
Study of Career Education for Women: Development of Global Human Resources

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Abstract

We are facing a rapid population decline caused by a declining birth rate. To keep our nation growing, we need to develop the capabilities of the next generation of diverse global human resources that provide us with a higher quality of life. To create innovation, it is necessary to develop global human resources who have advanced technical skills and combined capabilities such as thinking and management, as well as to create new added value. Unfortunately, women's working conditions are not the same as men's. Even though female labor force participation is increasing, the higher the level and level of education of women, there are still women who experience sex discrimination in the workplace where the traditional concept of gender roles still persists. The aim of Global Human Resources Development is to overcome the "inward tendencies" of students and to foster human resources who can positively respond to challenges and succeed in the global field, as a basis for increasing global competitiveness and strengthening ties between nations. environment and sustain their careers.

Keywords: Global Human Resources; Career Education; Working Women; Globalization; Empowerment Active Learning;

1. Introduction

Low birth rates, rapid ageing, globalization of the economy and business, and the development of Information and Communication Technology (ICT), these are major trends that are forcing organizations to review and revise some of their traditional employment practices that were once the strengths of companies during periods of economic growth. tall one. As a result, ICTs and these environmental changes in society and business have a strong impact on the work environment. Combined with the increased presence of women in the workforce, this trend is forcing organizations to change their traditional practice that women should only play a supporting role. Many organizations are now seriously exploring the potential of women as integral members of teams. Despite increasing female labor force participation rates and higher education levels of women, there are still women who experience sex discrimination in the workplace where traditional concepts of gender roles persist.

For the sake of the sustainability of the social system, women's activities have become an urgent social issue, because women are one of the largest potential sources of labor. To keep our nation growing, we need to develop the capabilities of the next generation of diverse global human resources that provide us with a higher quality of life. To create innovation, it is necessary to develop global human resources who have advanced technical skills and combined capabilities such as thinking and management, as well as to create new added value. When doing so, it is important to support global human resource development. In this paper, I first introduce the situation of working women. And then, I propose career education for students, especially girls to globalize our workforce to get their empowerment to overcome harsh working environments and sustain their careers.

2. Literature Review

2.1. Background

In Japan the Equal Employment Opportunity Act for Men and Women (1985) stipulates that employers should seek to offer women equal opportunities for employment and promotion and that they are prohibited from terminating female employees who require maternity leave. A revision of this law was passed in 1997 that prohibits gender discrimination in job advertisements, hiring, assignments, and promotions. Although childcare leave (1992) shows some effects as the number of women taking advantage of it is increasing gradually, the improvement of the work environment and childcare infrastructure is still a serious problem. It is difficult for working women with babies to continue working.

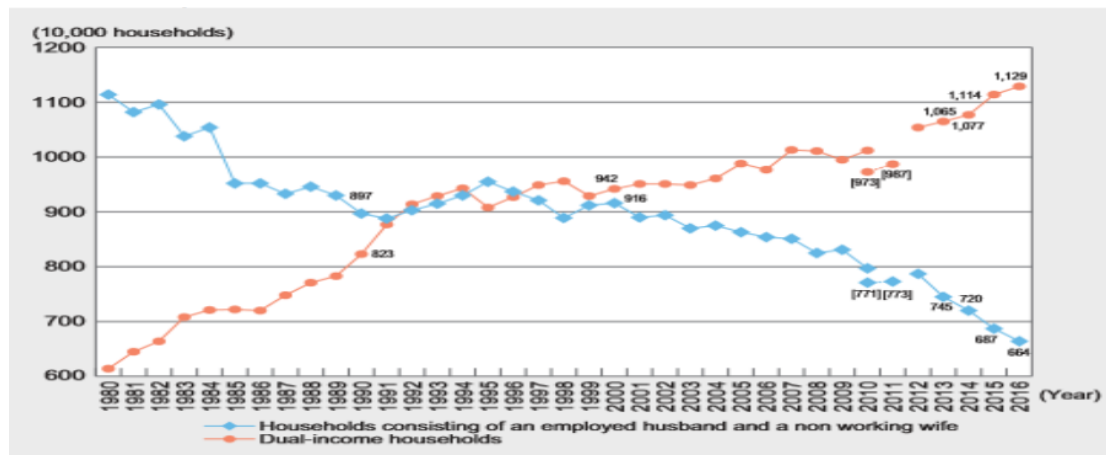
Japan's postwar constitution clearly stipulates respect for the individual and equality under the law. Since the promulgation of the Constitution, Japan has consistently continued to promote active gender equality efforts by passing various laws and regulations. The legal status of women has been radically improved. The average life expectancy of Japanese women is 86.99 years (2015), greater than the average of 80.75 years for men. Japanese women have boasted one of the countries with the longest life expectancies in the world since 1985. However, women remain under-represented in policy decision-making processes and the female labor force rate by age drops in their 30s, which is primary marriage and children. increase period. This shows that the opportunity for women to fulfill their potential and fully contribute to society is still lacking [1].

2.2. Gender Gap of Working Condition

Recent trends for Japanese working women point to changes in the quality of work as a contributing factor to their environment as follows: First, Japanese working women get older because they extend their working period before having children and after completing childcare. In recent years, the number of working women over the age of 35 has increased tremendously, accounting for about 60% of the total number of working women. Second, after childcare, many of them are employed as part-time workers because they work less hours and make their work according to their household duties whether they want to or not. Third, the number of working women with higher education has increased rapidly. Fourth, job types have changed since the mid-1970s as blue-collar jobs declined while white-collar jobs increased. The number of female managers and officials has also increased significantly.

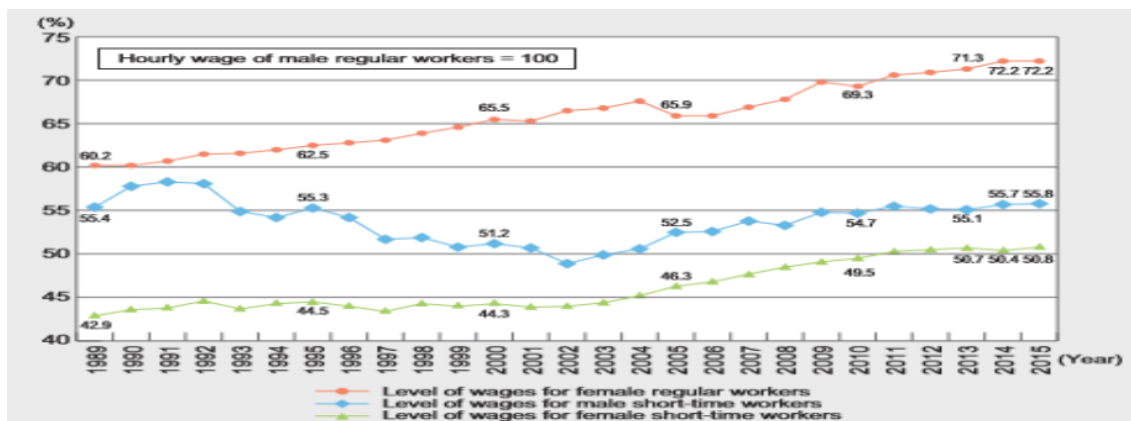
Today, with higher levels of education, more and more women are seeking positions to practice their skills, which will also give them independence and allow them to continue working without dropping out of school. Despite increasing female labor force participation rates and higher education levels of women, there are still women who experience sex discrimination in the workplace where traditional concepts of gender roles persist. It's often said in Japan: "women's place at home, men's at work". This custom has long been a central value in male-female relationships in Japan and this outdated tradition especially in the elderly still causes great pressure on Japanese working women.

Gender equality where men and women respect each other's rights and share responsibilities is urgent. Every society will give everyone the opportunity to make the best use of their individual abilities and emphasize their individual characteristics regardless of gender. Although policies relating to a population's approach to working together with its values, needs and behavior differ depending on the culture and shared history of a particular country or company, the needs of society necessary to balance work and life are becoming increasingly important, especially in developed countries. In Japan, the number of women with higher levels of education and social progress has been steadily increasing since the 1970s. The trend of women entering the workplace has affected national expectations, especially in the face of urgent labor shortages due to an aging population and declining birth rate. Consequently, it is important to secure and retain a competent female workforce by creating a favorable environment for them to balance work and family responsibilities. While the female workforce has recently been recognized as playing an important role in supporting Japan's larger industry and economy, the social status and treatment of women has not necessarily improved. Conventional Japanese work-centrism culture assumes that the breadwinner for the family is a man who works outside the home. Most women take on the responsibilities of household chores.



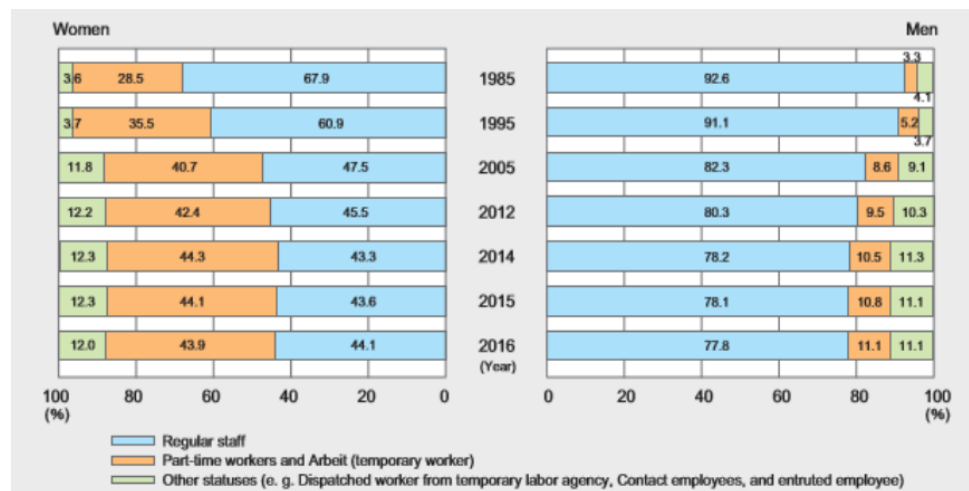
Figures. 1. Number of Dual-Income Households

As for the wages, the gap between male and female still exists (Figure 2) [3]. The wage gap between male regular workers and female regular workers is 73.0% (2016). The level of wages for male short-time workers and for female short-time workers were 55.8 and 50.8 (2015), respectively, against the level of wages for male regular workers being at 100. Compared to regular workers, the level of wages for short-time workers remains very low. In addition, although the wage disparity between men and women is decreasing, the average wage of female general employees is 27.0% lower than that of male general employees (as of 2016).



Figures. 2. Changes in Average Hourly Wages for Female Workers (hourly wage of male regular workers=100)

The graph shows a decline in the proportion of permanent staff in recent years. In particular, female permanent staff decreased to less than half of the female workforce from 67.9% (1985) to 44.1% (2016) (Figure 3) [4].



Figures. 3. Employee Composition Ratio by Employment Status excluding Company Executives

Despite the large increase in female labor force participation in the labor market, not a few women experience discrimination in working conditions in Japan. The number of female jobs is 25 million (male: 31 million) (2016) which accounts for 44.2% of all employees. The number of female employees aged 35 years and over has increased rapidly, reaching 71.8% of the total number of female employees. The trend of female labor force participation rates in industrialized countries continues to increase [5].

Many women work mainly in service industries, such as wholesale and retail, food service, banking, insurance and other services. More and more female workers pursuing higher education at universities and graduate schools want to perform core functions in companies and other organizations according to their abilities and desires. On the other hand, there has been a marked increase in the number of part-time workers. There are 13.67 million female part-time workers (2016). They account for 55.0% of the nation's female employees. The ratio of part-time workers to all working women is expected to continue to increase in the future.

Recently, the pattern of work has been very diverse. Part-time workers, temporary workers, contract workers and other temporary workers have a higher percentage for both men and women. This trend is especially evident among female workers. There are still women who experience sex discrimination in the workplace where traditional concepts of gender roles persist. However, with the changing social and economic environment, society accepts women and makes more use of their abilities. For example, many companies have improved their personnel systems to meet equal employment between men and women.

Female employment has increased in Japan and the proportion of female workers is about the same as the rate seen in Western countries. On the other hand, although the proportion of women in managerial positions increased slightly, in 2016 it remained at a low level (13.0%) significantly lower than levels in Western countries and in Asian countries such as Singapore and the Republic of the Philippines.

Looking at the situation of women from time to time between 1970 and 2014, the average life expectancy of women has increased. At the same time, we saw an increase in the average age at first marriage and the average age at first childbearing. The impact of delayed marriages and births was that Japan's total fertility rate fell from 2.13 (1970) to 1.44 (2016).

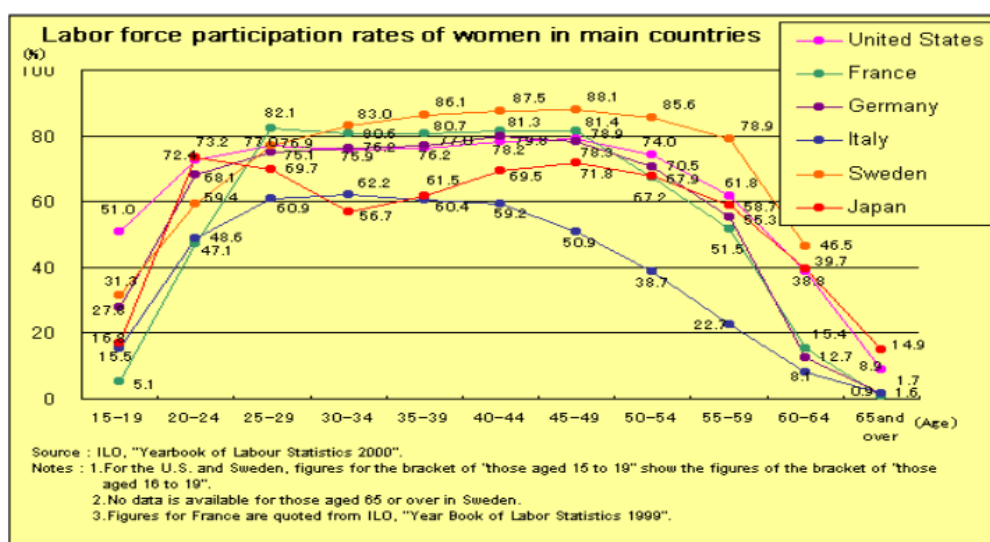
Although women in Japan who return to work after childbirth and child-rearing often return to work as temporary employees, the proportion of women who wish to switch from precarious jobs such as temporary or part-time jobs to permanent jobs is quite high. It is inevitable to facilitate the transition of female staff from non-permanent to regular positions and to improve their working conditions in order to increase the flexible choice of work styles for women and to improve the work environment to one in which female workers can fully demonstrate their capabilities.

2.3. Workforce Rate By Age

Looking at the female labor force levels by age in Japan, there is clearly a stronger tendency for women to drop out of school during the child-rearing years (Figure 4). The female labor force participation rate shows an M-shaped curve, as the labor force participation rate decreases during the period. the period in a woman's life when she marries, bears children and raises them. The curve has an M-shaped curve with two peaks in those aged 25 to 29 (81.7%) and those aged 45 to 49 (78.5%) and with a bottom in those aged 35 to 39 (71.8%)) during childbirth and child care (2016) . The latent labor force participation rate has a smaller portion compared to the labor force participation rate. Therefore, it can be said that women's aspirations to work have not been realized. The bottom of the M has risen to a trapezoidal shape. The age of parenting is getting older because of late marriage and late delivery. The parenting period is shortened due to the birth of fewer children [6].

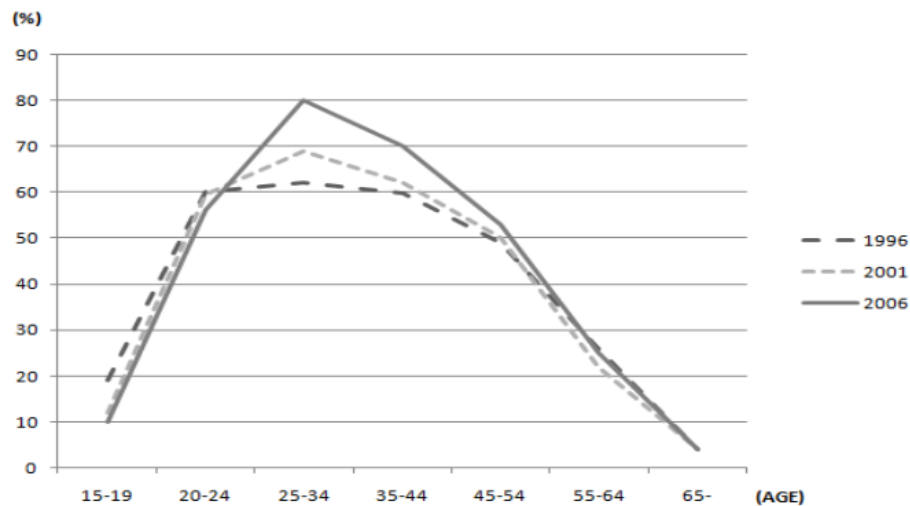
The female labor force participation rate by age group shows a Japanese M-shaped curve that reaches its lowest point in their 30s. This shows that there are still many women who quit their jobs when they get married, give birth, and raise children. The salient aspect of the M curve shows that the female labor force level reaches its lowest point between the ages of 30 and 39 years. In Korea there is a similar phenomenon. This feature is inconsistent with other developed countries drawing trapezoidal curves not M-shaped for a number of reasons: favorable working environment for working women through measures to harmonize work life and childcare, relative ease of switching between full-time and part-time work , and greater rates of advancement to higher education among women. This means that many Japanese women enter the workforce as full-time employees after graduating from university. However, after marriage they tend to leave their jobs to give birth and raise children. Once the children reach 4-9 years of age, women prepare to return to work, many of whom only acquire part-time status. If women wish to participate in the labor force and are added to the female labor force participation curve, the “M” shape turns into a trapezoid, which is similar to the shape observed in industrialized countries (Figure 4). As for the time spent by married couples in a typical Japanese family, husbands spend less time at home, raising children, caring, regardless of whether their wives work or not. Working women have a double burden to work and take care of the household.

Once the U.S.A in the 1960s, the United Kingdom until the early 1990s and even Sweden were in the same situation formed the M shaped curve. In recent decades, the M shaped curve has been disappearing in most of the advanced Western countries although Japan and Korea still show it⁷. In recent decades, the M shaped curve has been disappearing in most of the advanced Western countries although Japan and Korea still show it. However, the bottom of the M shaped curve is inching up, as is the drop-out age. As more couples marry later than ever, more women receiving higher education, and more women placing a higher priority on work than family, numerous attitudes toward work have been changing.



Figures. 4. Women's Labor Force Participation Rates by Age International Comparison

Judging from the status of women who wake up in Taiwan⁸, a triangle can be seen (Figure 5). Although the level of the female labor force gradually rose from year to year, it fell rapidly at the age limit of 34 years. The labor force rate is 67.2% male, 49.4% female (2007) compared to Japan's male is 73.1%, female is 48.5%. (2007). In Tawa, the male labor force has decreased, while the female labor force has increased from year to year. years. Taiwan needs to find a way to bring the triangle closer to the trapezoid.



Figures. 5. Female Labor Force Participation Rate in Taiwan

In these hard working conditions, working women must find their own empowerment. At the same time, long hours and traditional work styles must be changed to create a society where businesses are flexible enough to address the needs and skills of each individual employee. It is a critical issue to facilitate diverse lifestyles and create a society in which men and women can live and thrive. Achieving diversity in work and lifestyle styles will enhance our nation's ability to adapt to social changes. These changes are necessary if Japan is to continue its strong economic and social growth. In addition, these changes are critical for Japan in addressing the challenges of its low birth rate and aging population.

3. Method

3.1. Three Competencies and Twelve Factors

Supporting the young generation, especially female students to enhance their communication ability to exchange their opinions with foreign people whose language and culture are different is required, without hesitating but in a proactive manner. Playing a vital role in developing highly capable human resources, universities are strongly expected to work on internationalizing their education and research environments. Universities should do our work to develop the global human resources who will have a mindset that can understand other cultures premised on in-depth understanding of their own culture and their own identity. It is imperative to promote the internationalization of universities in order to educate human resources who are capable of challenging and acting on the global stage, and to improve the international competitiveness of higher education. An increasing number of universities have established systematic and continuous programs by collaborating with foreign universities through credit transfer and double degree programs. It is urgent to expand study abroad opportunities at the higher-education level to foster the true global human resources so that they can survive against international competition in the future.

In February, 2006, the Ministry of Economy, Trade and Industry defined the basic abilities required in working together with various people in the workplace and in the local communities as “Fundamental Competencies for Working Persons” which consist of the following three competencies (12 competency factors) (Figure 6) at a committee comprising of intellectuals in the businesses and universities [9]. 3 Competencies are as follows:

1) Ability to step forward (action):

The ability to step forward and act persistently even if you fail. The competence factors are Initiative (ability to initiate things proactively), influence (ability to influence and involve others), and Execution skill (ability to set goals and execute with conviction).

2) Ability to think through (thinking):

The ability to question and think through. The competency factors are ability to detect issues (ability to analyze status quo and clarify issues), planning skill (ability to clarify procedures to solve issues and prepare), and creativity (ability to create new values).

3) Ability to work in a team (teamwork):

The ability to collaborate with various people to achieve goals. The competency factors are ability to deliver messages (ability to delivery own opinions clearly), ability to listen closely and carefully (ability to listen to other peoples' opinions carefully), flexibility (ability to appreciate different opinions and perspectives), ability to grasp situations (ability to comprehend relationship between yourself and other people as well as things surrounding you), ability to apply rules and regulations (ability to comply with social rules and keep promises with others), and ability to control stress (ability to deal with the original cause of stress).

In addition to basic academic skills (reading, writing, writing, mathematics, basic ICT skills, etc.), skills (knowledge and qualifications needed to work) and basic skills needed to do work with people with basic social worker skills (skills) To utilize basic academic skills and expertise, basic people of society are required. Human nature, basic living habits (caring, public mind, ethics, basic manners, doing things around oneself firmly) are also required.

3.2. Skills for New Century

Society changed drastically. With the acceleration of globalization, the adoption of talented people regardless of nationality is becoming common. In addition to the basic competencies for working people, environmental adaptability, language adaptability and ICT utilization are required.

ATC21st (Assessment and Teaching of 21st Century Skills) as a new skill for the 21st century was proposed in ATC21st (Assessment and Teaching of 21st Century Skills) in 2009 by University of Melbourne, Microsoft, Intel, Cisco Systems [10]. The objectives of this project are as follows [11]:

- Mobilize the international educational, political and business community to make the transformation of educational assessment and, accordingly, instructional practice a global priority
- Define in measurable terms the high-priority understanding and skills needed by productive and creative workers and 21st century citizens
- Identify methodological and technological barriers to ICT-based assessment penilaian
- Develop and pilot new assessment methods
- Examine and recommend innovative classroom-based and ICT-based learning environments and formative assessments that support 21st century skills development

The following skills are proposed for the 21st century [12]:

- Critical thinking skills and problem solving skills
- Communication and collaboration skills (team work)
- Ability to study independently
- Ability and ability to handle ICT reliably
- Global awareness and awareness as a social citizen (regional and global)
- Education for finance and economics
- General education gains (Understanding and Creativity for languages, mathematics, science, arts, and history)
- Collaborative solving skills (Social & Cross-Cultural Skills) (Intercultural Diversity and Understanding)

In this globalization background, the advancement of ICT and the speed of knowledge and technology has increased rapidly, and the content and types of work are changing accordingly. We need ICT to respond to new problems that occur every day, and to work with people who are experts in correspondence. In order to survive in times of rapid change, skills such as problem solving skills and communication skills are needed in addition to knowledge such as ICT, mathematics, science and so on. In an era of working and competing with people with diverse cultural backgrounds, the formation of qualitative abilities to live in a global society is very important.

4. Results and Discussion

4.1. Active learning

In order to utilize the Fundamental Competencies and the new skills effectively for education, I propose the overseas program which I have carried out for 6 years. The aim of the program is to get cultivate general capabilities (cognitive, theoretical, social, and cultural skills as well as broad knowledge and experience) through students' own proactive quest with active learning. The program entails discovery learning, problem-solving learning, experience learning, and explorative learning. It offers two credits and entails completing pre and post guidance, overseas programat local companies and compiling a final report.

At universities in Japan, most of classes are often offered in the didactic lecture style where many students are enrolled, and it is only recently that they began to promote a more “Active Learning” style in classes. Examples of an active learning style include students preparing and giving presentations, then taking part in discussions and debates, or university offering experience-based classes such as domestic and overseas fieldwork and volunteering. More universities have started offering internship programs where students visit companies, collect information, conduct research, and find agendas on their own, then seek clues to address these problems though hands-on experience.

Students who enrolled in the class(credit course) can participate in the program. The class aims to teach business communication skills that are the foundation and basic requirements for global human resources, and are imperative for smooth interaction and transactions with colleagues and clients from a variety of backgrounds. Furthermore, it aims to teach cross-cultural communication skills and presentation skills that are essential for global human resources to exercise leadership, especially when major Japanese companies such as Toyota and Nissan rely on more than 70% of their sales from countries outside of Japan in a progressively globalized world economy. The program invites instructors with experience in international businesses to teach with a hands-on learning approach, as well as industry experts operating globally as guest speakers to give lectures. Moreover, in response to a pre-guidance request from students, the program invites a master of international protocols to teach table manners and etiquette at a French restaurant with a full-course dinner.

4.2. Summary

Table. 1. Below is the summary of the overseas program in New York (2016)

Day 0 :	Arrive at New York
Day 1 :	Visit commercial facilities in New York City: The Museum of Modern Art, The New York Public Library, Broadway musical theatres, luxury brand stores, etc.
Day 2 :	Morning: Orientation Afternoon: The United Nations (UN) tour Evening: The Ride NYC bus tour
Day 3 :	Morning: Visit Moses & Singer LLP, a New York City law firm Afternoon: Tour of Columbia University
Day 4 :	Morning: Courtesy visit to Consulate General of Japan in New York Afternoon: Lecture at JETRO (Japan External Trade Organization) New York office

	Evening: Lectures from Japanese guest speakers working in New York
Day 5 :	Morning: Visit and Lecture at Bloomberg Afternoon 1: Lecture at the Permanent Mission of Japan to the UN Afternoon 2: Debate at PricewaterhouseCoopers LLC. (PwC)
Day 6 :	Morning: Alexander Technique lesson and lecture Afternoon: Lecture at Kodansha USA Inc Evening: Cross industry net working
Day 7 :	All day: Visit of cultural facilities in New York as a creative city: Indoor complexes such as Chelsea Market, Macy's, etc
Day 8 :	Depart to Japan

5. Conclusion

We need to develop the capabilities of the next generation of diverse global human resources that provide us with a higher quality of life. To create innovation, it is necessary to develop global human resources who possess advanced technical skills and combined capabilities such as thinking and management, and who will create new added value. Employment conditions are constantly changing as structural shifts in industry and the economy result in further diversification and mobility of the workforce, and lifelong job security has become a thing of the past. With manpower considered the most important resource in Japan, the declining participation of youth in the workforce is a worrying trend that could lead to lower productivity. To address this issue, it is important to provide female students with career education that enhances their qualifications to become highly capable professionals, and motivates them to enter the workforce.

In career education, it is also important to develop trustworthy and reliable human resources. For this reason, students must be able to think critically without prejudice, and express their opinions clearly. To articulate one's opinion in a timely manner and persuade others, logical thinking and debating skills, as well as fluency in English to communicate ideas are all important, therefore these skills should be practiced in the early years. Japanese students often tend not to speak up even when they have their own opinions because of shyness and fear of making mistakes, or fear of appearing in public. Likewise, teaching them explicitly at home and at school about the importance of active speaking is a good thing to do. The structured and integrated explicit knowledge provided by academic courses at the university is objective and rational knowledge. To achieve this, our overseas career programs are highly effective as they require active learning methods through hands-on experience and practice that efficiently convert explicit knowledge into tacit knowledge. Career education is needed to nurture human resources who can gain insight into systems invisible to the world, persuade people and think about realistic correspondences to them.

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