

A STUDY ON BUILDING AN EFFICIENT JOB SHADOWING MANAGEMENT METHODOLOGY FOR THE UNDERGRADUATE STUDENTS

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ABSTRACT

This paper describes heuristic knowledge through the job-shadowing project at the International University of Kagoshima, Japan. Job shadowing is one of the conventional in-house trainings given to the executive trainee cadets in North America and proved the effect of training in Leonard's paper for the conventional target such as the executive candidates. However, this project was introduced as a national policy in order to improve the employment rate of university graduates in Japan. This is because the decline of the employment rate of university graduates since the Lehman Shock became one of social problems. The students are provided with employment experience that accompany with the business owners' private secretary all day. From this experience, they are providing the daily business scene of decision-making and learn the business components of induction study through this project. They also gain customs to think issues in a PDCA cycle through this project. The job-shadowing project was started from 2010. The questionnaire has been taken to the student and the company since the project initiation. Each merit and effect were measured through this project. Moreover, students' evaluations were interviewed with the company. The gap of the evaluation measurement about the purpose and effect at the time of project initiation was found. The effect that could not be predicted in the design phase of the project was reported. Moreover, the side effects of the project were found through the research. In this paper, we provide the results of the research, the effect to local community and future assignment as our concluding remarks.

KEYWORDS

Job-hunting, Job Shadowing, Career Education, Working Training, University

1. INTRODUCTION

This paper describes the heuristic knowledge through the job-shadowing project at the International University of Kagoshima, Japan. This project provides the students the opportunities of the experiences and capability building in the job-hunting from 2010. We focus on three subjects of the omnibus lectures, the field works, and the excises train the students that can be expressed their thinking in their own words through this project. The following four issues were set up as the performance goal of this project. 1) Students' self-evaluation, 2) Evaluations to the project participating students, 3) Evaluations to the students from those who in charge of the corporate human resources, 4) Up rise the employment rate of the graduates. Based on the above configurations, this project is managed to build capabilities such as listing, speaking, and thinking. We pick up the job shadowing project; provide the evaluation of the project configurations and the implementation of the project. Besides, the general knowledge of the job-hunting reinforcement in the university from the viewpoint of project management knowledge is provided.

The rest of the paper is organized as follows: Section 2 gives related work and research backgrounds, Section 3 proposes the job shadowing procedure through this research, Section 4 gives the results of questionnaires and interviews, and Section 5 gives concluding remarks and future work.

2. BACKGROUNDS AND RELATED WORK

We describe the university students' employment environment in Japan at first. With the aggravation of the economic conditions after the Lehman shock, the university students' employment environment also got worse. An environment for new graduate's employment is still severe and the students to graduate employment remains undecided also emerged. According to the government survey, the employment rate was 93.9%, as of spring, 2013 [1], [2]. The employment rate mentioned here indicates the value of the division of the hired number by the graduation number. This number indicates the ratio of the number of people how much of whether the employment of the graduates of the school. Therefore, the student is provided with the necessary qualities capacity as a member of society at the university graduation time, to strengthen the efforts to promote the development of the power of student employment has become important. Based on this background, the implementation of the workforce improvement plan for the university has been specified (Cabinet decision on June 18, 2010) in new growth strategy from the Japanese Government [3].

This plan has the following features; 1) Enforcement of systems, such as "instruction (career guidance) about social and vocational independence, etc." which led the inside and outside of the curriculum. 2) The substantial measure for a student's employment ability training led inside and outside of the curriculum 3) Enhancement of the staff training function of the graduate school 4) Substantial employment support organization 5) Promotion of the industry-university cooperation concerning employment ability trainings.

This plan also aimed at common knowledge as a measure which should tackle intentionally in five years from 2010 to 2014, and various measures of the improvement in employment ability were implemented in each university. A university student's employment ability training support enterprise supports the measure of the educational reform of a university as a country so that social and vocational independence after a student's graduation may be planned. The outline of a plan is summarized as follows; 1) Instruction of the real study specialized education which are helpful after being employed. 2) Systematic instruction which led four years from admission to graduation. 3) The instruction organization built with the president's leadership (each faculty cooperates with the department specializing in employment).

In addition, as measures to support the university student employment, in conjunction with the Ministry of Economy, Trade and Industry and the Ministry of Education in April 2013, the Ministry of Health, Labor and Welfare, worked to support concentration of 2013 to not graduate employment. Even for graduates, so as to cut off the start as a member of society as well as job prospective employees, to carry out an individual support intensive job by supporters by the end of the June employment remains isn't determining [2]. Thus, we have been various initiatives related to employment for universities.

Next, the employment environment after graduation is observed. According to the research of the new graduates' unemployment rate from the Ministry of Health, Labor and Welfare, About one-third are turnover within three years after employment as shown in Table 1. Upon a very large number of unemployed graduates within three years cannot be overlooked also is employed [4], [5]. From the result of research, there need to be required for employment mismatch dissolution among the student and industry. It is considered to be an efficient method that the job shadowing is enabled to respond to the employment environment at the University so far. As for the background of the job shadowing can be summarized as follows; the job shadowing is one of the conventional in-house trainings given to the executive trainee cadets in North America and proved the effect of training in Leonard's paper in the conventional target such as the executive candidates [6]. An unemployment rate of young people to rise in the United States since the 1980s, it was feared to lead to a reduction in competitiveness and productivity in the United States in this state. The U.S. government was faced with the need to come up with some measures to strengthen cooperation with companies and schools, help a smooth transition from school to work for it. As a result, the Clinton administration was performed School-to-Work Opportunities Act of 1994 [7]. The School-to-Work Opportunities Act, and required to adopt the three elements of the core, the structure and content is a system that can be changed according to the circumstances of the provinces and regions.

The primary purpose of job shadowing is defined as to get the information and skills academic ability, related to labor market required for all students play a job or go on to high school education. One of the tools to migrate to the occupation from school is a job shadowing incorporating the three elements of learning to bind both learning and learning in 1) School, 2) Workplace, 3) Schools and Workplace.

Table 1. Number of the Employment and the Resigned as of March, 2013

Year	Employed	Resigned			
		Total	~1year	1~2years	2~3years
2008.3	446,208	133,792	54,241	42,557	36,994
2009.3	429,019	123,582	49,295	38,083	36,204
2010.3	365,500	113,390	45,864	36,508	31,018
2011.3	377,472	88,672	50,655	38,017	-
2012.3	397,687	51,792	51,792	-	-

3. JOB SHADOWING PROJECT OUTLINE

We have operated the faculty educational system reform with the job shadowing training project from 2010, this paper describes the evaluation of the project and students who joined. It is a recruitment staff's frank impression from the recruiters that our students were rejected in 2009 could not express their opinion of their own proactive in group discussions and job interviews. This is a candid impression of recruiters for university students were rejected in fiscal 2009. These impressions are similar to the student understanding of staff in charge of employment support in the university. According to the staff, there are many students who cannot write about the issues that the student worked hard as school days in the field of entry sheets. From these issues mentioned, beyond the differences to be "talk" and "write", there are few students who can express in their words in our university. Whether students can express in his words or not will affect the result of the selection directly. That is, the improvement of employment for our university is to be able to express in their own words. Then, the university administration established the committee for the recruiter to this situation as the prompt measures. Although it had been taught in our university that the students could express their thinking automatically through a university life, but it had not progressed as the administrators thought in practice.

Therefore, the intentional measures are needed about students' training which can be expressed in their words. Primary educational role in this assignment should play an important role in the undergraduate faculty. However, the present undergraduate educational system does not have the classes focused on students' training for expressing their words clearly. The necessity for reform of the conventional faculty educational system arose from a viewpoint of students' training which can be expressed in its words. Then, the university administrators set the priority project objective of employment training to train the students express the issues tackled school days in their own words through the reform of faculty educational system. Our educational system was reformed based on one of the faculty that scored 100% employment rate in 2009. It contains omnibus lecture, field work and exercise. The administrator considered to be results efforts these three subjects. The administrator made to restructure and reformed these three subjects to make use of the results to progress the effectiveness of the project. In order to ensure the students with capacity building and experience offers to focus three subjects of omnibus lecture, field work and exercises to address the restructuring and reform of the educational system in the university. The primary reason for focusing on the three subjects is described as follows: First, it is possible to provide significant opportunities such as addressing proactively through these three subjects. Second, it is considered that these three subjects can be formed effectively to the students' power of listening, speaking and thinking more than other lectures [8]-[13]. From the results of educational curriculum reforms, the standardized procedures of job shadowing are made on the basis of the project management knowledge [14]-[19]. Fig.1. indicates the prototype procedure of job shadowing. This flowchart indicates the phase of the carrier design to the job hunting in the university. We named this procedure as Job Shadowing Type Internship Standard Procedure Chart. A Job Shadowing Type Internship Standard Procedure is composed as 3 components such as a) Carrier Design, b) Job Shadowing Experience, and c) Application to Job Hunting. Each category has sub category. a) Carrier Design has 3 elements such as Omnibus lecture, Motivation Formation, and Matching and Application. b) Job Shadowing Experience has 3 elements such as, Preliminary Training, Shadowing, and the Internalization of Experience, and c) Application for Job Hunting has 3 elements such as Position Selection, Job Hunting Preparation, and Job Hunting Process, respectively. Each sub category contains following activities;

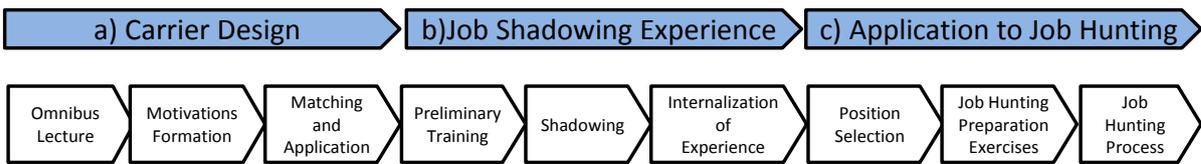


Figure 1. Job Shadowing Type Internship Standard Procedure Chart

- A) Omnibus Lecture: Learn tips on how to work with instructors in various fields.
 - B) Motivation Formation: Confirmation of occupation sense of the status quo, Anxiety confirmation to the job hunting, Obtain the motivations.
 - C) Matching and Application: Matching of job shadowing and destination motivations, Application.
 - D) Preliminary Training: Business manner, Industry Research, Company research, Business research
 - E) Shadowing: Observation and guidance from management.
 - F) Internalization of Experience: Understanding of enterprise-wide image, Management role model acquisition, the notice to the image gap, Employment motivation.
 - G) Position Selection: Acquisition of interest to a wide range of industries and companies and business, Wide range of industries and company research and business.
 - H) Job Hunting Preparation: PR self-re-examination, Self-examination of the use of PR job shadowing experience.
 - I) Job Hunting Process: Acquired by job shadowing, force you to listen, the power to speak, take advantage of the ability to think
- Employment which realized the request of the student based on social needs is realized. By taking the point of control for every procedure with consistency of progress, an acquisition of a job offer is certainly realizable. Moreover, it also becomes possible to prevent early unemployment.

4. ANALYTICS FROM THE RESULTS OF EMPLOYMENT TRAINING

The result of employment training project is measured by the evaluations from the company. Therefore, in order to evaluate the agenda-setting of the project, we do intensive research for the evaluation of the company through the paper and pencil. In order to verify the results of the project effects, we conducted an evaluation questionnaire to randomly select 167 companies focusing on companies that have appointed the students of our university in 2011. The questionnaire was mailed to the human resources professionals of the company. Anonymous answers were counting up 61 companies in 2011 and 58 companies in 2010, respectively. Table 2 shows the Questionnaire results. Among the six evaluation items, exceeded the reference value 4.3 in item (1) "greeting". And (3) "Consulted, Reported and Heard" and (6) "thinking" made the reference value 4.0., respectively. Next, we investigate the results of questioner in detail. Average evaluation item (1) of "greeting" is a 4.3, was the item most appreciated. The students who set the goals of the internship greeting there were many. Sometimes it was repeated practice of greeting in manners courses were conducted as prior learning, awareness of students was also high. Average rating of the item (4) "listen" is 4.3, self-assessment of students is high. However, it is considered that you do not understand even listening from the comments of "I did not understand that the world of" freedom of description are many that it might be there was. Average evaluation item (3) of "communication and consultation and reporting" is 4.0. There is a comment "in order to broaden the range of activities, was able to experience many to consult towards the employees" and to free description, and suggests the positive attitude of the students. Average evaluation item (5) of "Talking" is 3.9, which was an item to Lowest Score most. Received the impression that students sue the difficulty of inter- turn ship after the end, and "did not know (in the person of the company) and what I should speak", to speak in many cases.

Table 2. Questionnaire Results

Evaluation	Criteria	5	4	3	2	1	Ave.
Basic Point	Greetings	46.30%	40.74%	12.04%	0.93%	0.00%	4.3
	Wording	40.74%	37.96%	19.44%	0.93%	0.93%	4.2
	Consulted, Reported and Heard	31.48%	41.67%	21.30%	5.56%	0.00%	4.0
Employment Ability	Listen	44.44%	38.89%	14.81%	1.85%	0.00%	4.3
	Talk	26.85%	42.59%	27.78%	2.78%	0.00%	3.9
	Think	28.70%	43.52%	22.22%	5.56%	0.00%	4.0

5. CONCLUDING REMARKS AND FUTURE WORK

This paper presents the methodology of the job-hunting reinforcement for the university students through the job shadowing project. This project provides the student places both of the experiences opportunities and capability building in the job-hunting from 2010 through restructuring and reform of the university educational systems. From the result of the questionnaire and comments from the company, we made the job shadowing type internship standard procedure chart on the basis of the project management. And we made the paper and pencil study to the company to figure out the evaluation points in student recruitment.

Our Future work includes; Application for more students' job-hunting activities based on this proposed procedure, and makes evaluation and improvement of the proposed method. We are supposed to continue the job shadowing training in the university conjunction with the local business sector, the local government, and the chamber of commerce and industry. We would like to show our greatest appreciation to the affiliated companies on the job-shadowing project.

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