

Research on the Employment of Foreigners such as Foreign Students in Japanese Companies

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Abstract

This study makes clear the problems associated with job hunting and the circumstances and challenges surrounding career support for international students in Japanese companies in Japan. It analyzes the circumstances surrounding employment of foreigners, such as international students, in Japanese companies and it also looks at the gap between Japanese companies and foreign employees who were formerly international students. Also, in addition to touching upon problems associated with career development and cross-cultural adaptation in Japanese companies employing international students in Japan, in the end, it argues that the differences in recruitment/employment, between Japan and European, North American, and Asian countries, are the fundamental cause for gaps between Japanese companies and international students. It indicates that the main point of difference is that recruitment exams for new graduates for Japanese companies in Japan do not test the applicants' expertise in their principle duties, rather the exams look at the overall principles of a person to determine if an applicant has the basic qualifications of a Businessman/businesswoman who would be a candidate for a management position in the future. This study makes clear the point that there is a difference in human resource management techniques between Japanese companies' recruitment/employment management of foreigners and European, North American and Asian companies' recruitment/employment management of foreigners and this makes foreign employees uncomfortable when they are recruited by, or work for, Japanese companies.

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I. Introduction

Employment of foreign employees is increasing due to the emerging labor market in Japan. This market has developed due to acute labor shortage, which is the result of low birthrate and higher proportion of aging population in Japan¹⁾. Recruitment of foreign employees in Japanese companies can be generally classified into two types: employment of native workers in Japanese companies abroad and employment of foreign students in Japan. In this research, I would like to analyze and discuss about the latter by focusing on the adoption, employment and career development of foreign students in Japan.

In the year 2002, the overseas students acceptance reached 100,000 according to the government, although the number of foreigner employment in Japan is increasingly every year. In the year 2008, the number of persons who applied for change of Status of Residence with an intention to work in Japanese companies was 11,789 (increase of 379 persons compared to the previous year). Among them, 11,040 persons were granted authorization (increased by 778 persons compared to the previous year). The employment rate of Japanese companies is just 30% in comparison to the increase in the number of foreign students, and this has been made into a point of contention²⁾. In future, labor shortage due to a decrease in population is anticipated in Japan, and the fact that it has not been able to make effective utilization of the valuable foreign resources has become a major concern. In 2008 July, the Japanese government formulated the “300,000 International Students Plan” aiming to increase the number of foreign students studying in Japan to 300,000 by 2020. To realize this goal, the G30³⁾ project (internationalization of higher education by providing assistance to 30 universities) was developed, which selected

1) Refer to Population decline of society in relation to labor issues, Edited by Kazuaki Asato “The collapse of the Japanese labor national isolation - Who are the persons in charge of the declining population of the society” Diamond co. 2011, Author Kazuaki Tezuka, “Foreign workers”, Nihon Keizai Shimbun, 1989, Edited by Yasuo Kuwahara Tadashi Hanami “Foreign workers neighbors tomorrow.” Toyo Keizai news, 1989, Yahata, “The adoption of foreign employees into force” Association of Industrial and Labor publication, 1990.

2) Ministry of Justice, “About the status of employment in Japanese companies, such as foreign students in 2008”, July 14, 2009.
http://www.moj.go.jp/nyuukokukanri/kouhou/press_090714-1.html
January 30, 2012.

3) “Nihon Keizai Shimbun” 29 July 2008, Evening paper.

the main promotion school, and it can be said that the plan of the Japanese government and actual gap are deepening.

Few researches on the employment of foreign students in Japanese companies⁴⁾ investigate and analyze about the actual employment conditions of foreign students in Japan. The previous work deals with practical subject of employment of foreigners such as a foreign student, in Japanese companies. Even in Japan, none of these previous studies, but it is the pragmatism of research, which replies to a practical demand. However, this research about the employment of foreign students in Japanese companies has aimed on the recognition science that targets at what is seen structurally and critically, and the point can be called as the originality of this research. There is also a Japanese peculiarity that, employment of foreign students of Japan by Japanese companies in English language has not been carried out.

In order to solve the above-mentioned point as a method of research of this paper, I would like to conduct analysis in Japan using two methods of research: personnel management system theory called the adoption management, employment management⁵⁾, and career development, which was developed and expanded until now, and theory of the labor in enterprise called labor contents and career formation of employee. These two research methods of Japan differ from that of American management studies. The management techniques of America not only carries out the research in response to the enterprise practice, similar to the American business studies based on school research methods in economics and sociology, but also analyzes objectively and critically the labor and the role of Japanese higher education in Japanese business, management, personal rating system, and corporates from the international point of view of multicultural acceptance and equality.

4) Mitsuko Sato, "On the employment of foreign students of Japanese companies - Study - around the Japanese force and employment realities", September 15, 2007.

5) As a study of the theory of the Human Resources Management System, Hiroshi Hasegawa "Modern Labor management" Chuokeizaisha, 1989, Shinichiro Kimoto, "Fundamental Problems of the theory of labor management", Chuokeizaisha, In 1987, And as a study of the theory of the labor in enterprise, edited by Kazuo Ishida "Contemporary Japanese steel enterprises labors", Minerva, 1981.

II. Employment problems, such as a foreign student, in Japanese companies and employment support in Japan

1. Employment/adoption problems, such as a foreign student, to the Japanese company in Japan

First, I would like to describe objectively and critically the employment support for foreign students of Japanese companies, and the foreign student of a university, a local self-governing body, and the Japanese government, which is one central task of this research⁶⁾.

Employment in a Japanese companies for a foreign student in Japan differs by science and liberal arts similar to Japanese people. In case of science, in the first half course of a doctoral course and second-half course of a graduate school, there is a “Tradition” that decides the employment according to the employment referrals to Japanese companies given by a supervising professor and seminar room from that specialization.

On the other hand, the foreign student of the graduate school of science and liberal arts will be employed based on the employment test of Japanese companies similar to a Japanese student. However, the employment by Japanese companies in Japan is roughly divided into hiring of new graduates and mid-career recruitment. New graduate hires and mid-career hires in Japan differ from other countries greatly, not only according to whether the candidate is newly graduated or previously graduated, but also according to age. Even if foreign students are recent college graduates, in case their age is 26 or more, they are categorized in the mid-career recruitment and previously graduated frame. Expertise in Japanese language is a high point for a foreign student similar to the Japanese in the case of mid-career recruitment; and it poses a big hurdle for foreign students.

Moreover, Japan’s recruitment examination for new graduates is difficult for a foreign student who comes under the new-graduates recruitment category. It consists of typical Japanese hiring examination, filling the entry sheet peculiar to Japan based on self-analysis, an original written examination pattern created by Japanese new-graduate

6) It is related with the problem and subject of a foreign student's job-hunting activities, and is based on the writers hearing survey to job-hunting activities' person experienced of the college student and graduate student of 124 foreign students from April, 2007 to March, 2012 (the school of business administration and graduate school business administration graduate course of Ritsumeikan University in Japan).

hiring services enterprises called SPI, group discussion, and individual interviews.

There is no column for entering the skills and expertise necessary for the employment. Rather, it seeks entries such as “The most focused thing in the college life” based on self-analysis. As a result, students could not write about their part time experience, which was the most vigorous experience for the foreign students and there are many cases that failed to notice the points which are even noticed by Japanese students.

Moreover, writing tests, such as SPI, are not simple written tests; but, it is necessary to solve the problems for SPI test measures in advance. For foreign students, it is necessary to start studying from an early stage compared to Japanese students, and it has become a big burden for them. Therefore, there are many foreign students who are not able to qualify for the examination, which is the next step of a recruitment examination.

The group discussions in the recruitment process of Japanese companies are considered to be the official meetings in Japanese companies targeted to assess the speech capability of all the participants. Foreign students who do not have knowledge about that company misunderstand a group discussion session for a debate, and concentrate on winning the discussion. As a result, they fail in the employment examination because of the group discussion.

Moreover, there are many foreign students who failed to clear the employment examination just because they answered honestly to the question, “Will you work for this company in your life time employment?”; usually the students reply, “that he/she will return to his/her motherland and find a job there in 3-4 years”, etc. In Japanese companies, the default rule of the long-term employment called lifetime employment exists; even in case of foreign students, they expect an answer “Will work for many years for the company” while undergoing recruitment exam.

As mentioned above, in Japan, the reason for difficulty in job hunting for foreign students in Japanese companies is due to the lack of obtaining relevant information during the employment examination. On the contrary, more information is collected, but it is not helpful to distinguish the eligible candidates from others⁷⁾.

7) It is related with employment / adoption problems, such as a foreign student to the Japanese company in Japan, and they are Takashi Moriya “Globalization and the corporate management of labor and human resources - labor and employment issues, foreign students in Japan” Koyo Shobo written and edited, 2011, and reference in this detail.

2. Employment support to foreign students by Japanese university, local self-governing body, etc.

Next, I would like to analyze the type of support provided by Japanese universities to these foreign students who face difficulties in job-hunting⁸⁾.

In the Japanese university, reduction of the number of students by a decrease in the birthrate is also a subject on the management of the university in Japan where a foreign student's acquisition is important. There is a big gap in the Japanese university about the employment support given to the foreign students. A major university of internationalization promotion adopted by Global 30, which is a higher education policy of the Japanese government, constituted a small employment program to Japanese companies; but, employment introduction is seldom performed at the university with few foreign students. Similarly, even if he studies in a Japanese university, a foreign student's employment situation depends upon the type of employment support given to foreign students.

Employment support given to the foreign student by a Japanese university does have some advantage compared to the employment hunting support given to Japanese students in general. Due to this, lectures supporting the job hunting of foreign students are included in the lecture programs, and there are various universities which constitute the job hunting support program to foreign students.

However, the problem is, employment support to foreign students of Japanese universities has made the acquisition of an unofficial offer by the employment examination of Japanese companies as a prerequisite. In addition to it, it will promote the person who gains an unofficial offer by the employment examination of Japanese companies (An unofficial offer is the offer given from the company side before the formal employment agreement of the individual and a company to an adoption candidate). The foreign students appear for employment examination of Japanese companies like the Japanese people, and can obtain an unofficial offer by proving that they have the ability and are equal or more competent than the Japanese students. Therefore, the university committed to employment support at the University of Japan, matches the requests of foreign students in Japanese companies. As a result, such a university aims at a foreign student's "formation

8) Employment support of a Japanese university is described from April, 2010 to 2012 based on a writer's hearing survey to 26 schools including Ritsumeikan University.

of Japanese businessman and Japanese businesswoman” education. A Japanese student will understand the culture and climate of Japanese companies much better, and efforts will be put into training of the talented people who have Japanese language ability.

Self-understanding of Japanese by “Self-analysis of Japanese” or acquisition of Japan representation method by “Japanese entry sheet creation guidance”, promotes understanding of work meetings in Japan. “Japanese group discussion guidance” or understanding of Japanese Personnel system gives an understanding of Japanese business manner, and study methods of response in Japanese interview.

Moreover, the Japanese language education in the Japanese university for a foreign student helps to acquire the Japanese ability required for performing academic tasks, such as creation of a report and a thesis, or presentation, and discussion, and has deviated with the working command of Japanese, which a Japanese company asks. The Japanese knowledge that is demanded by the companies from the foreign students after employment is of a high level that can be applied in work meetings, presentations at work, business, and serving customers. Therefore, there are universities which are performing the “business Japanese language education” for the foreign student’s employment support. But, in many Japanese universities, there is no aid to support Japanese ability that is demanded by the Japanese companies⁹⁾.

In the year 2006, for “The foreign student’s promotion of employment in Japanese companies”, a questionnaire survey of 3500 listed companies was done. It included hearing what the personnel in charge of Japanese companies and the foreign students who graduated from the Japanese universities had to say. In this survey, it was found that, in case of recruitment to a major Japanese company, knowledge of Japanese language was considered very much important, and 80% or more of the companies demanded the levels to carry out a great portion of their business in Japanese. The Japanese companies expected that the foreign students should have communications skills in Japanese to be used with partners or in a workplace and the communication ability of “Non-meeting type” Japanese in telephone and mail. The foreign students lacks in the Japanese language ability for creating documents such as mails, oral Japanese skills needed for some confirmation to the partner regarding a request or complain, or the usage of polite and honorific usage. Moreover, during enrolment in university and a graduate school, the companies demand

9) Nobuko Ikeda “practical Japanese language education for supporting foreign student's employment” “cultural communication faculty bulletin” Vol 1, 2009, PP.131-142.

for promoting foreign students the high usage of Business Japanese as mentioned above¹⁰⁾.

Japanese companies expect a high-level Japanese performance from foreign students, i.e., whether they can use an honorific and polite language in the request to a co-worker, or complaint etc. At the same time, in Japan where they will operate assuming a partner's feeling and scene, they request for the ability of "Sharing a scene" or implicit mutual understanding ability of Japanese called as "Aun"¹¹⁾. In a survey conducted between 2010 and 2012, it was found that foreign workers who work in Japan found it very difficult to correspond in emails¹²⁾. There were many cases in which the e-mail correspondence from a Japanese worker was not understood and meaning of that mail was confirmed over phone with the originator of the email. In the business mails, the Japanese workers use polite and honorific language, which is not understood by the foreign workers.

Thus, in the Japanese companies, there is a tendency to employ foreign students who learnt "Japanese language" in Japan. And there is a "gap" between the image requested by the Japanese companies that is imagined by the foreign students studying in Japan University and the foreign student who did "Japanese-ization" for which a Japanese company asks. Correcting this "gap" between the foreign students and the Japanese companies is very important¹³⁾.

However, foreign students with their foreign culture differ from Japanese students and in general, their self-assertion compared to Japanese students is stronger and they have individualistic sensitivity, and there is no exaggeration in saying that they differ from Japanese. But, in order to employ such a foreign student's merit efficiently, very few Japanese companies are willing to adopt a foreign student with his cultural mindset¹⁴⁾.

Next, I would like to consider the employment support given to foreign students, such

10) Foundation overseas engineer training mechanism "surveillance study about foreign student's promotion of employment in Japanese companies" 2007.
http://www.aots.or.jp/asia/r_info/pdf/press070514_2.pdf, December 19, 2010, confirm.

11) Hitoshi Mishima "cultural communication in an Asia Japanese company" (from the Katsuhiko Hirasawa and Takashi Moriya written and edited "Fundamental Problems in International Human Resource Management - International trends of International Business and Human Resource Management in the 21st Century" Yachiyo publication, 2001, PP.45-68.)

12) From April, 2010 to January, 2012 and performed detailed hearing survey for 36 foreign employees of Japanese company of studying-abroad experience in Japan.

13) Refer Junko Nakamura "Career awareness and employment of foreign students" "IDE" (IDE university association) No.521, June 2010, Yuko Tsukasaki "Employment problems of foreign professional and technical jobs - From the point of view of career" Akashi Shoten, Year 2008.

14) Mitsuhide Shiraki, "Towards the adoption of international students activation" "Global management" April, 2008, PP.4-21.

as by a Japanese local self-governing body¹⁵⁾. In recent years, a local self-governing body is also positively performing a foreign student's employment support. Employment seminar for foreign students is carried out in each prefecture. A problem here is the gap that exist between areas carrying out a daily dish to foreign student's rate of employment. Although, the foreign student in Tokyo numbered 43,775 in May 2009, it accounts for 33% of foreign students all over the country. The number of foreign students who found a job in Tokyo in 2009 was 9584, which is 53% of the total foreign students. Chiba ranked sixth position with 5790 foreign students in 2009; but only 246 of them found a job in Chiba¹⁶⁾. This implies that Chiba does not have the knowledge of employing foreign students as local backbone of small and medium-sized enterprises. But, simultaneously with urban areas and the problem of the employment support gap of the foreign student by a local self-governing body, support of the point has also been a big subject.

Moreover, in a Japanese local self-governing body, there is a tendency which aims at matching with local businesses and the foreign student of a local university inevitably. However, if we look from the foreign student's perspective, he desires to discover his company of employment from various companies, and local businesses also desire employment of the foreign student who matches most among many of the foreign students. So, the subject of a local self-governing body may form a network in matching a company and a foreign student. The network is required also in order to reduce the gap between local self-governing bodies with few local businesses and the numbers of foreign students. In particular, many foreign students are also in universities, such as Fukuoka, Aichi, Osaka, and Tokyo. The universities should play an important role in network formation of such a local self-governing body. But, we can say that they are government organizations including a foreigner employment service center. The government-affiliated organizations including a foreigner employment service center connect not only local self-governing bodies, but also universities and companies.

15) It is based on hearing survey of the writer to the foreign student employment support related to the 11 Japanese local self-governing body from April, 2010 to March, 2012.

16) "Nikkei Industrial Daily" September 24, 2010.

III. Cultural adaptation and career formation of the foreign student employed in Japanese companies, etc. - The gap of career development of the foreign employee with foreign student graduate and employed in a Japanese companies

1. The cultural adaptation problem of career formation in Japanese companies of talented people who set to work from studying abroad

Here, I would like to study the important cultural adaptation, when a foreign student in Japan sets out to work in Japanese companies for their career formation.

In majority of the Japanese companies, the in-house language is Japanese, and in addition to it, as mentioned above these companies are demanding high Japanese language skills. At the same time, there are non-verbal communication and Japanese business manners. This poses great problems for the foreign students. As nonverbal communication in Japanese companies, there are things related to the operation of the communication skill about time, such as correspondence to the waiting time, how to take the appointment on work place and expression, a gesture, an attitude, etc. Moreover, in the Japanese business manner of Japanese companies, there are a wide variety of manners such as the order of seats, attire, a corporate citizen, etc. Many of these communication skills in the case of business manners are acquired naturally through OJT (On the Job training) and in the case of foreign student who learns in Japan, it is necessary to acquire consciously. Occasionally, there are cases in which the correct meaning is not understood and may cause inadequacy in foreign culture. Particularly, in the case of Japanese companies, each employee of the company represents that company and is considered as “Face”. And they demand communication even up to the level of personal life and this cannot be understood by a foreign student. Human relations are built in Japanese companies on the basis of communication skills. So, it is a big concern for a foreign student whether he can build a good relation with his Japanese coworker and boss by learning communication skills particular to that company, and achieve cultural adaptation.

An online opinion poll on employment was conducted by Disco Corporation between November 24, 2011 and December 6, 2011 for the foreign students (the present junior year and a master first year). A total of 441 replies were registered: China 325, South Korea 52, Taiwan 29, South Asia 31, Central Asia 1, Northern Europe 1, and North America

2. The main reason for anxiety (Multiple answers) in case of employment in Japan was “Able to make good relations in the work place” (44.1%); “Whether the communication in Japanese is conveyed properly” (40%); “Whether the expected work can be obtained” (34.6%); “Whether it is able to adapt oneself to the business practice of Japan” (32%). In this survey¹⁷⁾, the reason for anxiety for the foreign students is higher on the side of communication with Japanese, Japanese business manner and the making human relations based on these than getting a job according to their desire.

Next, I would like to further deepen the study from “Survey about the adoption and working of a foreign student in Japanese companies.”

2. Inquiring about the gap of the foreign employees, such as foreign student graduate, and a Japanese companies

Next, I would like to consider the gap between the foreign employee or a foreign student graduate, and a Japanese company from “Survey about the adoption and working of a foreign student in Japanese companies.”

A survey related to the adoption of foreign students by 13,421 main companies all over the country was conducted between 23 August 2010 and 31st August 2010 by Disco co. Limited. A total of 293 companies answered. The reason for the companies to adopt foreign students “To guarantee excellent talents” was 72% for socially and 73.6% for scientifically. It resulted in considering “Careful adoption of talents” regardless of Japanese or foreign students. In the same survey, the companies that answered “Works in Japan” about the assignment of foreign students adopted newly in the year 2010 was 80.8%, and the companies that answered “Works in Japan, but future plan is to work in overseas” was very low (23.2%) in addition to the career formation of foreign students¹⁸⁾. The company which answered “Works in overseas” from the time of adoption is only 1.0%. In this survey done by Disco, the expectation of foreign students in their career and the expectation of the Japanese company site can be separately derived.

Moreover, the companies, which considered employment of foreign students as barriers,

17) “Employment Survey of International Students” DISCO Corporation 2010.
http://web.disc.co.jp/topics/foreignst_20101227.pdf 29 December 2010

18) Inc. corporated company disco “survey about employment of foreign student” 2010.
http://web.disc.co.jp/topics/gairyu_20100909.pdf December 26, 2010 Survey.

reached 90 percent of the whole.

The top reasons for this were: “There is no position to receive or it is less” (47.5%); “Due to the language barrier, the appropriate judgment of the ability of applicant is not possible” (45.6%); “The visa procedure is complicated” (33.9%); “The career path is not clearly imagined” (27.2%)¹⁹⁾.

Next, the Japan Institute for Labor Policy and Training carries out a survey from August 5, 2008 for 22 days to 10,349 companies all over the country having more than 300 employees. In the survey of foreign students in 3018 companies (valid recovery rate is 29.2%), obtained answer from 902 persons working in Japanese companies and here I would like to study about the career formation or expectation and development of foreign students who are working in the Japan companies from “Survey related to the employment of foreign students in Japan companies”.

The Japan Institute for Labor Policy and Training²⁰⁾ conducted a survey about the foreign students working in Japanese companies. Responses about the future problems related to the career expectations in the Japanese companies were as follows: “Executives of overseas subsidiaries” was the highest (31.6%); “Professionals responsible for foreign trade” was the next (26.2%); it was followed by “Professionals to take advantage of the advanced skills and technology” (25.2%); and finally “Executives responsible for the whole group of companies and company” (14.7%)²¹⁾. On the other hand, the response from the Japanese company side for the question “what type of a role should be played by an adopted foreign student” was “Professionals to take advantage of the advanced skills and technology” (15.5%); “Foreign and local corporate executives” was very low (0.3%), and “To think almost same as that of a Japanese employee” (49.8%)²²⁾. From this survey, it was very clear that there is a great difference in the career expectations of overseas students who got employment in the Japanese companies and the career image requested by the Japanese companies.

19) *Op.cit.*

20) This survey is done by dividing the foreign students working into 6 industries, the Labor policy research and Training Organization (JILPIT) was done from August 5, 2008 and the company survey was done through company personnel or person in charge of the labor and the foreign students survey was done through the companies. The number of company survey are collected from 3,018 companies. Distributed 300 or more persons nation wide to 10,349 companies.

21) Institute for Labor Policy and Training, “Survey on employment of foreign students in Japanese Companies”, year 2009, page 5.

22) Page 5 of the above cited work.

There is a reason for the gap created between the career expectation by Japanese companies and the capable overseas students who are employed in the Japanese companies as mentioned above. When a Japanese major company employs a foreign student in Japan, it is recruiting like Japanese people. Factor arrangement of the talented people who became employees after being foreign students, will attend to all over Japan and the entire world like a Japanese employee. In particular, in the case of Japanese companies, by arrangement of talented people's staff, generalist type [who experiences various posts and working areas] career development is performed, and talented people arrangement from a long-term viewpoint is performed in the logic of an organization, rather than employee's individual expectation. Even if the talented foreign student employed to Japanese companies expects the management of the local body of their mother country, first they work in Japanese companies for 5 to 10 years and undergoes OJT and personnel assignment is carried out not only in Japan, but also in other parts of the world. The management post of local bodies of motherland suits that person after 10 years or more. Therefore, in this survey, the answer "Management part of foreign countries and local subsidiary" from the Japan company side is extremely low (0.3%)²³⁾.

IV. Conclusion

The basis of the problem points in the career development or employment of foreign students in the Japanese companies are the Japanese mono-culturalism tendencies (Japanese corporate culture center principle), and the peculiar employment system of Japan that is different from the professional policies of Europe and Asian countries.

This is because, the employment exams for new graduates in Japan considers the overall qualities that a candidate possesses to be a businessman/businesswoman who would be eligible for a management post in future instead of asking the professional policies and special capabilities of the candidates for that particular job. The personnel management techniques of Japanese companies differ from that of European, American or Asian companies. The difference in this point also serves as a big sense of incongruity when a foreigner is adopted and works in Japanese companies. It can be said that this is a major problem in the employment of foreign students by Japanese companies.

Of course, also in China and Southeast Asian countries, the western countries are

23) From April 2012 to March 2010, for this writer's discussion, the adoption of large enterprise companies 24 companies in Japan. Writer's Consideration is based on semi-structured interviews for personnel.

basically taking the practice of duties principle. Therefore, the policy of recruitment examination of Japan does not ask directly about the special abilities and the functional skills, is difficult to understand by the foreign students in the beginning. The foreign student takes an employment examination, which is similar to the test taken by Japanese student and achieving an unofficial offer to cross one wall of foreign culture.

When passing a mid-career recruitment examination, naturally it will be asked whether foreigners, such as students, can adapt with the Japanese language ability, job experience and special capability simultaneously with the climate and culture of Japanese companies. Moreover, in mid-career recruitment, the point of anxiety that a subsequent career path cannot be seen for foreigners, such as students, is also one of the big causes for the anxiety.

This causes the foreign employees, such as students, to leave the job in a short period. As a counter measure for preventing from leaving the job in a short period, the advanced companies are carrying out “Fine support” to the foreign employees at the workplace. For example, I let you understand the system and technique of management and managements peculiar to Japanese companies including employment practice, and it has recommended adaptation to a Japanese corporate culture little by little steadily. However, since there are also many people who think ambitious “career construction” is as important among foreign students as in a Japanese student, the direction and career path of training are considered important, often by discussing in the individual interview with a boss. The interesting and motivating parts for the foreign employees are “Whether they can get an interesting and worth doing job”, “Grow through the knowledge, ability learned from work place, whether they have the trained actual feelings”, and rather than anything, it leads to career improvement or promotion. In order to advance long-term fixing of the foreign employee from a foreign student etc., it is considered to be important above all to show the future view of career formation, such as career improvement and promotion.

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