

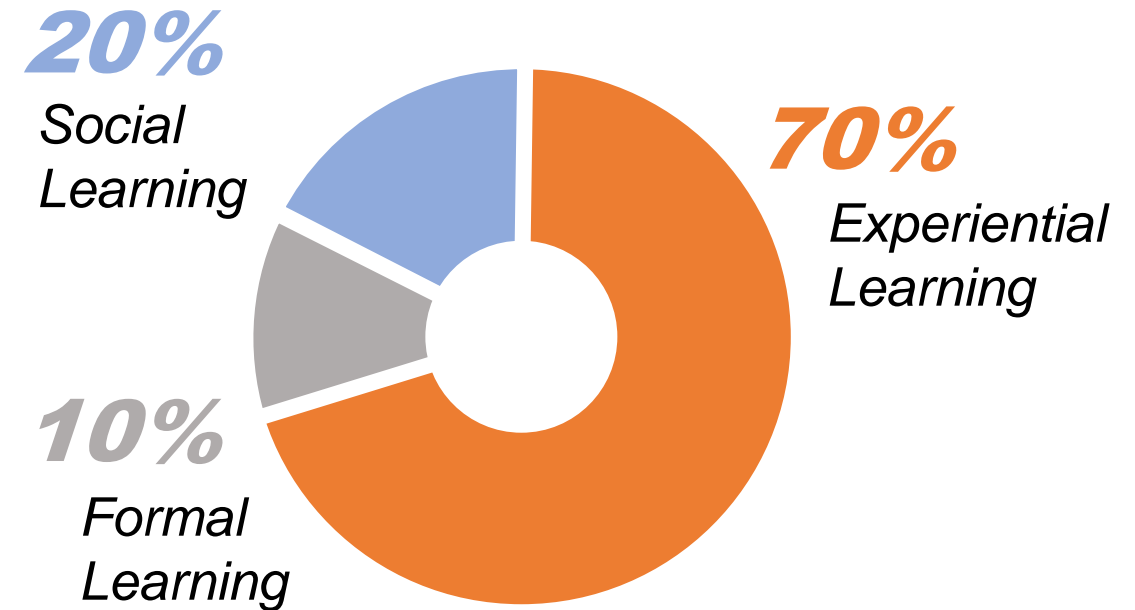
Learning & Development Strategy in the Public Service of Japan

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Basic Ideas

The 70:20:10 Model for Learning & Development

The 70:20:10 Model for Learning and Development was developed by Morgan McCall, Robert Eichinger, and Michael Lombardo in the mid-1990s. It suggests a proportional breakdown of how people learn effectively. It is based on a survey conducted in 1996 asking nearly 200 executives to self-report how they believed they learned.

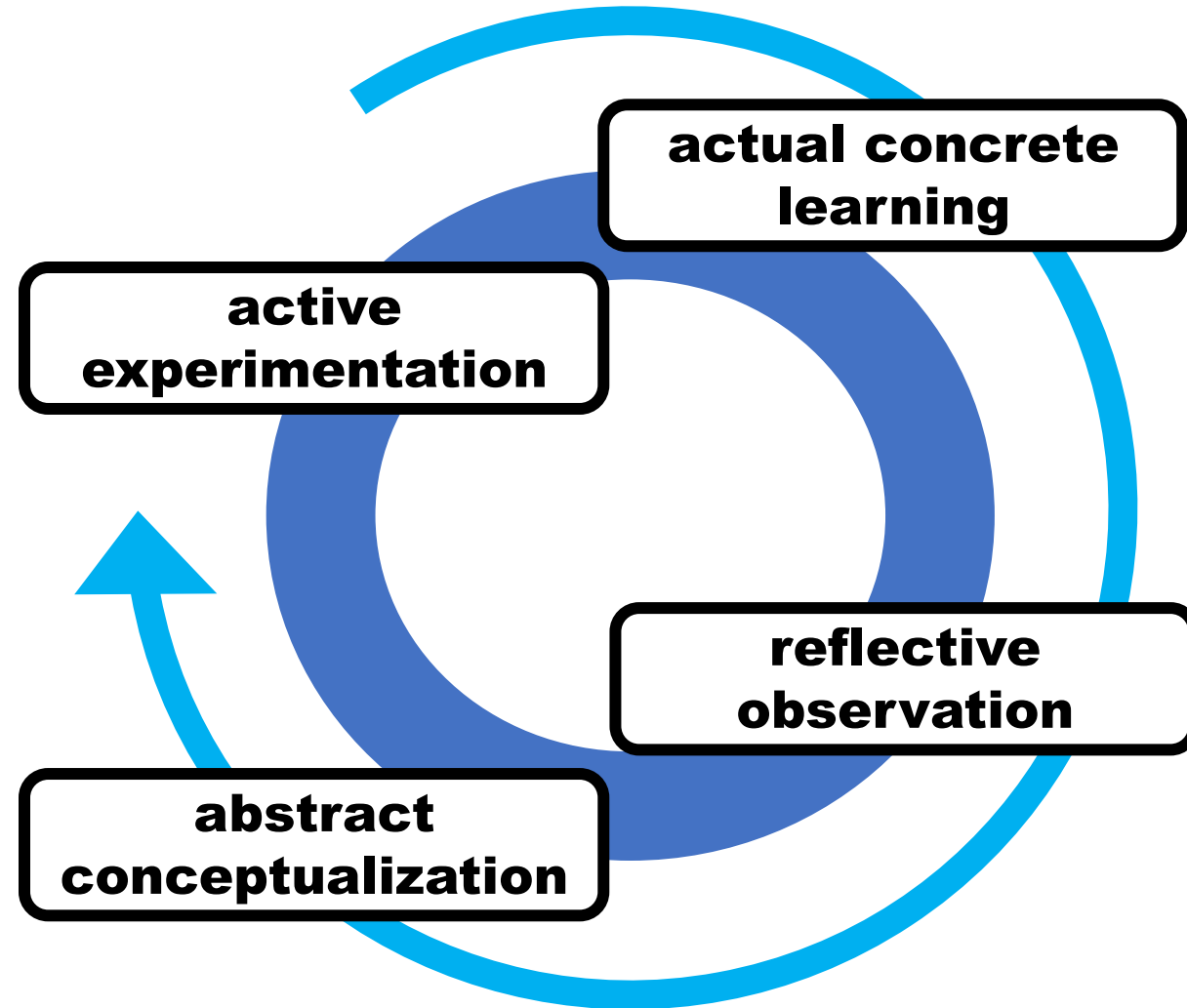


- 70% from experiences at the workplace: challenging assignments, on-the-job training, etc.
- 20% from social interactions with co-workers: peer-to-peer discussions, mentoring, coaching, feedback, etc.
 - *Two types of informal learning, which occur outside a classroom environment.
- 10% from coursework, training programs in the classroom.

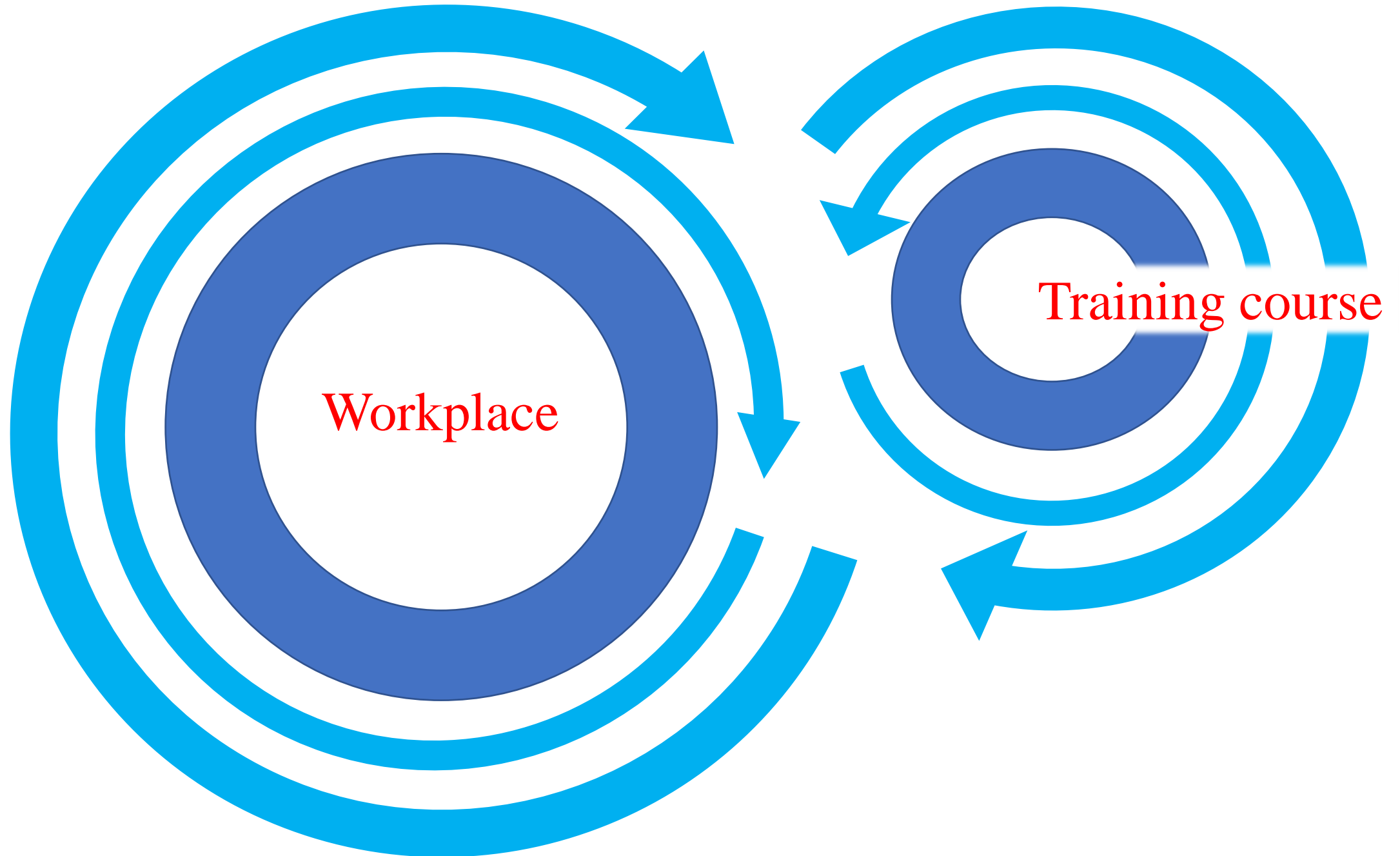
- Having challenging experiences on the job is crucial for learning.
- Discussion between peers, advice, and feedback from senior staff or superiors may support and strengthen experiential learning.
- Coursework can provide participants with various types of opportunities: social interactions with peers, introspection and self-examination, etc.

David Kolb's Experiential Learning Model

- David A. Kolb developed his experiential learning theory since 1970s and published his learning style model in 1984.
- His model is based on a learning cycle basically involving four stages: actual and concrete learning, reflective observation, abstract conceptualization and active experimentation.
- The learner can also enter the cycle at any stage of the cycle in logical sequence. People choose a mode of experimental learning, depending on the demands of the environment, their personal experience, hereditary preference, etc.

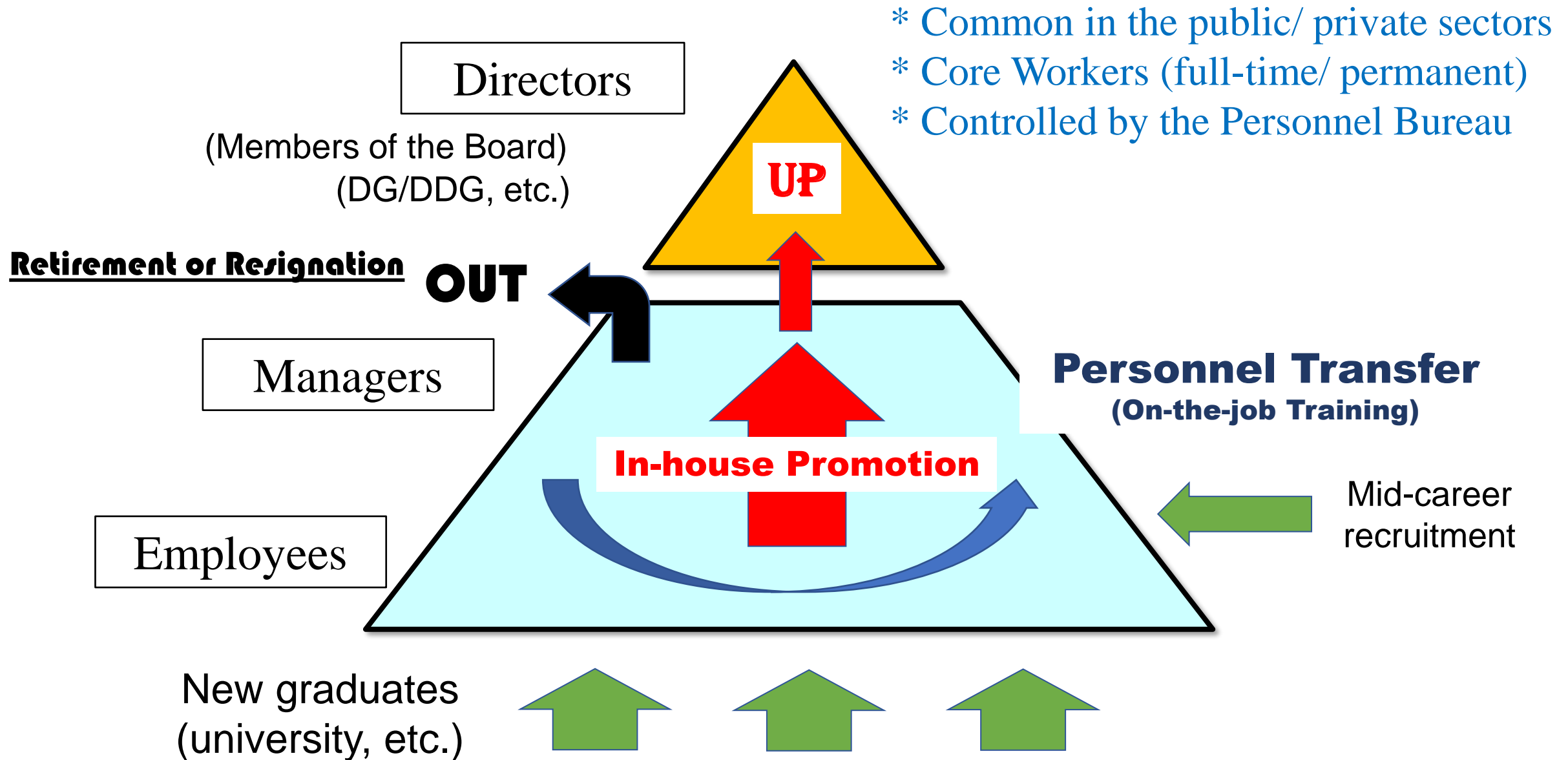


- Training courses may provide participants with opportunities for reflective observation and abstract conceptualization.
- Training courses may also present a comprehensive learning cycle, including all the four stages.
- Training courses may inspire the learning cycle on the job, which is essentially important in human development.



The 'On-the-job training' at the heart of the HRM in Japan

The Typical Style of HR Management in Japan



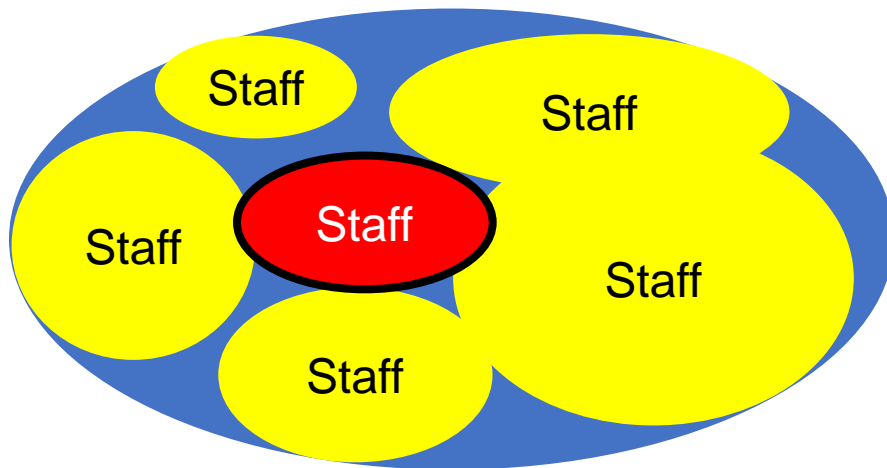
- ‘Up-or-out’ type of promotion management aims at developing and selecting over the long-term prospective executive officers.
- ‘Closed career system’: recruiting new graduates and mainstreaming in-house promotion.
- Advantages: it intensifies employees’ sense of belonging and draws from them a strong sense of devotion to their own entity.

- Recruiting new graduates without strictly fitting their qualifications to the requirements for each post.
- Training them by means of periodical transfer to different posts ('on-the-job training' by 'job rotation').
- Promoting them gradually to the rank of managers or above, according to their growth in the long term ('seniority-based slow promotion').

How Japanese Organize the Workforce

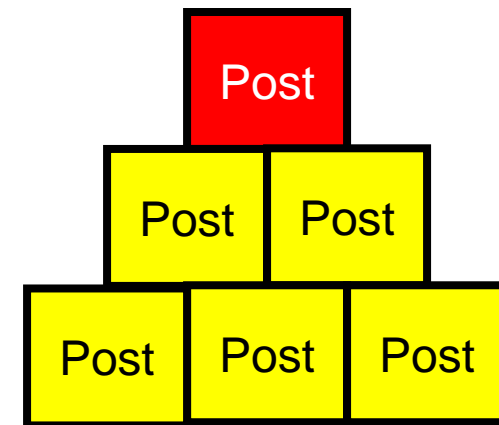
- A style of HR management is, in general, a corollary of how to organize the workforce. There are two types of organizational strategy, job-oriented and staff-oriented. In Japan, the latter is broadly adopted.

No Detailed Job Description



Staff-oriented Organization

Specific Job Descriptions



Job-oriented Organization

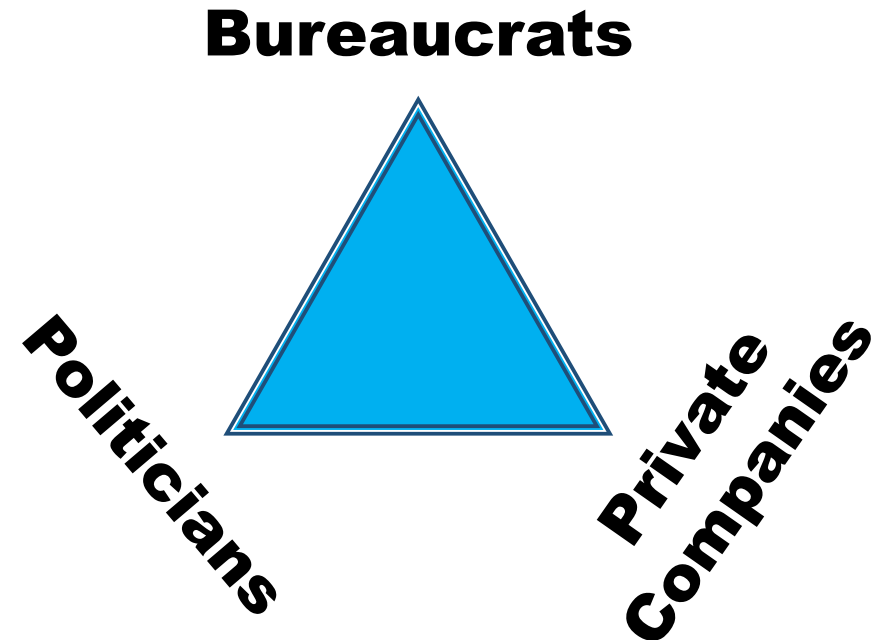
- In a staff-oriented organization, the scope of each member's role can grow or shrink, if necessary. Each member mutually adjusts his/ her role to realize optimal collaboration for maximal performance as a team.
- When one member has to stop working due to personal reasons, etc., other members are able to take up his/ her job during the absence thanks to flexible job assignment.
- Senior members can teach junior members how to do a task because their job scopes are interchangeable. The former can contribute to the growth of the latter with a peace of mind under a HRM system respecting the seniority somehow.

The Evolution of the Japanese Bureaucracy

- Japan created an elite-style civil service based on merit system in the late 19th century for a government-led modernization under the parliamentary politics. GHQ kept this bureaucracy in order to reconstruct a post-war Japan efficiently in the bipolar world.
- Bureaucrats continued to involve themselves in the policy making process, give administrative guidance to private businesses. Some people advocate that bureaucrats have played a coordinating role for the post-war economic growth.

The 'Iron Triangle' Model in Japan?

- Nonetheless, they have come gradually under target of public criticism, due to the progress of a political pluralism in Japan resulting from the rapid economic growth in 1950s-60s, which requests more transparency, fairness, etc. in politics.

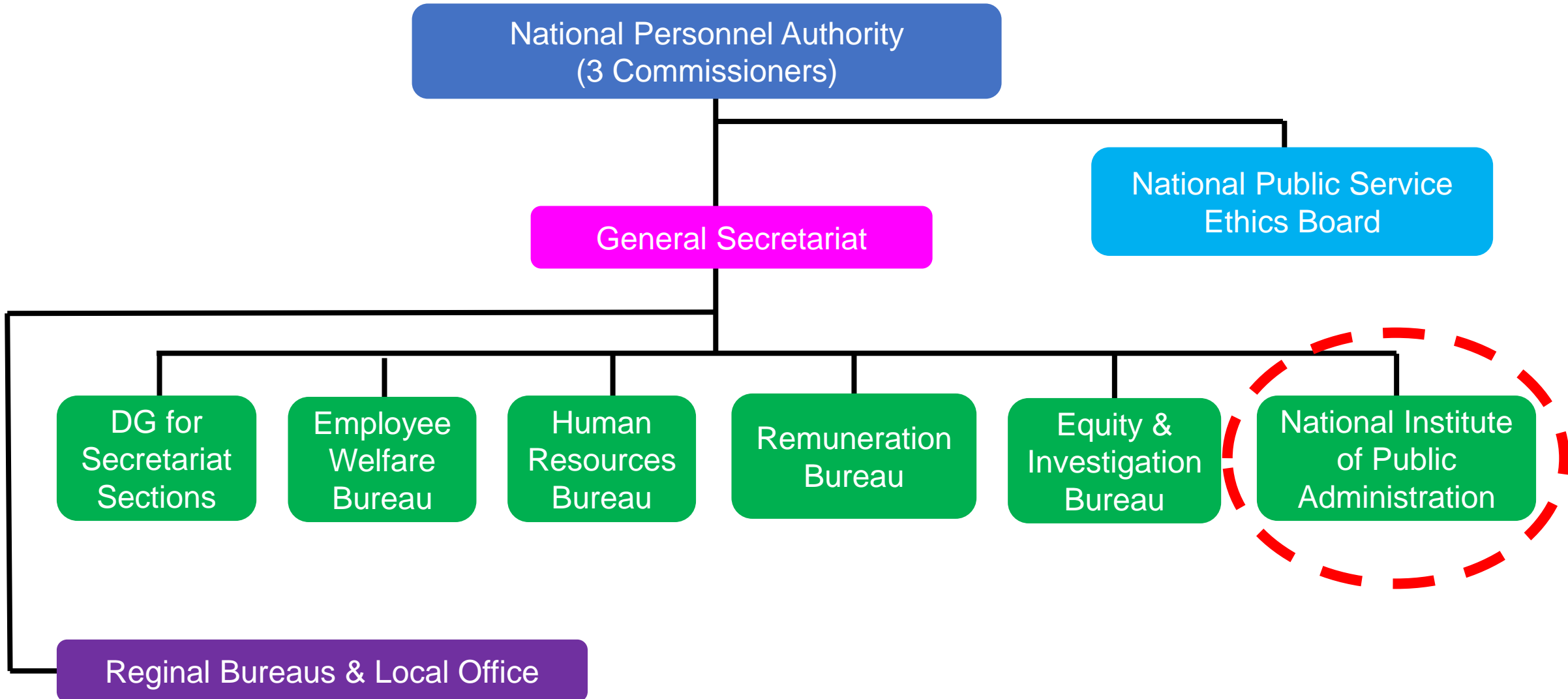


- A series of 'reforms' have been introduced in the 1990s and the 2000s so that the role and status of bureaucrats is restricted or weakened.

Training Programs by the NIPA-NPA

- The NIPA-NPA targets public service executives in all government departments (ministries).
- The NIPA-NPA educates around 3,000 participants annually.
- The NIPA-NPA would like to foster them as servants to the people as a whole or all citizens through its training courses, based on the conviction that the role of executives is crucial in determining the quality of public services.

The Organization Chart of the NPA



Credos

- The NIPA-NPA aims at strengthening the will or sense of mission in the mindset of the participants with a conviction that public servants should serve the public wholeheartedly.
- It believes that public servants should be equipped with a wide perspective and flexible thinking in order to serve the public based on their own viewpoint.
- It is convinced that a trustful relationship is indispensable for public servants in order to accomplish their duties appropriately under such circumstances that different ministries should collaborate intensively and frequently with a rapid increase of complicated policy issues in the background.

System

New Graduates

- Recruits from 'fast streamer' exams
- Follow-up in the third year

1500 participants

Assistant Directors

- Women
- Leadership

500
participants

Special Promotion

- Officers
- Unit Chiefs
- Assistant Directors

500 participants

Directors

- Division Directors
- Aspen Method Seminar
- Lecture-Forum

100 participants + LF attendees

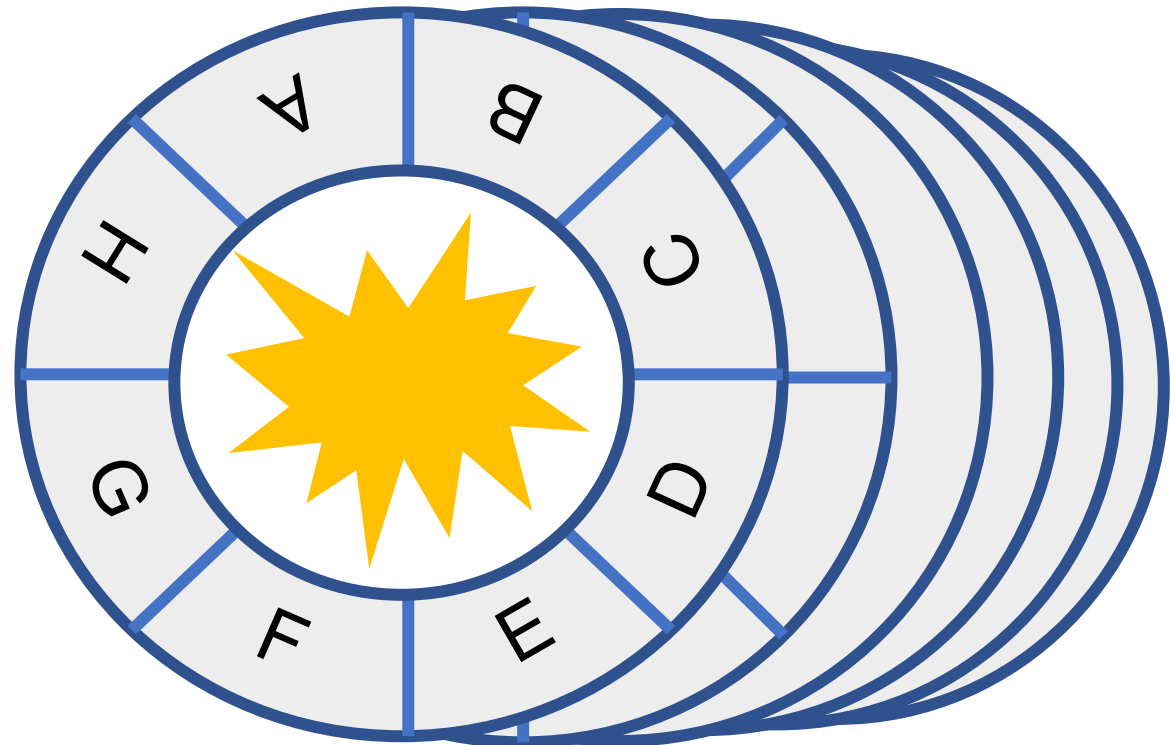
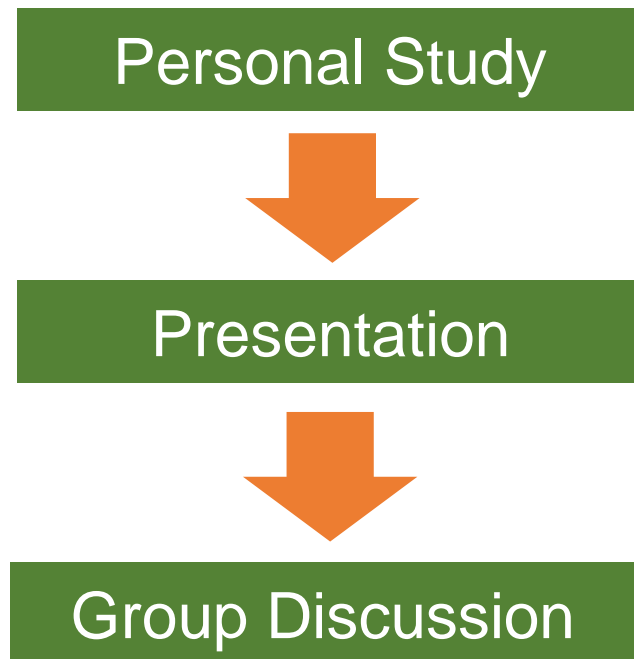
Features

- Each training course is organized mainly with participatory programs, which focus on discussions with lecturers and among trainees.
- Linkage with the workplace is valued in the form of activities like case studies, field studies, role-playing, action-learning, etc.
- Training courses are implemented in commuting and/ or residential styles. The residential style has been prioritized in order to nurture mutual understanding and trust among participants.
- Participants are not limited to public servants. Some courses include participants from private companies, foreign governments, academic institutes, etc.

Program Example

Individual Policy Study

Each participant studies in advance a policy issue which they or their team have handled directly, and then gives a presentation based on their personal experience before fewer than 10 peers for their comments and discussion in group. They also participate also in several sessions led by other participants.



Program Example

Case Study

Pollution-caused disease (Minamata), international airport construction, consumption tax introduction, etc.

Participants review a past policy issue which has a significant historical impact, and then draw lessons for the future through a set of lectures, field studies, discussions, etc.

Document Study



Lectures

Field Studies



Group Discussion



Discussion by All

Individual study on assigned documents, etc. to understand the historical impact, etc. of the case.

A keynote lecture by public servants who actually handled the case, and other lectures by academics, etc.

Review of the case under assigned subjects, exchange of opinions, preparation of a presentation in each group.

Presentations by group, comments by lecturers, discussion by all participants.

Program Example

Study on Classic Works

La rebelión de las masas, Ortega y Gasset
On Liberty, John Stuart Mill, etc.

Participants work on an assigned ‘classic’ writing, and then cultivate insight, thought, etc. on human life and society, which is expected to bring about the wide perspective, balanced thinking, etc., required when accomplishing duties.

Kick-off meeting



Intensive Reading



Group Discussion

Discussion by All

Introduction by facilitators to a ‘classic’ writing and assigned subjects, etc.

Individual study by each participant

Group discussion on assigned subjects, presentations by group, comments and brief lectures by facilitators, discussion with all participants,

Program Example

Policy Debate

Japan should open the door to immigrants, right or wrong?
Japan should expand cashless economy, right or wrong?

Based on the style of ‘academic debate’, the participants prepare their arguments and play debate games in team. Through these activities, they can gain a variety of skills and abilities such as critical listening, logical and quick thinking, prompt research and study, persuasive presentation skills, evidence-based judgment, etc.

Keynote Lecture

Introduction to the academic debate and briefing on the assigned subject

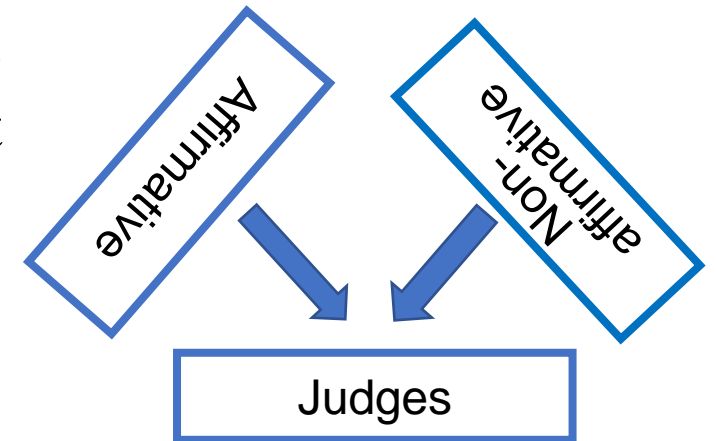
Intensive Research

Research for evidences and building the group’s arguments

Group Activities

Debate Games

Playing two games on the opposite sides (affirmative/ non-affirmative) and one game as judges.



Conclusion (Summery)

- The role and status of Japanese public servants (bureaucrats) has changed dramatically since the mid-1990s. They have lost the role of policy maker or social ‘coordinator’ under strong criticism from the general public about their values and behavior.
- Nonetheless, the principles of their HRM, including a strong emphasis on ‘on-the-job training’, seem almost untouched. It might be difficult to establish a clear-cut ‘strategy’ for transformation under the current uncertain circumstances.
- The NIPA-NPA has tried to fit the ‘new normal’ by deepening its traditional credos regarding training. Specifically, it has developed various types of action learning program.