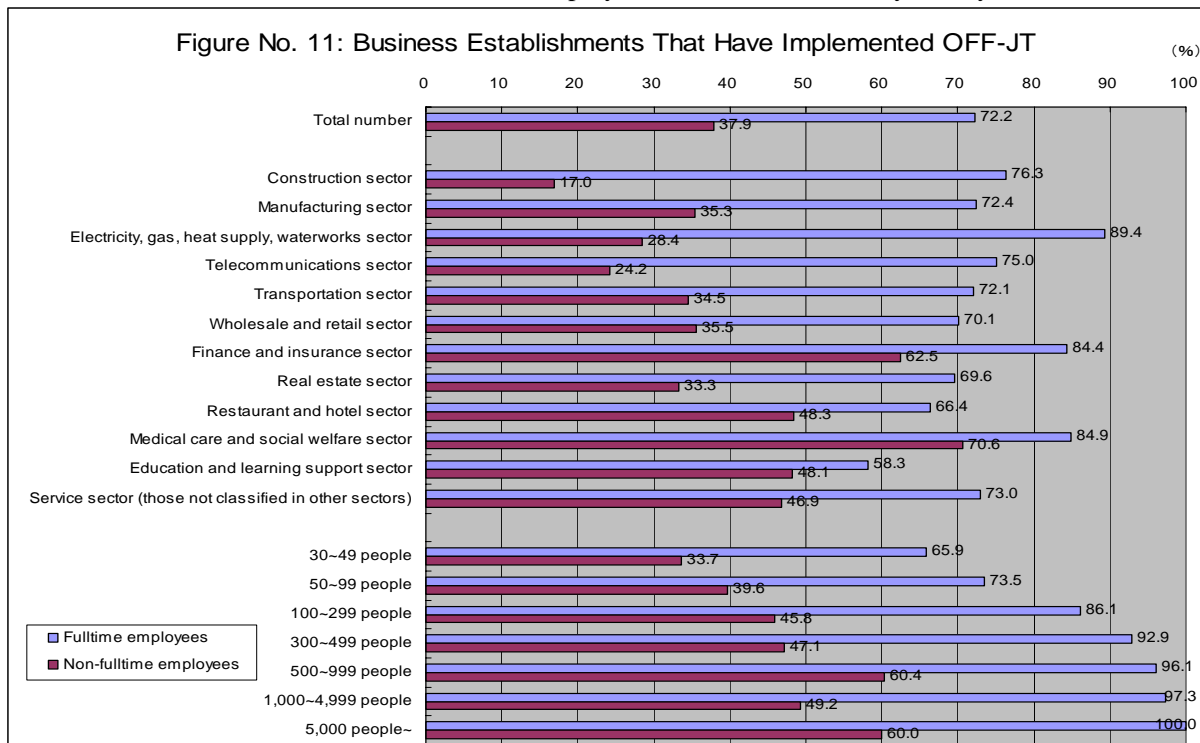
2. Business Establishment Survey

(1) State of Implementation of Education and Training

(a) State of Implementation of OFF-JT (Figure No. 11)

In FY 2005, 72.2% of business establishments “implemented” OFF-JT for fulltime employees. The sectors where this percentage was high were: “electricity, gas, heat supply, waterworks” – 89.4%; “medical care, social welfare” – 84.9%; “finance, insurance” – 84.4%. The sectors where this percentage was low were: “education and learning support” – 58.3%; “restaurants and hotels” – 66.4%. As for differences by business establishment size, the larger the establishment the correspondingly higher the implementation rate becomes.

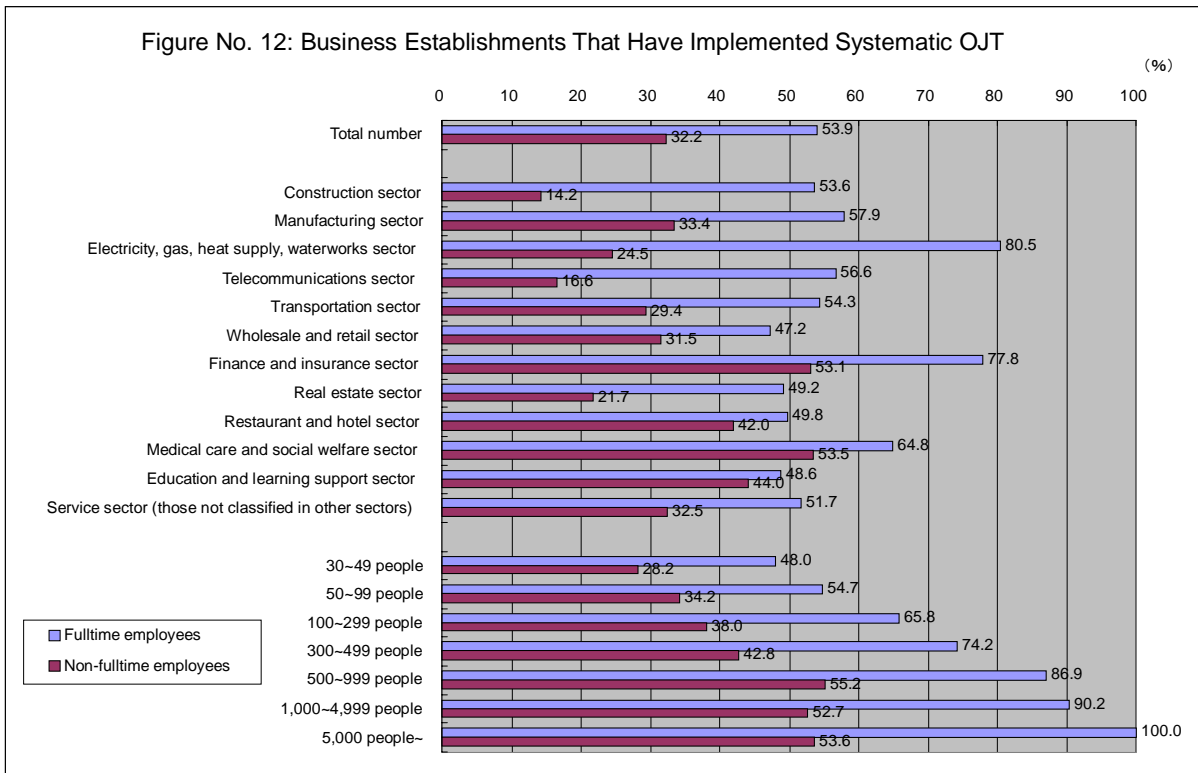
As for the case of non-fulltime employees, 37.9% of business establishments “implemented” OFF-JT for them. This level is low when compared with the case of fulltime employees. The sectors where this percentage was high were: “medical care, social welfare” – 70.6%; “finance, insurance” – 62.5%. The sectors where this percentage was low were: “construction” – 17.0%; “telecommunications” – 24.2%. As for differences by business establishment size, although it appears that the larger the establishment the correspondingly higher the implementation rate becomes, unlike the case for fulltime employees, this is not necessarily clearly defined.



(b) State of Implementation of Systematic OJT (Figure No. 12)

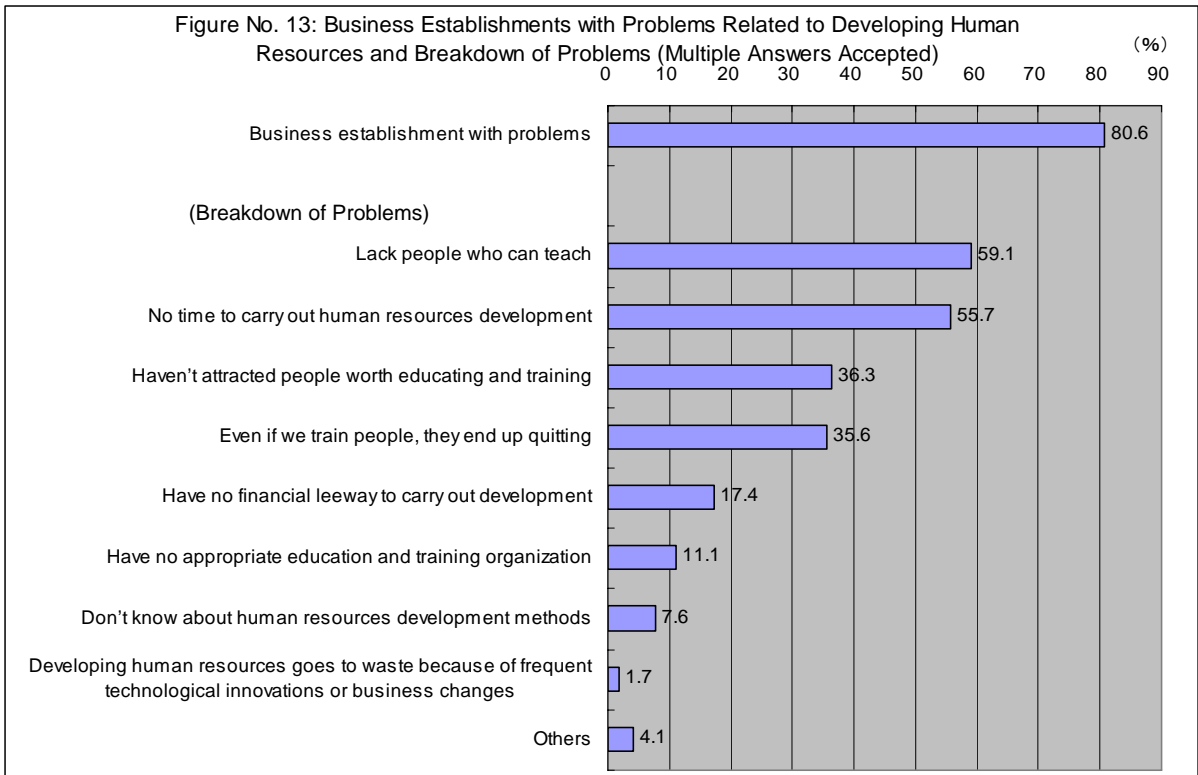
In FY 2005, 53.9% of business establishments “implemented” systematic OJT for fulltime employees. The sectors where this percentage was high were: “electricity, gas, heat supply, waterworks” – 80.5%; “finance, insurance” – 77.8%. As for differences by business establishment size, the larger the establishment the correspondingly higher the implementation rate becomes, and this difference by size is large compared with OFF-JT.

As for the case of non-fulltime employees, 32.2% of business establishments “implemented” systematic OJT for them. This level is low when compared with the case of fulltime employees. The sectors where this percentage was high were: “medical care, social welfare” – 53.5%; “finance, insurance” – 53.1%. The sectors where this percentage was low were: “construction” – 14.2%; “telecommunications” – 16.6%. As for differences by business establishment size, generally the larger the establishment the higher the implementation rate becomes,. However, from the 500 or more employees level and on, the implementation rates are about the same.



(2) Human Resources Development Problems (Figure No. 13)

Business establishments indicating that “they have some problem or other” with developing human resources account for as much as 80.6% of the total. As for the breakdown of the problems, many business establishments indicated: “Lack people who can teach” – 59.1%; “No time to carry out human resources development” – 55.7%. These were followed by: “Haven’t attracted people worth educating and training” – 36.3%; “Even if we train people, they end up quitting” – 35.6%.

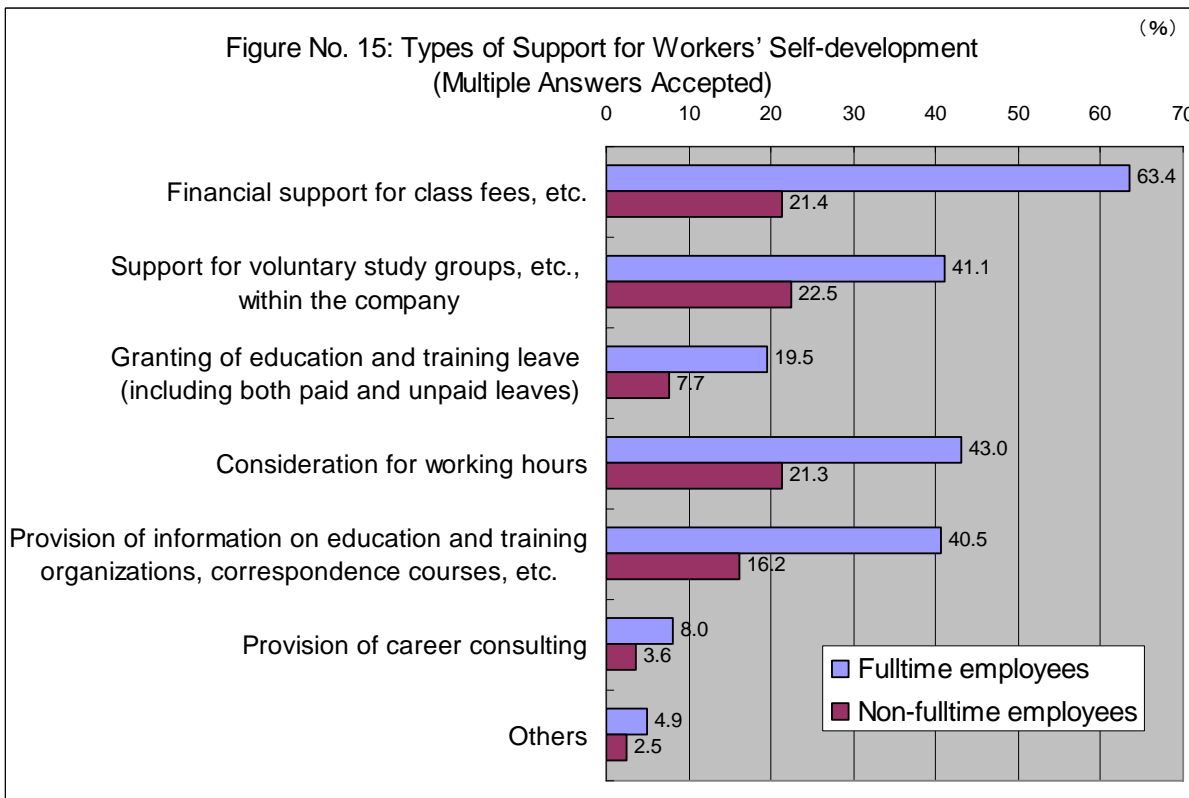
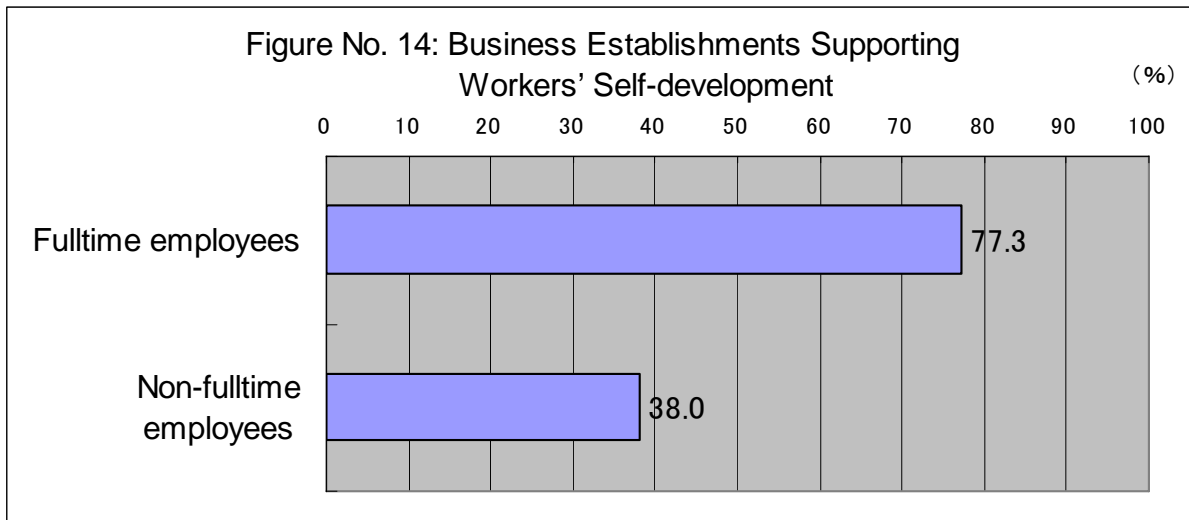


(3) Support for Career Development

(a) Support for Self-development (Figure No. 14, 15)

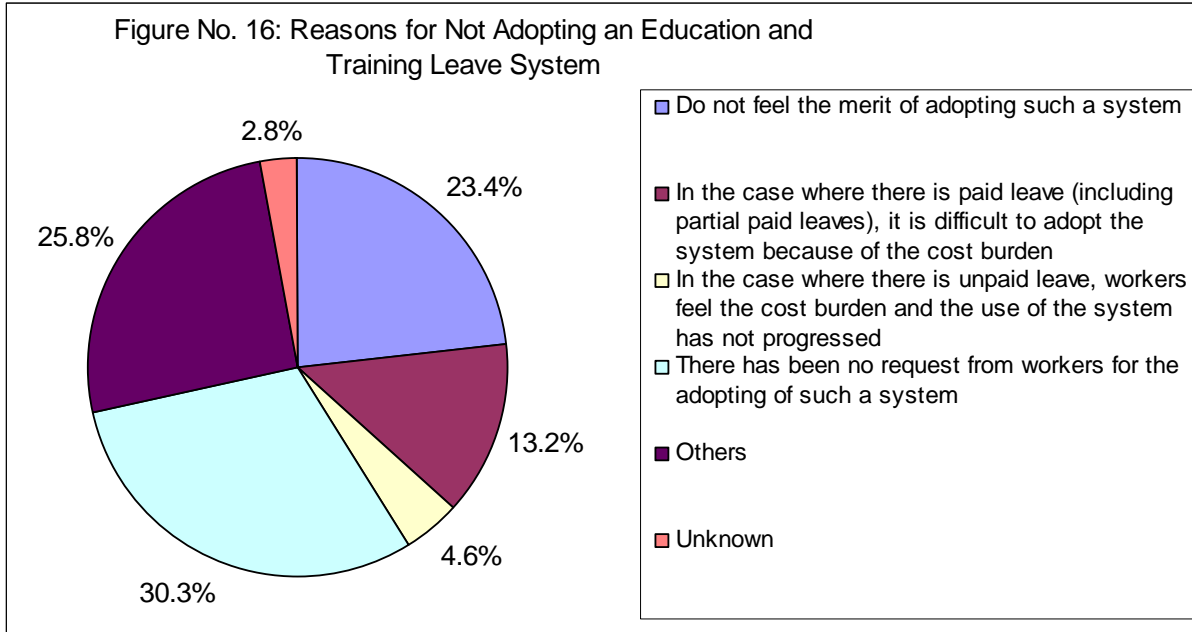
Business establishments indicating that they support the self-development of fulltime employees account for 77.3% of the total. The types of support most provided were: “financial support for class fees, etc.” – 63.4%; “consideration for working hours” - 43.0%; followed by “support for voluntary study groups, etc., within the company” - 41.1%; “provision of information on education and training organizations, correspondence courses, etc.” – 40.5%.

Business establishments indicating that they support the self-development of non-fulltime employees account for 38.0% of the total. However, only 21.4% indicated that they provide “financial support for class fees, etc.”



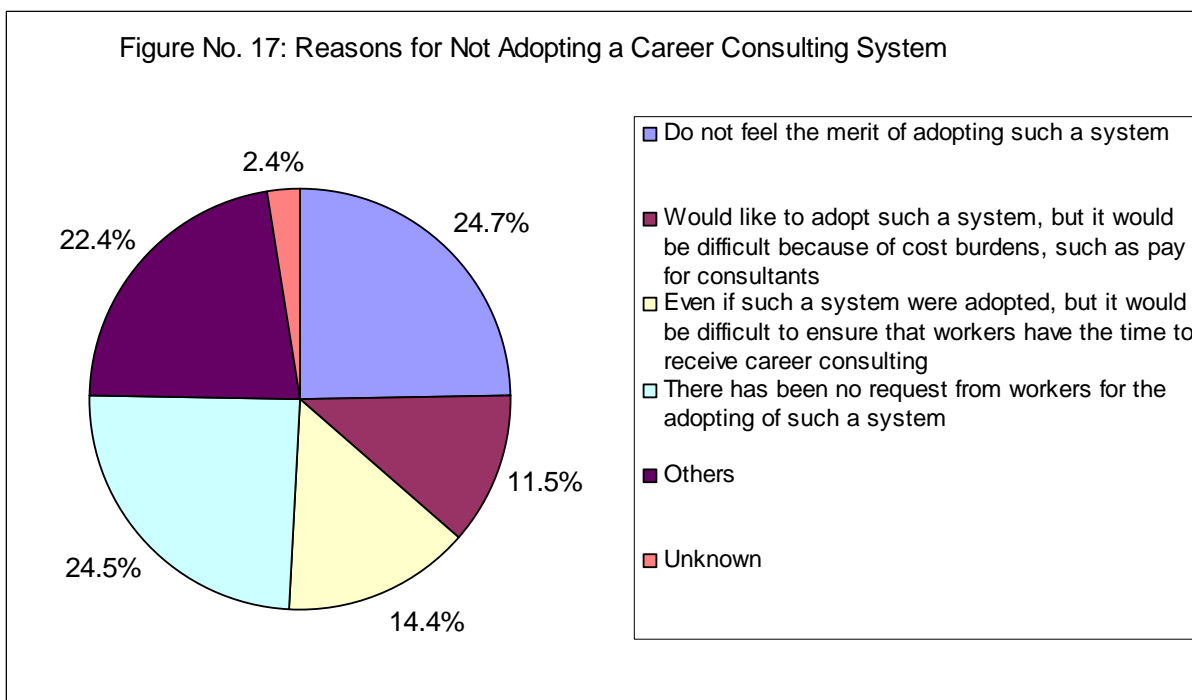
(b) Adoption of an Education and Training Support Leave System (Figure No. 16)

Business establishments that have adopted a system for education and training leave account for only 10.3% of the total. The most common reason given for not adopting such a system was “there has been no request from workers for the adoption of such a system” – 30.3%, followed by “do not feel the merit of adopting such a system” – 23.4%.



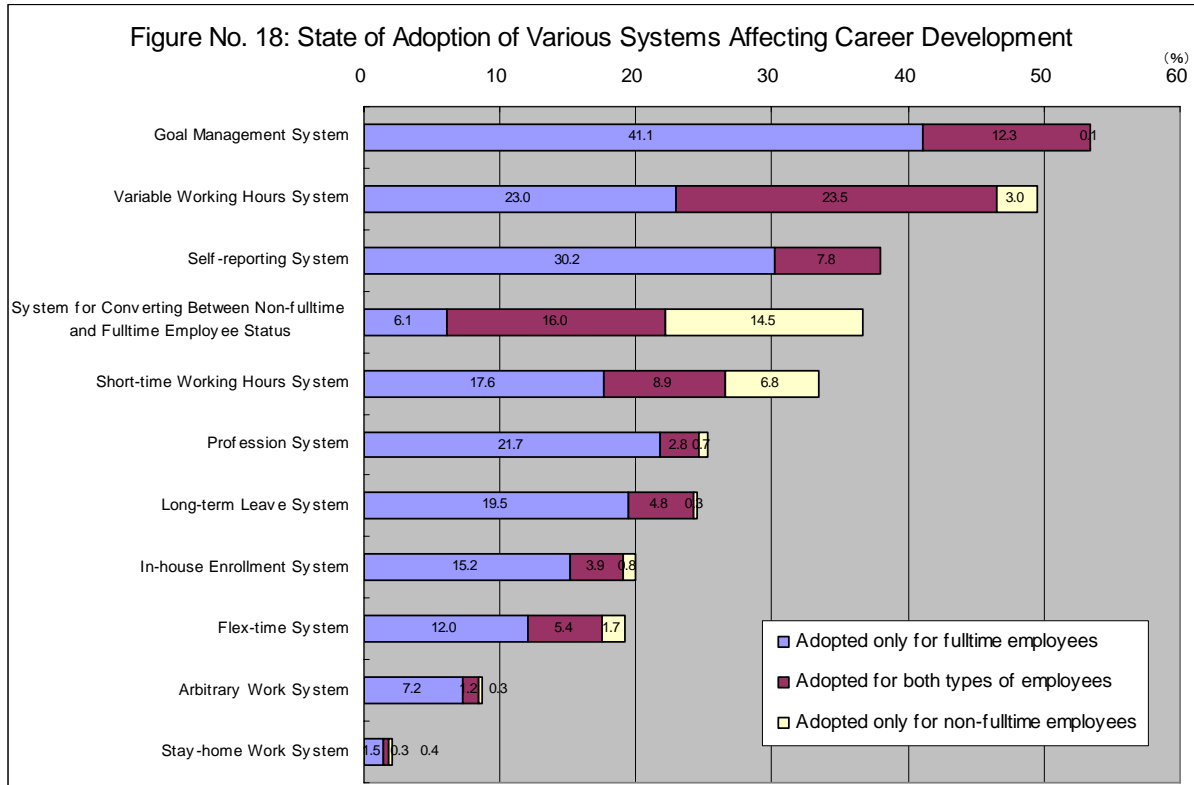
(c) Adoption of a Career Consulting System (Figure No. 17)

Business establishments that have adopted a career consulting system account for only 6.5% of the total. The reasons given for not adopting such a system were “do not feel the merit of adopting such a system” – 24.7% and “there has been no request from workers for the adoption of such a system” – 24.5%.



(d) State of Adoption of Various Systems Affecting Career Development (Figure No. 18)

The state of adoption of the various systems believed to affect the career development of workers shows that the systems that over 30% of business establishments have adopted are: the Goal Management System, Variable Working Hours System, Self-reporting System, System for Converting Between Non-fulltime and Fulltime Employee Status, Short-time Working Hours System.



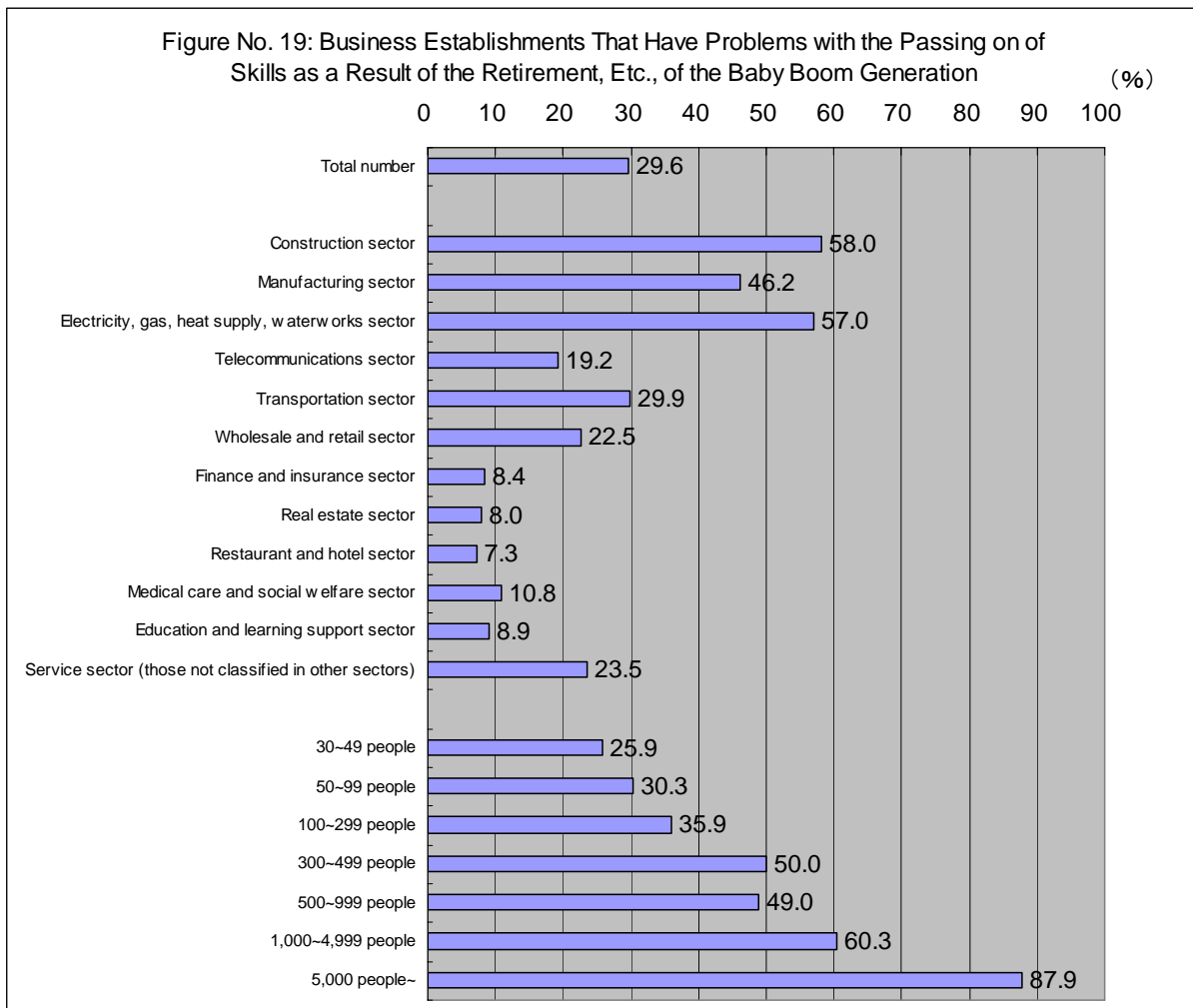
(4) The Passing on of Skills as a Result of the Retirement, Etc., of the Baby Boom Generation

(a) Existence of Problems with the Passing on of Skills as a Result of the Retirement, Etc., of the Baby Boom Generation (Figure No. 19)

29.6% of business establishments indicated that they had encountered the problem of passing on skills resulting from the retirement, etc., of the baby boom generation (what is known as “the year 2007 problem”).

By industrial sector, this problem was indicated by high percentages of 58.0% of business establishments in the “construction sector,” 57.0% in the “electricity, gas, heat supply and waterworks sector” and 46.2% in the “manufacturing sector.” The percentages were low for sectors such as “finance and insurance,” “real estate,” “restaurants and hotels” and “medical care and social welfare.”

Looking at business establishments by size, the larger the business establishment, the higher the percentage indicating this problem, with the problem indicated by 60.3% of business establishments with 1,000 ~ 4,999 employees and 87.9% of business establishments with 5,000 or more employees.

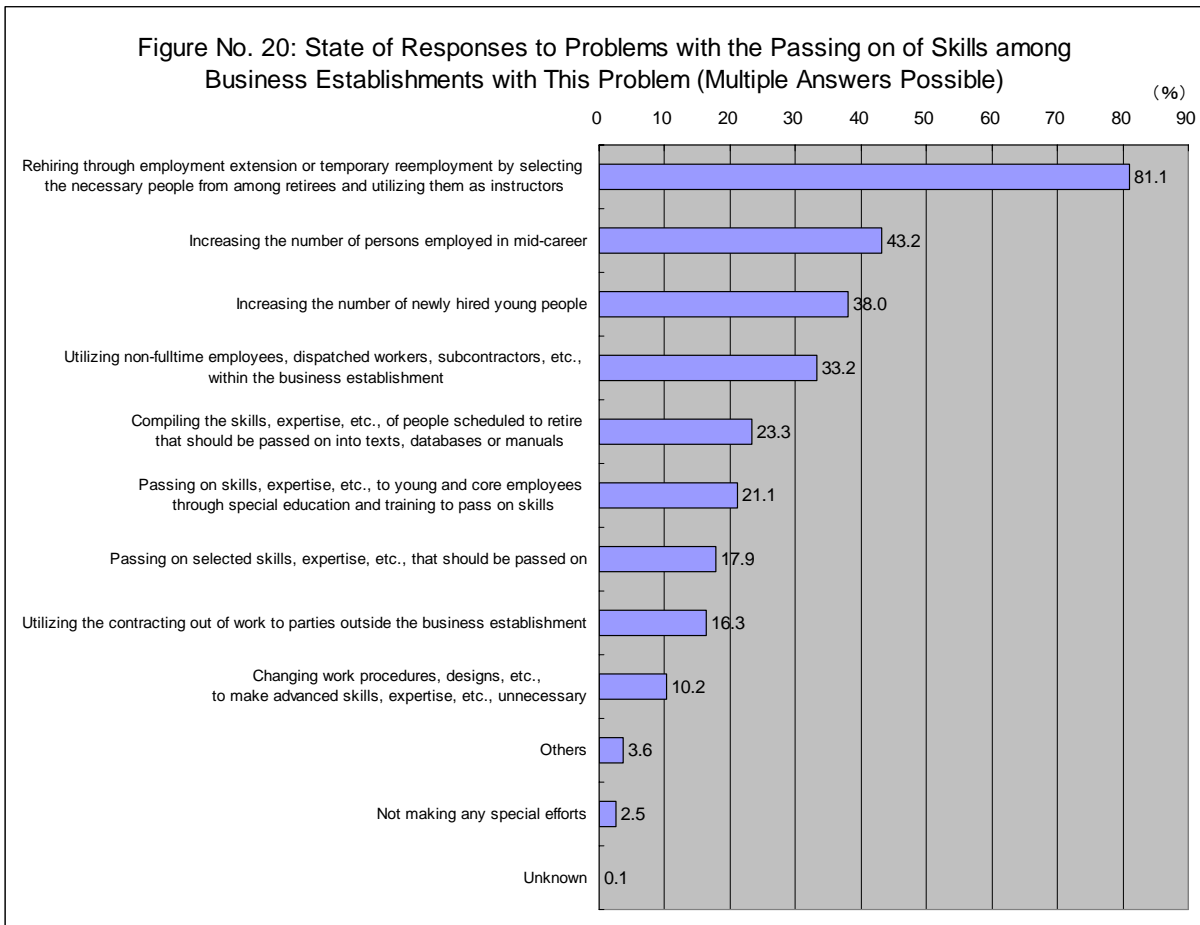


(b) State of Efforts Tackling Problems with the Passing on of Skills (Figure No. 20)

At 2.5%, there are very few business establishments that have undertaken no special efforts to tackle the problems with the passing on of skills, and many undertake some sort of effort.

The types of efforts are: “re hiring through extension of employment or temporary reemployment by selecting the necessary people from among retirees and utilizing them as instructors” – 81.1%; “increasing the number of persons employed in mid-career” – 43.2%; “increasing the number of newly hired young people” – 38.0%; “utilizing non-fulltime employees, dispatched workers, subcontractors, etc., within the business establishment” – 33.2%.

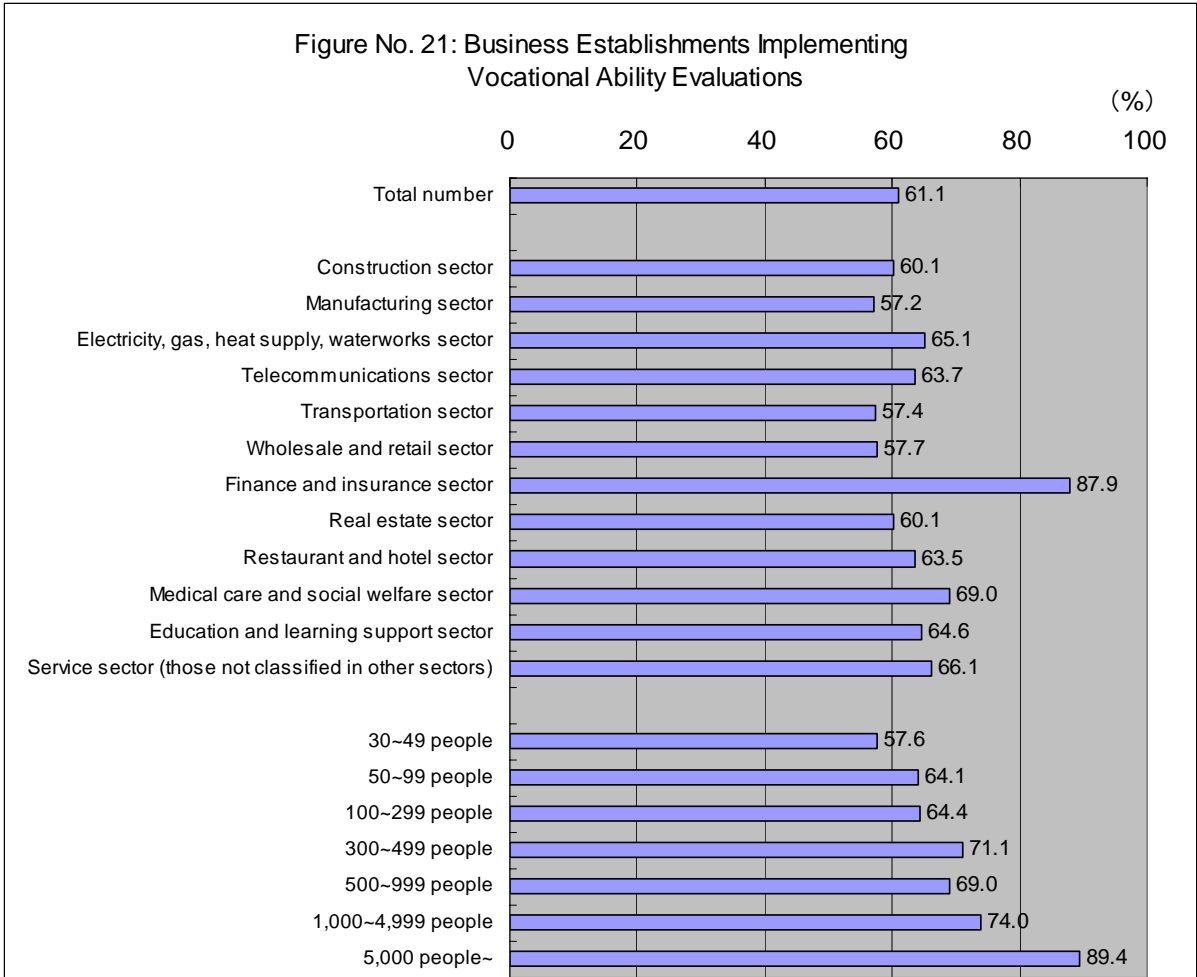
65.8% of business establishments indicated that their efforts to tackle the problems with the passing on of skills “were successful” or “were successful to some extent.” 33.5% said their efforts “haven’t been successful” or “haven’t been very successful.”



(5) Vocational Ability Evaluations

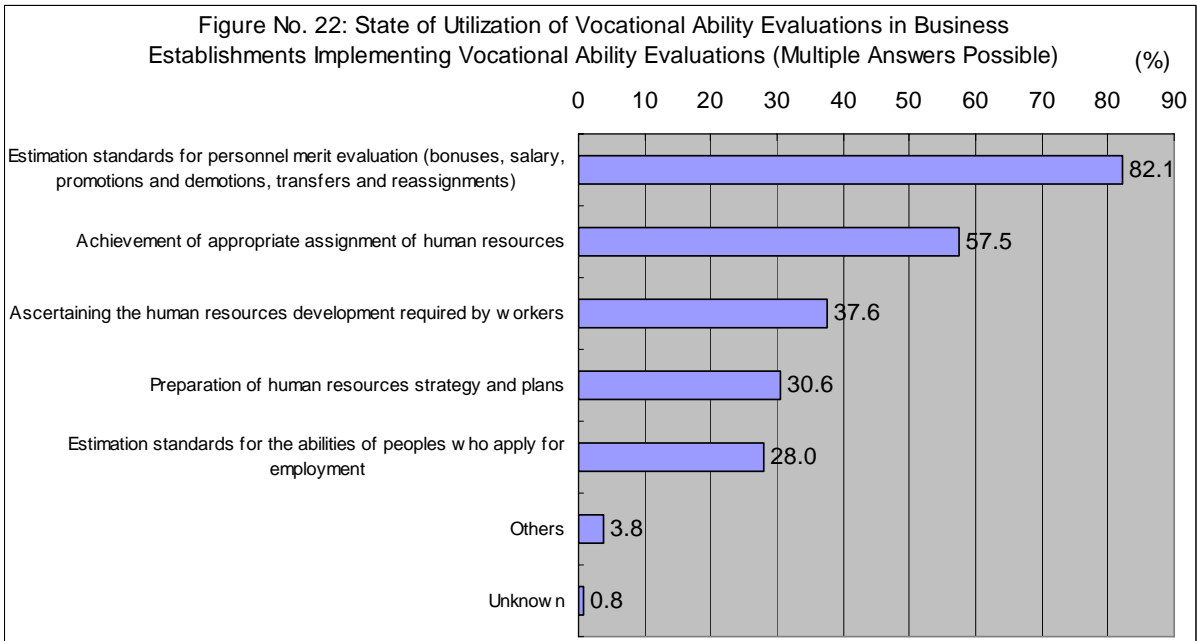
(a) State of Implementation of Vocational Ability Evaluations (Figure No. 21)

In FY 2005, business establishments “implementing” vocational ability evaluations accounted for 61.1% of the total. Looked at by sector, this percentage was particularly high, 87.9%, for business establishments in “finance and insurance.”



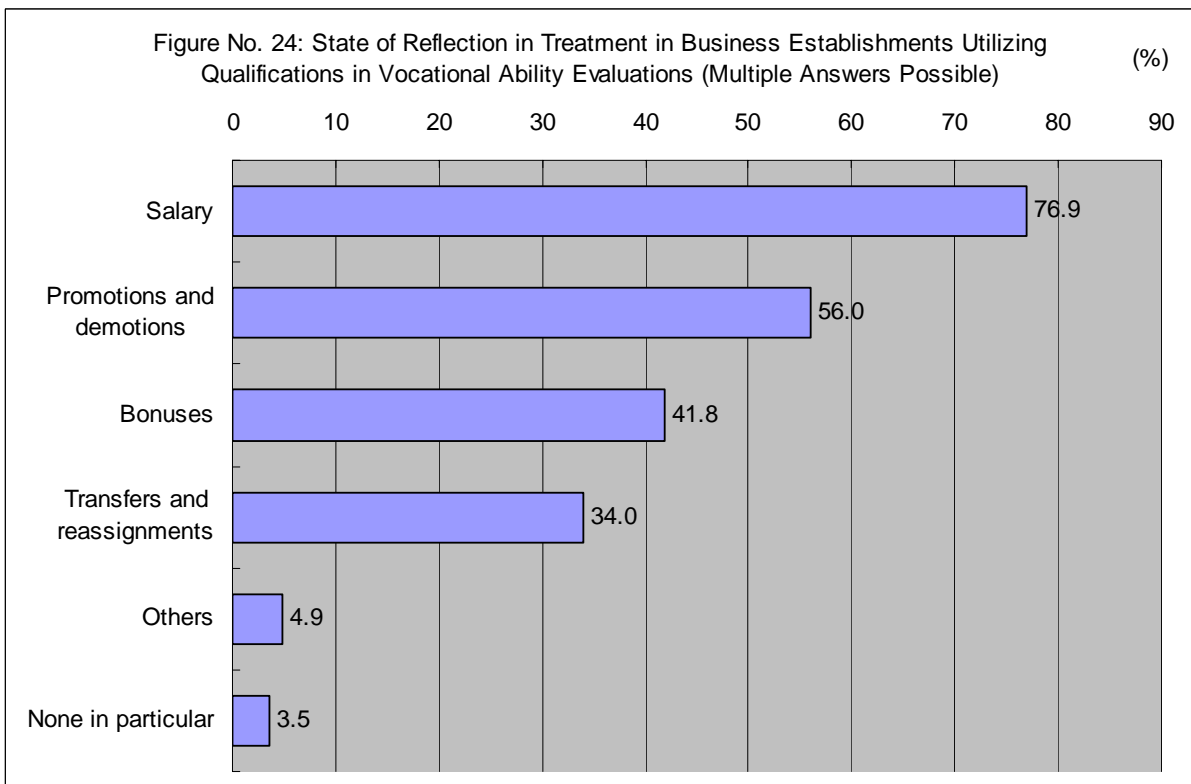
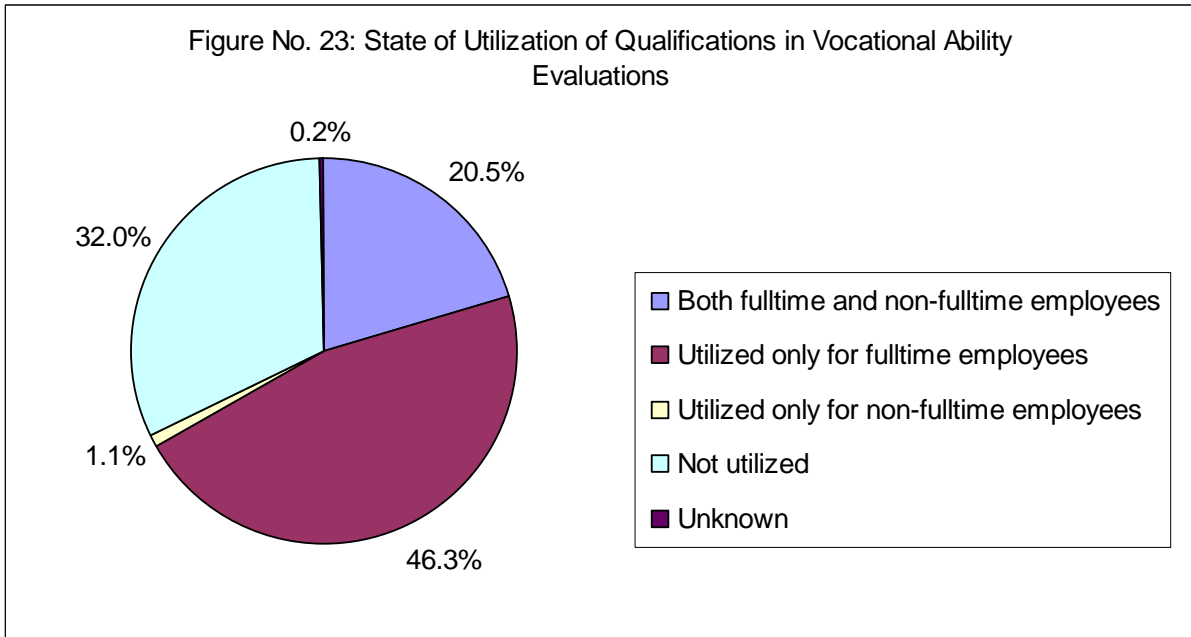
(b) State of Utilization of Vocational Ability Evaluations (Figure No. 22)

The state of utilization of vocational ability evaluations by business establishments indicates that 82.1% use them as “Estimation standards for personnel merit evaluation,” 57.5% for “Achievement of appropriate assignment of human resources” and 37.6% for “Ascertaining the human resources development required by workers.”



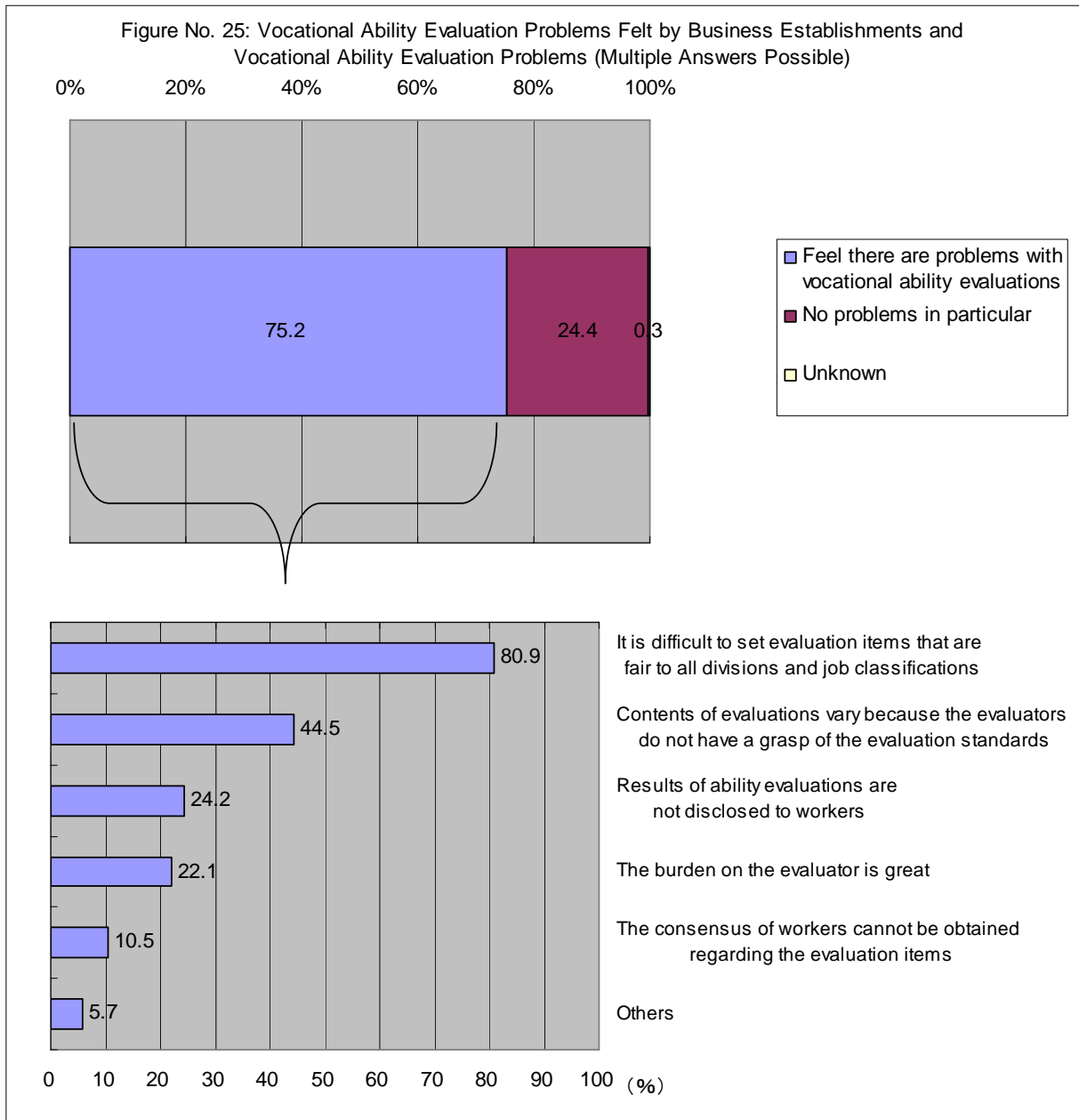
(c) State of Utilization of Qualifications in Vocational Ability Evaluations (Figure No. 23, 24)

Looking at the state of utilization of qualifications in vocational ability evaluations, 67.8% of business establishments utilize qualifications. 20.5% “utilize them for both fulltime and non-fulltime employees,” 46.3% “utilize them for only fulltime employees” and 1.1% “utilize them for only non-fulltime employees.” Looking at the state of reflection of qualifications in treatment, they are reflected in some form in “salaries” by 76.9% of business establishments, in “promotions and demotions” by 56.0%, in “bonuses” by 41.8% and in “transfers and reassignments” in 34.0%.



(d) Problems with Vocational Ability Evaluations (Figure No. 25)

Of the business establishments carrying out vocational ability evaluations, 75.2% feel that there are problems with such evaluations. A very common problem was that “It is difficult to set evaluation items that are fair to all divisions and job classifications,” with 80.9% feeling that this problem existed. This was followed by “The contents of evaluations vary because the evaluators do not have a grasp of the evaluation standards” - 44.5%, “results of ability evaluations are not disclosed to workers” – 24.2% and “the burden on the evaluator is great” – 22.1%.

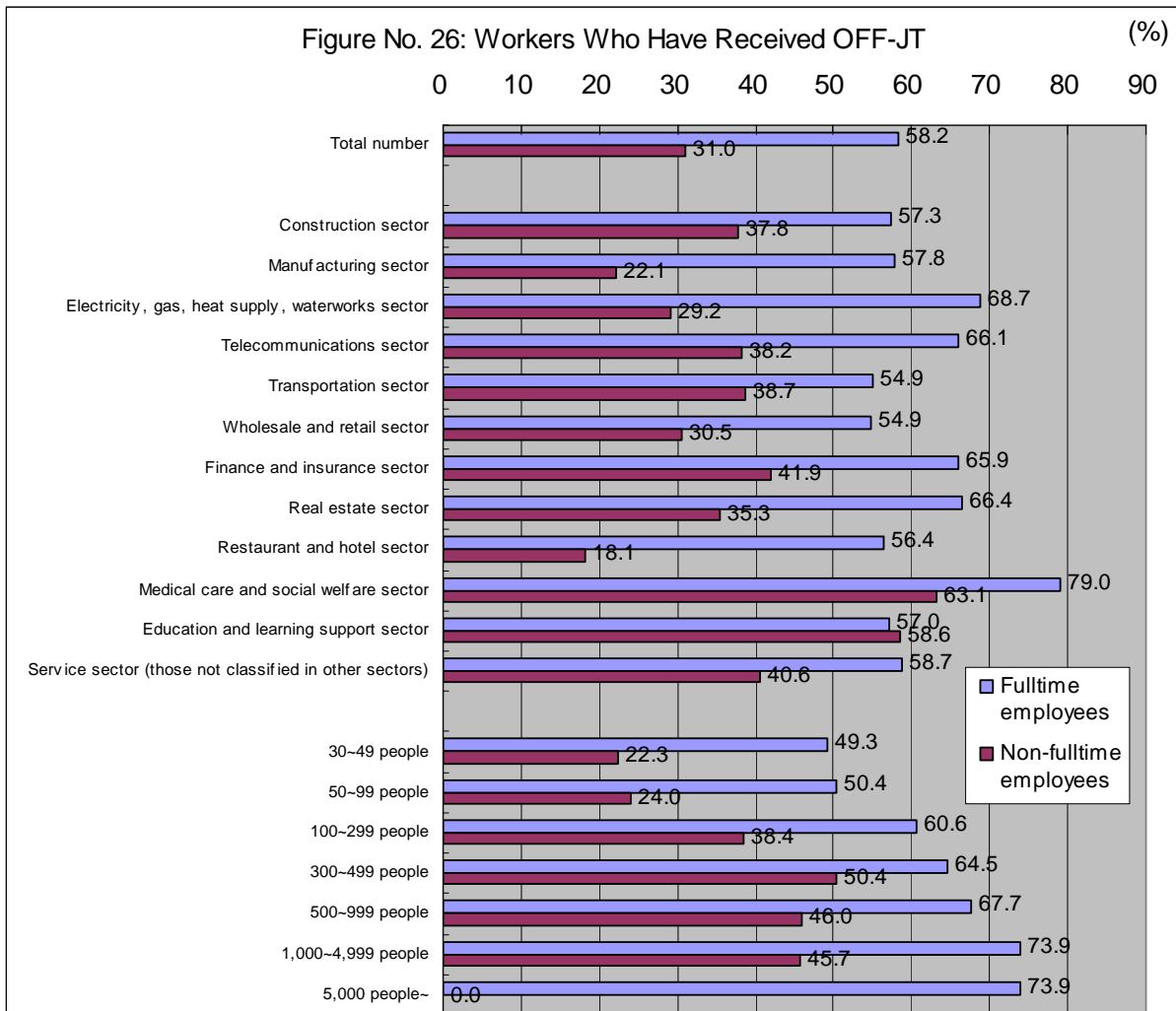


3. Individual Survey

(1) State of Receiving OFF-JT

(a) State of Receiving OFF-JT (Figure No. 26)

In FY 2005, 58.2% of fulltime employees and 31.0% of non-fulltime employees received OFF-JT. By sector, the rates of receiving OFF-JT were high for both fulltime and non-fulltime employees in “medical care and social welfare.” The difference in the rates of receiving OFF-JT between both fulltime and non-fulltime employees was large in: “manufacturing,” “electricity, gas, heat supply, waterworks” and “restaurants and hotels.” In addition, the average total hours of OFF-JT received was 33.2 hours for fulltime employees and 17.6 hours for non-fulltime employees

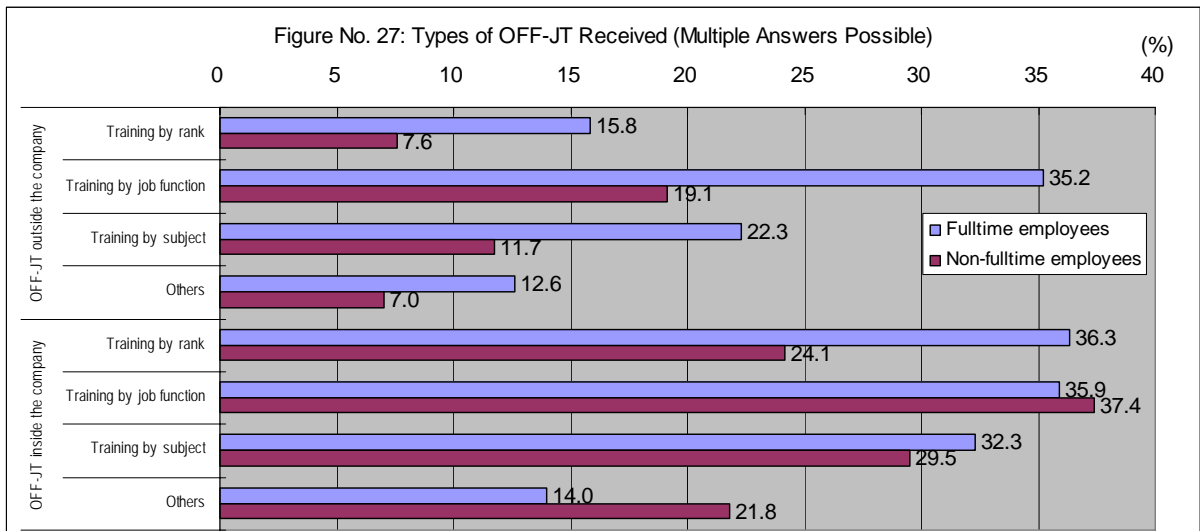


(b) Types of OFF-JT Received (Figure No. 27)

In FY 2005, the most common type of the OFF-JT received outside the company by fulltime employees was “training by job function,” which was received by 35.2% of fulltime employees. This was followed by “training by subject” – 22.3% and “training by rank” – 15.8%. In the case of OFF-JT received within the company, the rate of receiving the three types of OFF-JT are about the same: “training by rank” - 36.3%, “training by job function” – 35.9% and “training by subject” – 32.3%.

In the case of non-fulltime employees, the rates of receiving OFF-JT outside the company were: “training by job function” – 19.1%, followed by “training by subject” – 11.7% and “training by rank” – 7.6%. In the case of OFF-JT received within the company, the most common type is “training by job function” – 37.4%, followed by “training by subject” – 29.5% and “training by rank” – 24.1%.

Regarding the degree of usefulness of the various types of training from the standpoint of the workers, many fulltime and non-fulltime employees replied that the training “was useful” or “was useful to a certain degree.” However, the trend was for non-fulltime employees to evaluate the training higher than fulltime employees.

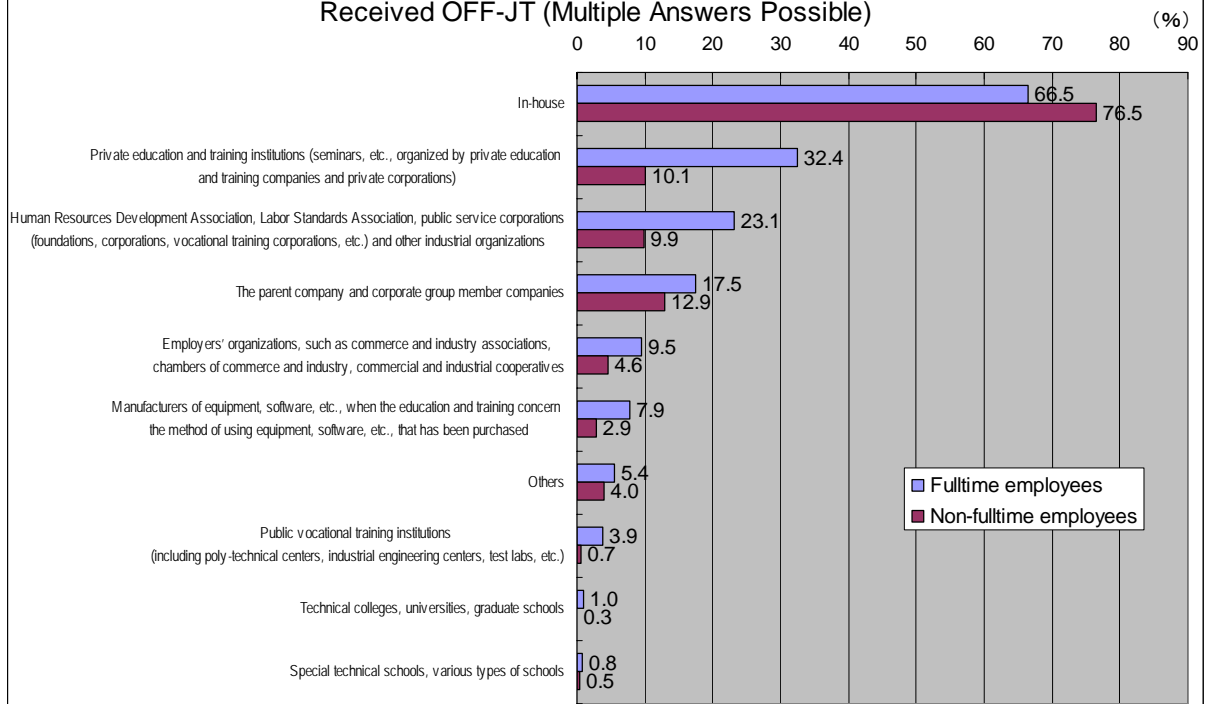


(c) Organizations Carrying out OFF-JT (Figure No. 28)

Regarding the organizations carrying out the education and training received, in the case of fulltime employees who received OFF-JT the highest rates were for “in-house” – 66.5%, “private education and training institutions” – 32.4% and “Human Resources Development Association, Labor Standards Association, public service corporations and other industrial organizations” – 23.1%.

In the case of non-fulltime employees, 76.5% received OFF-JT “in-house,” a high rate even when compared with fulltime employees. This was followed by “the parent company and corporate group member companies” – 12.9%, showing that the form of training received differs from that of fulltime employees.

Figure No. 28: Education and Training Organizations Used by Workers Who Received OFF-JT (Multiple Answers Possible)

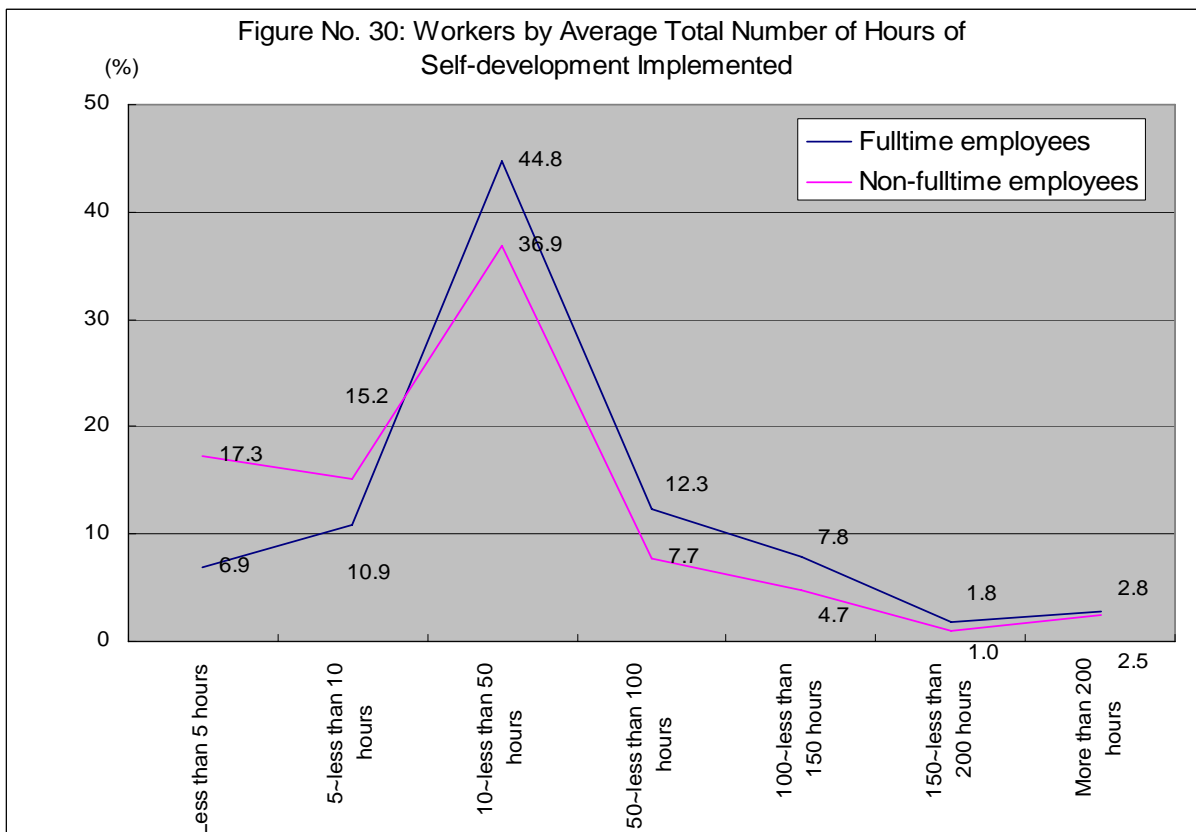
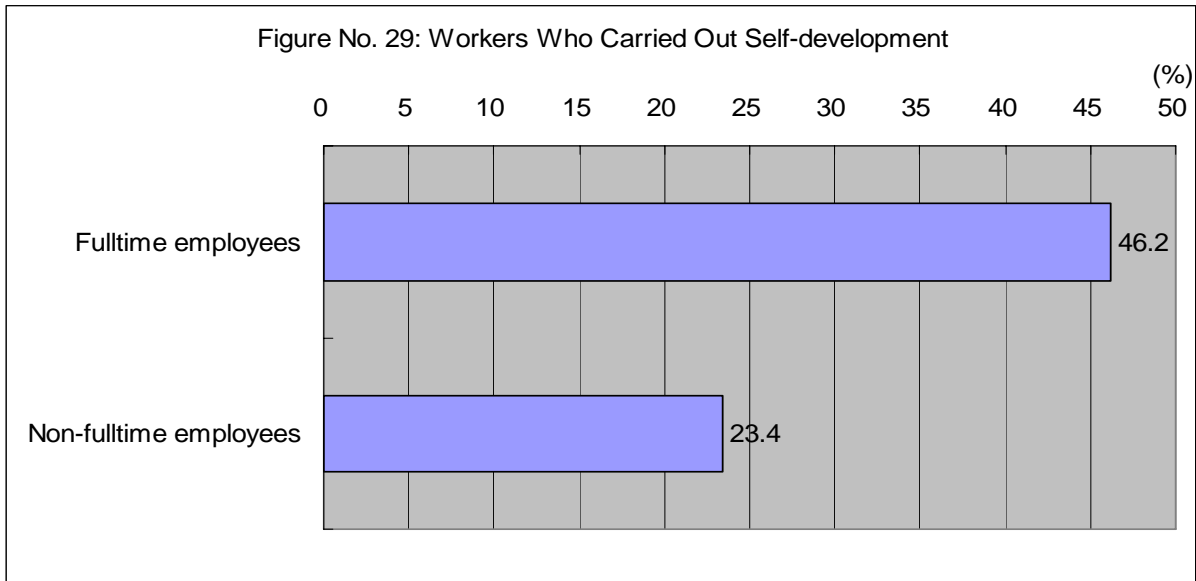


(2) State of Implementation of Self-development

(a) State of Implementation of Self-development (Figure No. 29, 30)

In FY 2005, 46.2% of fulltime employees and 23.4% of non-fulltime employees carried out self-development.

The average total number of hours of self-development implemented per person was 42.7 hours for fulltime employees and 30.8 hours for non-fulltime employees. For both fulltime and non-fulltime employees, the most common reply was “10 hours ~ less than 50 hours” of self-development implemented, with “less than 50 hours” accounting for over half the people (fulltime employees – 62.6%; non-fulltime employees – 69.4%).

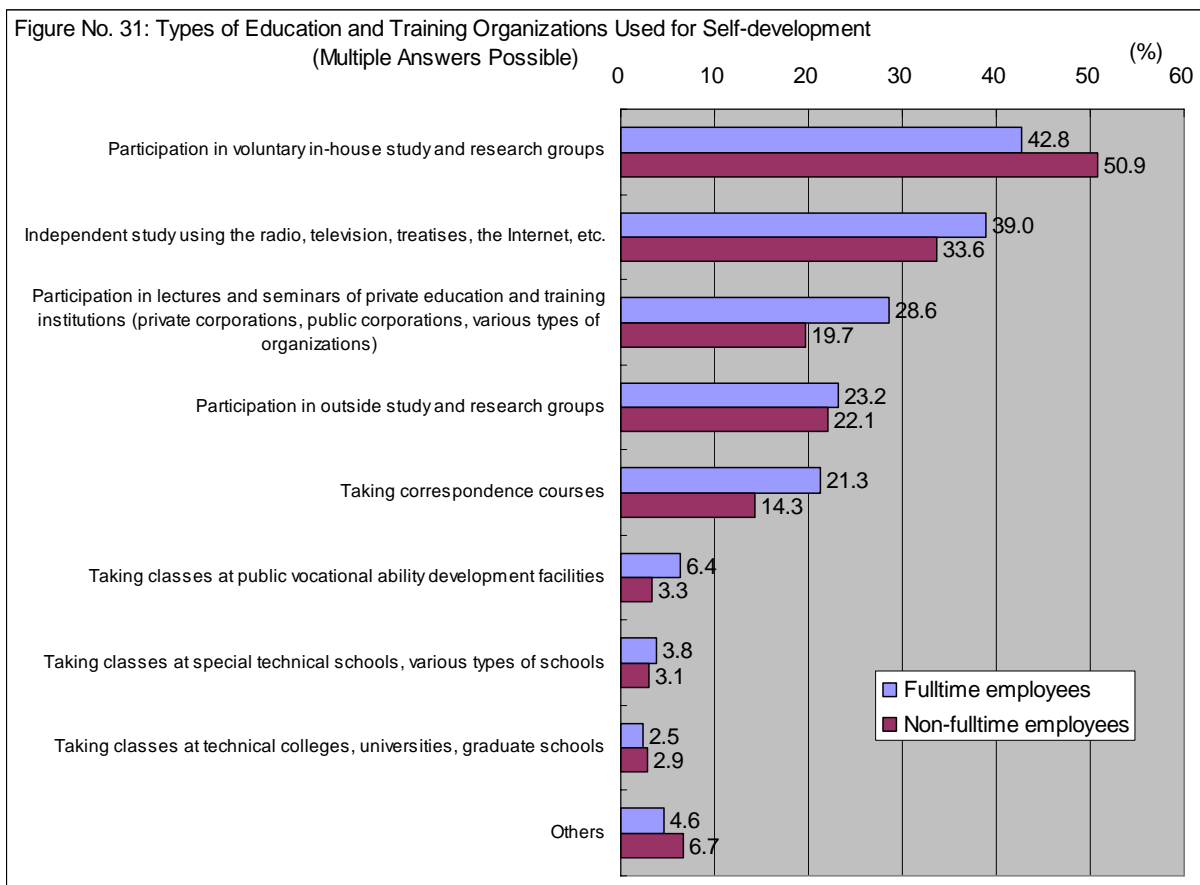


* The totals do not add up to 100, because people for whom the concerned information is unknown (fulltime employees – 12.7%; non-fulltime employees – 14.6%) have been excluded.

(b) Types of Self-development Implemented (Figure No. 31)

The most common types of self-development undertaken by fulltime employees were “participation in voluntary in-house study and research groups” – 42.8% and “independent study using the radio, television, treatises, the Internet, etc.” – 39.0%. These were followed by “participation in lectures and seminars of private education and training institutions” – 28.6%, “participation in outside study and research groups” – 23.2% and “taking correspondence courses” – 21.3%.

For non-fulltime employees the most common types were “participation in voluntary in-house study and research groups” – 50.9% and “independent study using the radio, television, treatises, the Internet, etc.” – 33.6%. These were followed by “participation in outside study and research groups” – 22.1%, “participation in lectures and seminars of private education and training institutions” – 19.7% and “taking correspondence courses” – 14.3%.

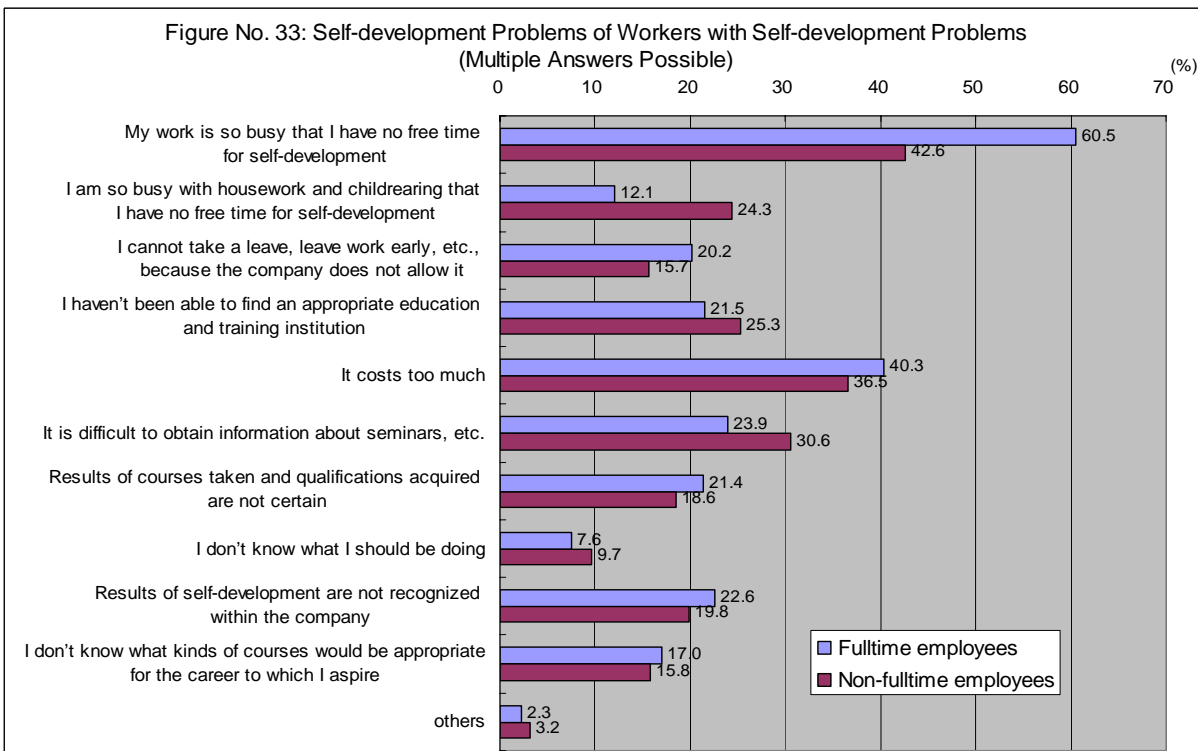


(c) Self-development Problems (Figure No. 32, 33)

The percentage of workers who had encountered some kind of problem with self-development was 85.5% for fulltime employees and 71.7% for non-fulltime employees.

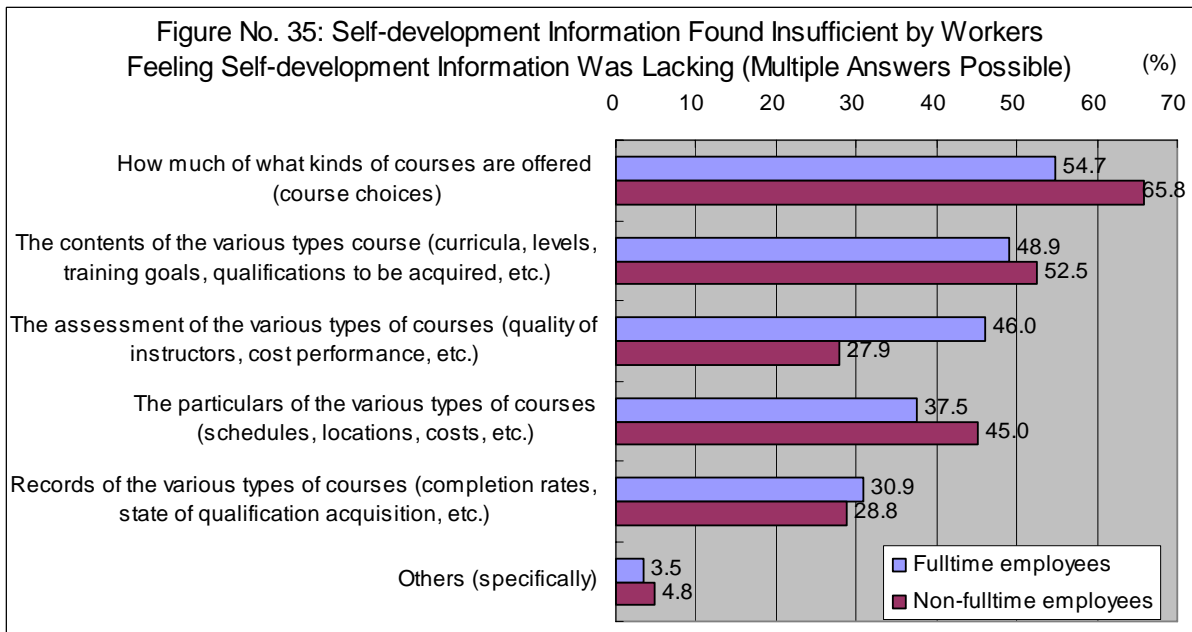
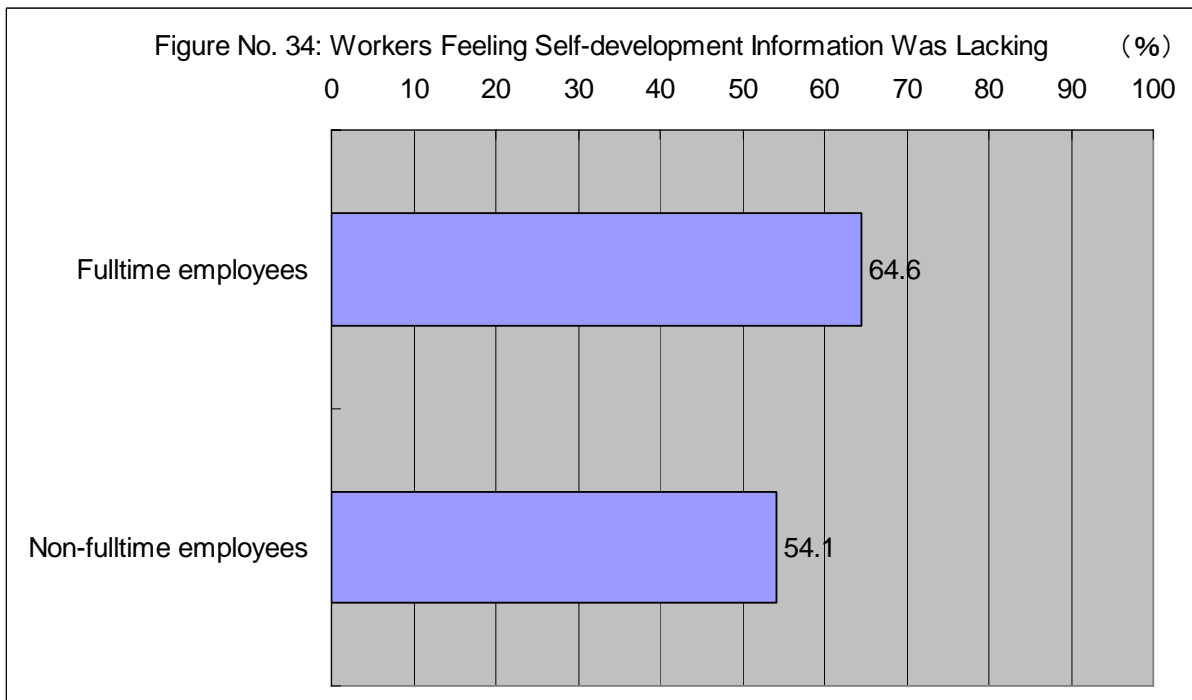
The most common problem encountered in self-development by fulltime employees was “My work is so busy that I have no free time for self-development” – 60.5%. This was followed by “It costs too much” – 40.3%. About the same percentages of people replied that “It is difficult to obtain information about seminars, etc.,” “Results of self-development are not recognized within the company,” “I haven’t been able to find an appropriate education and training institution” and “Results of courses taken and qualifications acquired are not certain.”

Similar to fulltime employees, the most common problem encountered by non-fulltime employees as well was “My work is so busy that I have no free time for self-development” – 42.6%; however, this percentage was low when compared with fulltime employees. This was followed by “It costs too much” – 36.5% and “It is difficult to obtain information about seminars, etc.” – 30.6%. Compared with fulltime employees, higher percentages of non-fulltime employees encountered the problems of “I am so busy with housework and childrearing that I have no free time for self-development,” “It is difficult to obtain information about seminars, etc.,” “I haven’t been able to find an appropriate education and training institution” and “I don’t know what I should be doing.”



(d) Information Concerning Self-development (Figure No. 34, 35)

The percentage of workers who felt that there was insufficient information concerning self-development was 64.6% for fulltime employees and 54.1% for non-fulltime employees. Both types of employees most frequently found that there was insufficient information on “How much of what kinds of courses are offered,” “The contents of the various types course” and “The particulars of the various types of courses.” Furthermore, fulltime employees also found there was insufficient information on “The assessment of the various types of courses.”

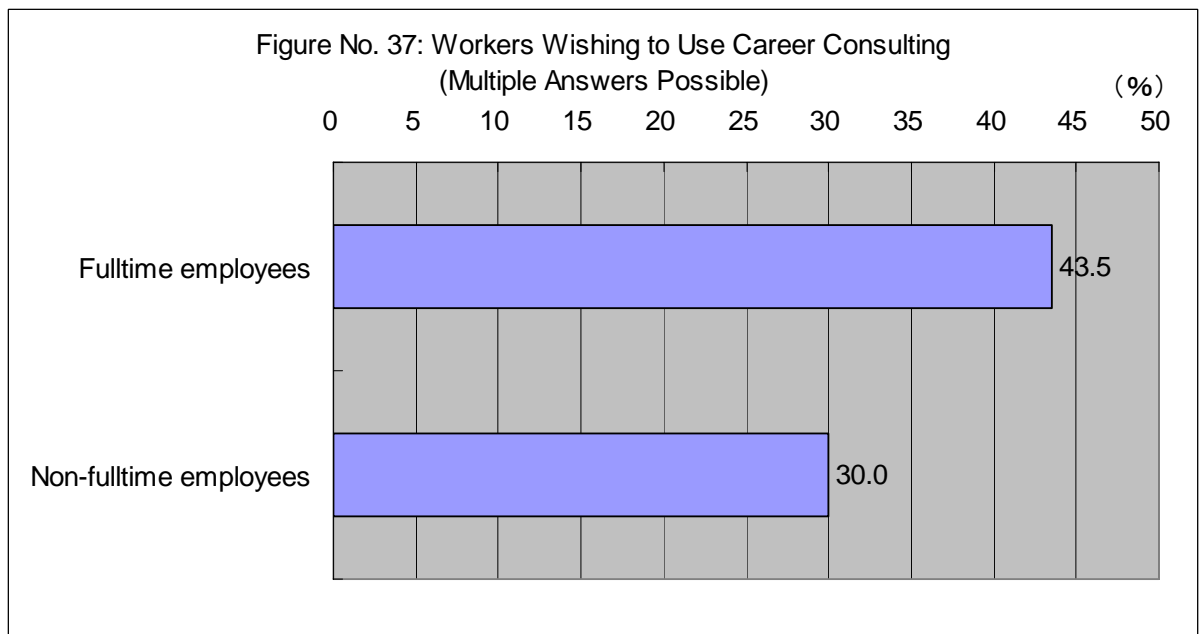
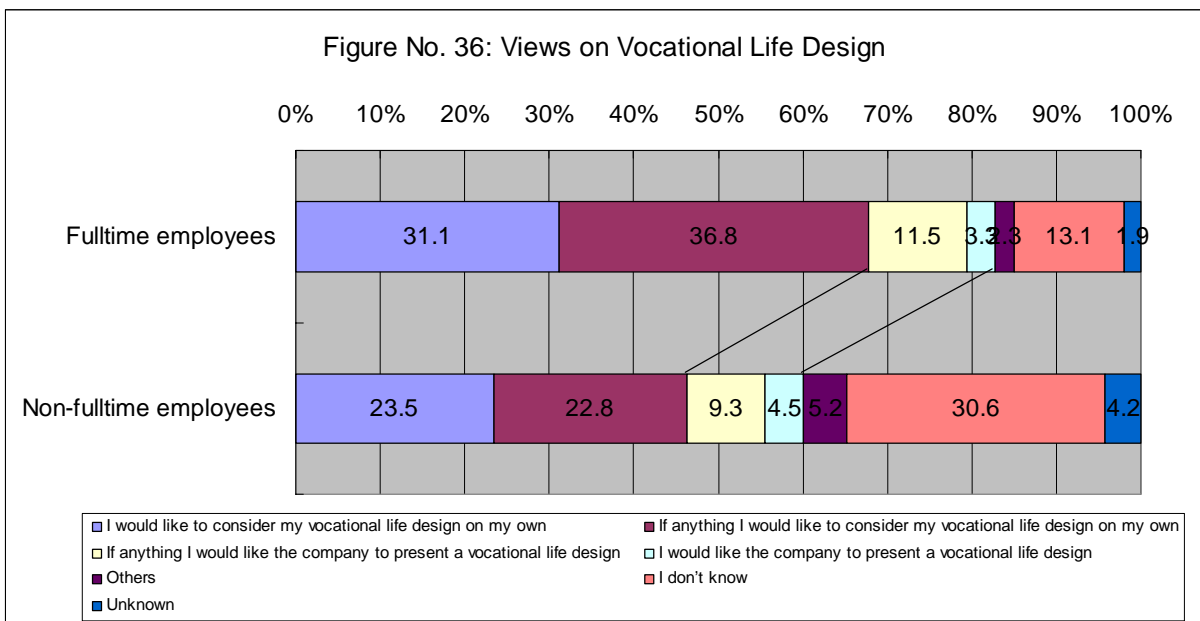


(3) Vocational Life Design for the Future (Figure No. 36, 37)

Regarding their views on vocational life design for the future, close to 70% of fulltime employees would like to consider it on their own, with 31.1% saying that “I would like to consider my vocational life design on my own” and 36.8% saying that “If anything I would like to consider my vocational life design on my own.”

Meanwhile, demonstrating the differences in thinking between fulltime and non-fulltime employees, not even half of non-fulltime employees want to consider it on their own: “I would like to consider my vocational life design on my own” – 23.5%, “If anything I would like to consider my vocational life design on my own” – 22.8%. In addition, 30.6% replied “I don’t know.”

In addition, 43.5% of fulltime and 30.0% of non-fulltime employees want to make use of career consulting.



Definitions of Key Terms

1. **Permanent workers**

- (a) People employed without setting a term or for a term of more than one month
- (b) Temporary workers or day/casual laborers who were employed for 18 days or more in the each of the two months prior to the day of the survey

2. **Fulltime employees**

Of permanent workers, those generally called “fulltime employees,” “regular employees,” etc.

3. **Non-fulltime employees**

Of permanent workers, those other than those generally called “fulltime employees,” “regular employees,” etc. (people called “temporary employees,” “part-timers,” “part-time workers” or something similar)

4. **OFF-JT**

This refers to education and training (study and training) carried out by leaving one’s usual work temporarily. For example, this includes training carried out in-house (such as group training carried out by gathering workers in one place) and training carried out outside the company (such as by dispatching workers to education and training carried out by an industrial organization, private education and training institution or other similar outside institution).

5. **OJT**

This refers to education and training carried out while engaged in one’s routine duties. This would be instruction and guidance on work methods, etc., given by an immediate superior to a subordinate during work operations.

6. **Systematic OJT**

Of OJT, this refers to education and training carried out in stages and continuously by preparing a written education and training plan and specifically prescribing the person in charge of education, the person who will receive the education, the term, contents, etc. For example, this includes the case where a line boss, etc., as the person in charge of education and training, instructs a subordinate on work methods, etc., in accordance with an education and training plan.

7. **Self-development**

This refers to activities to develop and enhance vocational abilities that a worker undertakes on his/her own initiative in order to continue his/her vocational life. (This does not include activities unrelated to work, such as hobbies, recreation and sports and health improvement.)

8. **Training by rank**

Training carried out by rank, such as training for new department managers and training for new employees

9. **Training by job function**

Training to cultivate specialized abilities related to work, such as accounting, marketing, production management, safety and sanitation and CAD/CAM.

10. **Training by subject**

Training carried out in response to specific objectives and problems, regardless of division, such as language study and training, OA and presentation methods.

11. **Education and training leave**

This refers to leave that a worker can utilize for education and training.

12. **Career consulting**

This refers to specialized consultations given to enable workers to carry out their vocational life design on their own according to their aptitude, work experience, etc., and effectively select a career and develop abilities according to their vocational life design.