White Paper on Employment
2017

Research Institute for Graduate Recruitment

RECRUIT

Less than half of all companies achieved their recruitment targets.

Amid a seller's market and a bringing forward of the job hunting schedule by more than three months, the 2016 new graduate recruitment market saw the lowest rate for recruitment target fulfilment in the history of the survey.*
There were significant impacts on companies and students, including a lengthening of the job hunting period for students.

To improve the situation, for 2017 graduate recruitment, the recruitment selection period was brought forward by two months from the previous year.
We look at how these unusual changes for two consecutive years affected companies and students.
We also examine and summarize the recent trends for internships.

Is has been announced that the 2018 graduate recruitment season will have the same recruitment and job hunting schedule as the 2017 season.
We hope the results of this survey can be used to achieve "better recruitment and job hunting activities" for both companies and students.

* This present survey has been conducted since the 2012 graduate recruitment season.

CONTENTS

Page 21 ❷ The data on teacher's license applications was taken from the following survey

Survey on Recruitment Activities (August 2017 graduate survey)

Survey objective : To gain an understanding of the job hunting activities of undergraduate and graduate school students

Survey method : Internet survey

Survey target : "Rikunabi 2017" members, undergraduate and graduate school students expected to graduate in March 2017 (at the time of the survey), 320,361 people

Survey period : 16–28 August 2016

Number of valid responses : 7,500 undergraduate students and 1,764 graduate school students (2.9% response rate)

*This report denotes years using the Western calendar.
*As percentages are rounded to two decimal places, the percentages for totals may not correspond precisely with the separately calculated values.

The Current State of Graduate Recruitment and Job Hunting

What are the trends and changes in recruitment and job hunting?

The ratio of vacancies to job seekers reached 1.74. The gaps widen by company size and industry.

According to the Works Survey on the Job Vacancies-to-Seekers Ratio for College Graduates(published by the Recruit Works Institute on 21 April 2016) (Graph ❶), the ratio of job vacancies to job seekers (hereafter, vacancies ratio) for university and graduate school graduates expected to graduate in March 2017 was 1.74, around the same level as it was in 2016 (+0.01). The total number of available positions at private companies increased by 15,000 to 734,000 from 719,000 in the previous year, reaching almost the same level as during the bubble economy period (738,000 in 1992). The number of job seekers was largely unchanged at 422,000 compared to 417,000

for 2016 graduates. As can be seen from the data below, the vacancies ratio is affected by economic conditions and the number of students seeking jobs in private companies The number of vacancies for 2017 graduates was similar to that during the bubble economy, but the vacancies ratio was 0.67 lower than the 1992 ratio of 2.41 as the number of job seekers during the 1992 graduate recruitment season was approximately a third of that for 2017 graduates.

The global financial crisis caused a sharp decline in the vacancies ratio for 2010 graduates. The ratio remained low in the years after the crisis but returned to 1.61 for 2015 graduates following a rise in interest for hiring among small and medium-sized companies and continued to increase for 2016 and 2017. Even

from a long-term outlook, the ratio is currently high compared with averages of around 1.3 in the early 2000s and 1.2 in the early 2010s, indicating an acceleration in the seller's market. By company size, the vacancies ratio was by far the highest for companies with fewer than 300 employees, at 4.16. This was followed by ratios of 1.17 for companies with 300–999 employees, 1.12 for companies with 1,000–4,999 employees, and 0.59 for companies with more than 5,000 employees. Around 99,000 graduates sought jobs at companies with fewer than 300 employees, a reduction by 14,000 graduates (12.1%) from the 2016 figure. However, the number of graduates seeking jobs in companies with more than 5,000 employees increased by around 14,000 (19.5%) from 2016, indicating a rise in the number of students hop-

❶ **History of graduate recruitment and changes in the vacancies ratio, number of job vacancies, and number of job seekers**

ing to work in large companies.

Examining the trends by industry, the vacancies ratio for the construction industry increased by 0.07 from the previous year to 6.25, while that for the distribution industry increased by 1.33 to 6.98. These industries had substantially higher ratios than those of the financial industry at 0.19, the services and information industry at 0.49, and the manufacturing industry at 1.93. In particular, the number of job seekers in the distribution industry fell by 15.3%, but the total number of vacancies increased by around 13,000 (4.8%). Because of this, the vacancies ratio returned to its pre-financial crisis level. In contrast, the number of graduates seeking jobs in the financial industry increased by 14.0%, but the vacancies ratio fell due to a reduction in available positions by 6.2%.
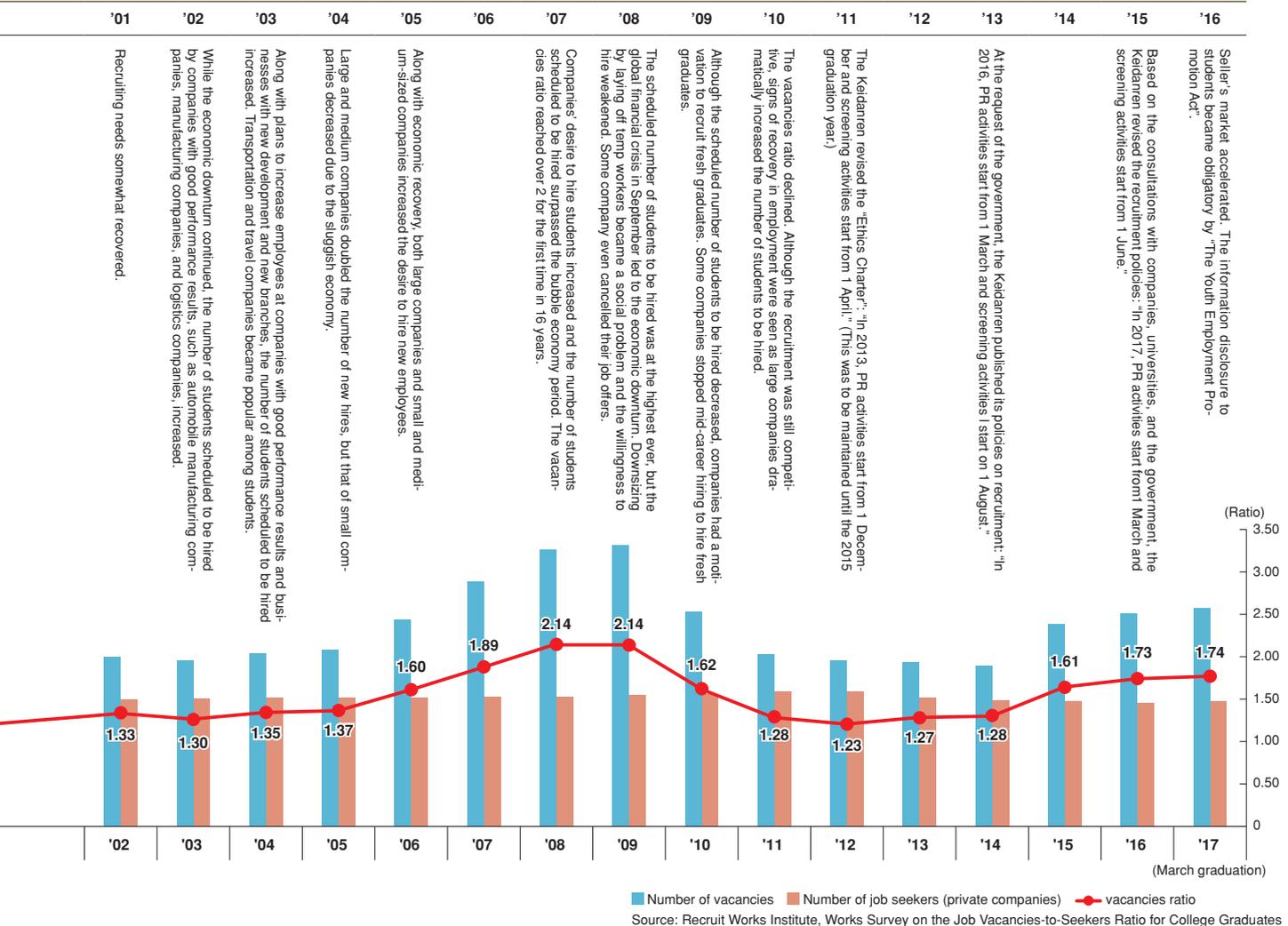
Vacancies ratio for mid-career recruitment reached a 25-year high.

Turning to the mid-career recruitment market, on 31 January 2017, the Ministry of Health, Labour and Welfare announced that the average effective vacancies-to-job seekers ratio for 2016 was 1.36 (+0.16 from the previous year). This was the highest in 25 years since 1991 (1.40) and was a 7-year consecutive increase. As in graduate recruitment, the seller's market continues to grow, signaling tight conditions for mid-career recruitment.

According to the Recruit Works Institute's Survey on Mid-Career Recruitment: 2016 First-half Results, 2017 Outlook (published on 31 January 2017), 46.5% of firms were not able to secure their desired mid-career recruits in the

first half of 2016. This was around the same level as in 2015 of 46.7%, comprising nearly half of all companies. As much as 71.2% of companies cited "to fill vacant positions" as their reason for carrying out mid-career recruitment. Among the measures for coping with the insufficient number of mid-career recruits, "overtime/working during holidays of current employees" was mentioned by the highest share of 32.2% of companies, but the share of companies that resorted to "increasing graduate recruitment" was also as high as 20.7%. In particular, 29.4% of companies in the distribution industry mentioned "increasing graduate recruitment". This difficulty in securing recruits in the mid-career market is also one of the reasons for the increase in the number of available positions in the new-graduate market.

*Compiled by the New-Grad Market Research Institute

'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	'16

'01 Recruiting needs somewhat recovered.

'02 While the economic downturn continued, the number of students scheduled to be hired by companies with good performance results, such as automobile manufacturing companies, manufacturing companies, and logistics companies, increased.

'03 Along with plans to increase employees at companies with good performance results and businesses with new development and new branches, the number of students scheduled to be hired increased. Transportation and travel companies became popular among students.

'04 Large and medium companies doubled the number of new hires, but that of small companies decreased due to the sluggish economy.

'05 Along with economic recovery, both large and medium-sized companies increased the desire to hire new employees.

'07 Companies' desire to hire students increased and the number of students scheduled to be hired surpassed the bubble economy period. The vacancies ratio reached over 2 for the first time in 16 years.

'08 The scheduled number of students to be hired was at the highest ever, but the global financial crisis in September led to the economic downturn. Downsizing by laying off temp workers became a social problem and the willingness to hire weakened. Some company even cancelled their job offers.

'09 Although the scheduled number of students to be hired decreased, companies had a motivation to recruit fresh graduates. Some companies stopped mid-career hiring to hire fresh graduates.

'10 The vacancies ratio declined. Although the recruitment was still competitive, signs of recovery in employment were seen as large companies dramatically increased the number of students to be hired.

'11 The Keidanren revised the "Ethics Charter": "In 2013, PR activities start from 1 December and screening activities start from 1 April." (This was to be maintained until the 2015 graduation year.)

'13 At the request of the government, the Keidanren published its policies on recruitment: "In 2016, PR activities start from 1 March and screening activities start on 1 August."

'14 Based on the consultations with companies, universities, and the government, the Keidanren revised the recruitment policies: "In 2017, PR activities start from 1 March and screening activities start from 1 June."

'15 Seller's market accelerated. The information disclosure to students became obligatory by "The Youth Employment Promotion Act".

(Ratio)

	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	'16	'17
vacancies ratio	1.33	1.30	1.35	1.37	1.60	1.89	2.14	2.14	1.62	1.28	1.23	1.27	1.28	1.61	1.73	1.74

(March graduation)

■ Number of vacancies ■ Number of job seekers (private companies) ●— vacancies ratio

Source: Recruit Works Institute, Works Survey on the Job Vacancies-to-Seekers Ratio for College Graduates

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Changes to the Guidelines for Graduate Recruitment and Job Hunting

Summary of changes to the 2017 graduate recruitment schedule

PR activities starting from March, screening starting from June.

The Japan Business Federation (Keidanren) published its Guidelines for Recruitment in December 2015. At the government's request, PR activities for 2017 graduate recruitment, such as company pre-entry applications and information sessions began at the same time as for 2016 graduates "from 1 March, immediately before entering the year of graduation", while interviews and other screening activities were moved forward by 2 months to start "from 1 June in the year of graduation".

Prior to the change, firms and students had conducted job hunting and recruitment activities following the guidelines set out by Keidanren's Code of Ethics Regarding Recruitment. According to the guidelines for 2013–2015 graduates, PR activities were conducted "from 1 December in the year before graduation", and screening activities began "from 1 April in the year of graduation". For the recruitment of 2016 graduates, PR activities were postponed by 3 months and screening activities by 4 months, prolonging the period for PR activities by a month (see ❶).

The changes were made with the aims of "securing students' study time", "promoting study abroad", and "allowing internship and other early-career education measures". It has, as a result, prolonged the recruitment and selection process for both companies and students with the presence of the foreign-affiliated companies with earlier selection schedules, companies seeking to recruit bright students earlier than other companies and students hoping to receive early job offers.

As described in the guidelines, many of the most popular companies among students began screening activities from August. One of the reasons for the prolongation of the period was that many students, despite receiving early job offers from other companies, continued job hunting in the hope of still being selected by the top companies. Amid a high vacancies-to-job seekers ratio, 2016 graduates received an average of 2.17 job offers, an increase from an average of 2.02 offers in 2015 and 1.85 offers in 2014. This led to an increase in the number of offers being declined, resulting in many companies not reaching their recruitment targets. For 2016 graduate recruitment, the share of companies not reaching their recruitment targets was 48.3%, which was the first time it reached almost half since the start of the survey (see White Paper on Employment 2016).

As a result, following discussions between the government and firms and universities, the decision was made to change the schedule for the 2017 graduate recruitment season. This change in the schedule for two consecutive years was highly unusual. Furthermore, as it was announced in December in the year before graduation, it placed significant pressure on the job hunting and recruitment guidance activities being conducted by universities.
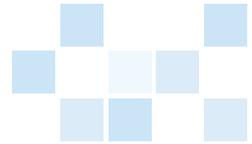
Many students start to interact with companies during their PR activities period by submitting pre-entries through the recruitment websites of companies they wish to enter or via job recruitment information sites. After that, they receive

❶ **Changes to the starting dates for recruitment and job hunting activities**

*1 Before the 2012 graduate recruitment season, there was no agreement on the starting time for PR activities, but registration through job hunting information websites generally began from 1 October of the year before graduation, marking the start of most PR activities.
*2 For recruitment screening activities, it was stipulated that "students who will not graduate/complete their studies must refrain from carrying out interviews and other practical screening activities", but the implementation timing varied among companies.

notifications from companies about information sessions, etc. and attend events they find interesting, meet alumni employees, and seek out other companies they would like to join. This is also a time for them to encounter firms they were not previously aware of, meet people they might aspire to become like in the future, and familiarize themselves with business manners through interactions with recruiters and during company information sessions. Due to the shortened PR activities period for 2017 graduate recruitment, it is likely that compared to previous years, job seekers had less time for self-analysis and for conducting research on firms and industries.

During the 2016 graduate recruitment season, many companies completed their recruitment period with an "insufficient" number of new hires. As a result, a number of companies changed their original plans for 2017 graduates, such as by deciding to "promote early recognition and awareness of the company" (33.4%), "attract students' interest" (32.9%), and "follow up with students after making of-fers" (32.6%).

Meanwhile, when asked about any changes to their planned employment screening schedules, around 30% of companies said they were making "no changes in particular". However, it should be noted that among companies with "fewer than 300 employees", 48.9%, nearly half of the total, had decided to make changes, while the share was only 14.8% among companies with "5,000 employees or more".

As such, it can be expected that there was a particularly large burden on small and medium-sized companies to market and promote themselves to 2017 graduates given the limited time.

Students pay new attention to "work style" due to coverage in the media.

Wide media coverage of the government's "work-style reform" efforts has highlighted the current state of excessive labor practices. This has led to variety of concerns: "Even if I work hard and get into a large, popular company, I might be forced to work a certain way and not be able to work productively", "They only say positive things at information sessions, so I don't know what to believe", "I wonder whether I can become a productive member of society", and "How can I maintain a good work-life balance?" Even considering the current seller's market, many students have concerns that they are headed for an unclear future.

With the ongoing demographic shifts in Japan of declining birthrates and an aging population, the country's working population is currently in decline, and finding gainful, stable employment for young people that allows them to use their skills is a pressing issue. As a result, the responsibilities of hiring companies are being called into question, and a number of ongoing initiatives are being implemented to assist young people in choosing the right jobs. Both students and the companies hiring should fully understand the content of the Youth Employment Promotion Act, which is introduced in the column below.

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column

The Youth Employment Promotion Act: Preventing Mismatches by Disclosing Company Information

Strengthening support for young people for a hardworking society

Under the 1 March 2016 Youth Employment Promotion Act, companies recruiting new graduates became obligated to provide information on one or more items for each of points (A), (B), and (C) in Table ❷. In addition to publishing the information on their homepage or job information site, providing the information at briefing sessions, and listing it on their recruitment forms, companies must provide information by letter or e-mail if requested by individual applicants. This allows applicants to select companies where they can "work more like themselves".

It also became obligatory to detail the often problematic "fixed overtime pay (overtime work for a fixed amount of time paid at a fixed rate and extra wages for working on holidays or after midnight)". The cases in which overtime-related payment and extra wages are due must also be stated.

At schools and administrative institutions, efforts are underway to promote understanding of labour laws to prevent problems during job hunting and after employment. It is believed that mismatches can be prevented through the sharing of information between corporations and individuals.

❷ Items of Information Stipulated by the Youth Employment Promotion Act

(A) Recruitment and Employment Situation
Number of new graduates hired and employees leaving in the last 3 years
Number of male and female new graduates hired in the past 3 years
Average years of employment
(B) Development and Improvement of Vocational Skills
Presence or absence of training/training content
Presence or absence of self-development support/support content *Including whether there is a system whereby employees continuing education/training can take days off or work shorter hours, where applicable
Presence or absence of a mentoring system
Presence or absence of a career consulting system/career consulting system content *Including information on "self-career docks" (a mechanism for setting opportunities to receive career consultation on a regular basis), where applicable
Presence or absence of in-house certifications, etc. or their content
(C) Employment Management in the Company
Average monthly overtime for the previous fiscal year
Average paid vacation days for the previous fiscal year
Number of employees eligible for parenting leave/number of employees who received parenting leaves for the previous fiscal year (by gender)
Percentage of women in executive and management positions

For the recruitment of new graduates or similar cases, it is mandatory to provide at least one item of information from each of points (A), (B), and (C) above. In addition, if an applicant makes a request for information on the above items, it shall not constitute a reason to treat them disadvantageously.

Overview of Recruitment and Job Hunting ❶ Schedule

What was the actual schedule for companies and students for 2017 graduate recruitment?

Around 65% of businesses began interviews before May.

What kinds of activities did businesses and students engage in, and when did they engage in them? We examine the recruitment and job hunting processes from their starting times.

First, we look at the starting times for company recruitment processes (Graph ❶). The majority of companies (72.3%) began to share recruitment information in March 2016. Most (63.9%) also began meetings for information sessions and seminars in the same month. Meanwhile, most companies also launched pre-entry reception activities and cooperative information sessions/seminars at universities and other venues in March, concentrating these activities in what is called "the recruitment PR launch month".

Interviews began for the highest share of companies (28.3%) in April. Next was June (22.4%), then May (17.4%), meaning that 85.2% of companies began the interview process between March and June. Meanwhile, 65.3% of companies began interviewing in or before May.

The earliest unofficial and official job offers were made during or before May by 42.5% of companies, while 57.5% made offers from June. Additionally, most companies began document screening in March and began aptitude testing and written examinations in April.

Around 8 in 10 students participated in interviews in May or earlier.

The starting times for job hunting activities by students (Graph ❷) show that 75.0% of students began gathering information in February or earlier, while the share of students who began participating in individual company information sessions (meetings) increased from December onwards and was the highest in March (45.5%).

April saw the highest share of students beginning to participate in interviews, at 26.4%, and the number of students starting the interview process in May or earlier reached 78.2%. The number of students receiving job offers increased from around March, with 35.0% of students receiving their offers during or before May. Expanding the range to June or earlier gives a share of 57.3%.

Company The starting peaks for PR activities were from March, interviews from April, and offers and unofficial offers from June
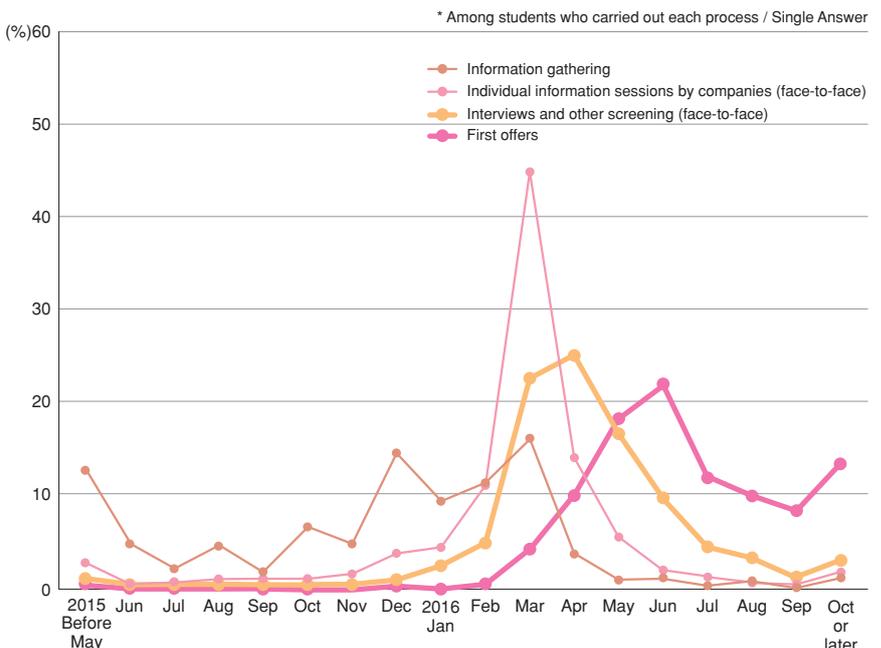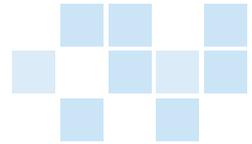
❶ **Starting times of recruitment processes**

The start of face-to-face company information sessions/seminars for 2016 graduates was spread between March and April (47.4% and 26.7%, respectively). For 2017 graduates, companies that started in March increased substantially to 63.9%. (19.8% for April.)

Student Many students started participating in information sessions and interviews from March and April

❷ **Starting dates of job hunting processes**

For 2016 graduate recruitment, 69.2% of students began collecting information in February in the year prior to graduation. The figure rose to 75.0% for 2017 graduates.

Company

CASE1
Marketing
Screening start date: January

Although recruitment activities began in October, they lasted until the end of September the following year

COMPANY DATA

- Company location: Tokyo
- Company size : 1,000+ employees
- Results of 2017 graduate recruitment
  Recruitment target: 20 people
  Offers given: 45 offers
  Expected number of new hires: 30 people
  (33% offer refusal rate)

Main recruiting processes

From October 2015

Job hunting events,
company information sessions
First-round interviews
Second-round interviews
Aptitute testing
Third-round interviews
Final interviews
Early unofficial offers sent
(until September 2016)

Despite using recruiters for early recruitment, the results were not effective.

Generally, our company begins interacting with students through staffing agencies, etc. starting from around October in the academic year prior to graduation. We began our 2017 graduate recruitment season in October of 2015 with the objective of concluding it by the end of June 2016. During 2015, we participated in staffing agency events to raise awareness from students. We focused on finding "people who can create something from nothing" and assigned recruiters to reach out to these kinds of students to provide them with information that would increase their ambition and willingness to work with us. We launched in-house information sessions at the beginning of the year and, until February, focused on students who had registered with the staffing agencies. From March onwards, we also offered guidance to students who had completed pre-entries from job hunting information sites.Recruiters

were introduced for the first time to help attract the students to our company at an early stage, but this only resulted in 1 job offer. Merely giving students advice did not lead them to being attracted to the company. Additionally, many students appeared to be waiting for selection decisions from major firms and did not attend interviews when invited.Although our company was ultimately able to fulfill its recruitment goals, the recruiting season extended to the end of September and left behind other workload-related issues. Our company is organizing its recruitment process for 2018 graduates, and we are proceeding with detailed planning, such as by establishing recruitment objectives for each stage of the process. October proved to be too early to begin interacting with students, so the launch will be changed to December. We also intend to temporarily cease the use of recruiters and coordinate more closely with staffing agencies to approach the students that we wish to secure earlier.

Student

CASE1
Scheduled to join a food manufacturing company
Agricultural science department

Understanding each company's selection schedule in advance allowed for simultaneous research and job hunting. Job hunting was completed in June.

Job hunting schedulees

● November 2015
Received a list of food company screening schedules from a senior student and made plans to carry out both research and job hunting activities.

● January–February 2016
Carried out self-analysis and prepared entry sheets. Prepared answers to frequently asked topics and received feedback from the university career center.

● March 2016
Started participating in individual company information sessions. Attended sessions for approximately 15 companies.

● April 2016
The first week of April was the peak for submitting entry sheets. Eventually, applied to between 15 and 20 companies. The peak for first-round screening was toward the end of April.

● June 2016
Received an unofficial offer from a desired company and concluded job hunting activities.

I planned my research and job search preparations based on schedules from senior students.

Since I had carried out research related to food product development, I decided I wanted to work at a food-related manufacturer. The first step I took to focus on job hunting was to understand the company schedules. I received a list of the selection schedules of food-related companies from a student in my laboratory who was a year ahead of me. Because it seemed that the companies I was interested in had not changed their selection schedules much from the 2016 graduate recruitment season, I assumed my job search would end by the middle of June if everything went smoothly. Keeping in mind my plan to present at a conference in the summer, I planned to make as much progress on my experiments as possible and put together information for writing the application entry sheets by the end of February.

Early April was especially hectic. I had to deal with the deadline for submitting my conference

materials as well as attend company information sessions and meet deadlines for submitting applications. I coped by prioritizing my tasks by the dates they were to be completed and created weekly plans a week in advance. In this way, I was able to make use of the time-management skills that I had gained from carrying out research. I felt throughout my job search that there was compatibility in the timing between myself and the company. When selecting a company, I focused on whether I thought I could achieve what I wanted to at the company and whether the company was local. However, while many companies in the former category gave out offers until the middle of June, more companies in the latter category made offers in August or September. Because I was preparing for my conference presentation in the summer, I wasn't able to consider companies in the latter category. That was unfortunate, but I moved on to make the most of the job offer I obtained through my job hunting activities.

Overview of Recruitment and Job Hunting ❷ Companies

What recruiting measures are companies taking to ensure sufficient recruitment, job offers, and follow-ups with prospective employees?

50.2% of companies reached their target numbers for employee hires. Slight improvement over 2016 graduate recruitment.

As of December 2016, the hiring numbers for 2017 graduates were "as planned" for 34.5% of companies, "slightly more than planned" for 14.5% of companies, and "considerably more than planned" for 1.2% of companies. Combined, 50.2% of companies met or surpassed their targets, a 1.9-point improvement over the previous year (Graph ❶). This figure is still low, however, compared to the figure for 2013 graduates, who had the highest hiring rate in the last 5 years of 62.3%. Furthermore, combining the shares for "slightly fewer than planned" (34.5%), "considerably fewer than planned" (12.6%), and "not known as screening still underway" (1.2%) yields a total of 48.3% of companies below target, a decrease from the previous year by 2.4 points. Examining the data by company size (Table ❸) shows that the percentage of companies with
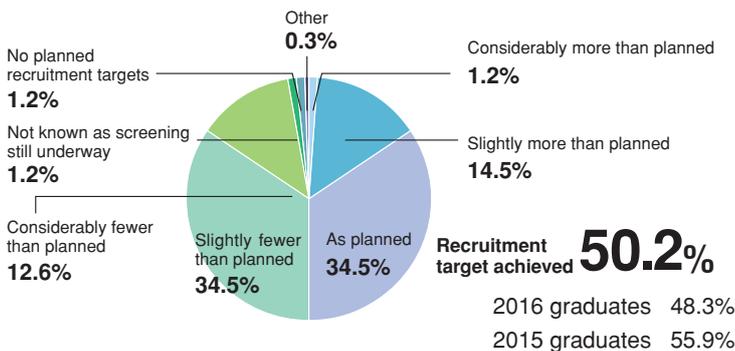
sufficient hiring increased for companies with more than 300 employees. However, the previous year's declining trend continued for companies with fewer than 300 employees to a share of 44.3%, low when compared with companies of other sizes and indicative of a difficult hiring environment. When looking at the data by region, the share of companies with sufficient hiring was particularly low for the Hokkaido/Tohoku region at 36.5%. This was an improvement from the previous year by 7.5 points, but represented a continuing low level compared to other regions.

So, what contributed to the satisfactory hiring rates? According to companies that responded with "slightly more than planned" or "considerably more than planned", 50.8% said that "there were many desirable or highly qualified candidates", while 43.7% said that it was due to "compensate for rejected offers" (Data ❷). Conversely, among companies that responded with "slightly fewer than planned" or "signifi-

cantly fewer than planned", 67.3% said that "there were not as many good candidates as expected, and we did not lower our standards for hiring", while 53.8% said that "the number of candidates who turned down job offers was larger than expected". This shows that the number of job applications and the number of job offer rejections from desirable candidates impacted whether companies' hiring numbers were satisfactory or not.Turning to the implementation rates of various types of information and communication methods, we see that were no large differences in the use of "job hunting sites", "alumni visits", "company-specific information sessions and seminars," or "recruiters" among companies that responded with "as planned", "slightly more than planned", or "slightly fewer than planned". However, the rates for companies that responded with "considerably fewer than planned" were around 5–10 points lower than those that gave one of the aforementioned three responses.

Company | More than half of all companies met their recruitment targets

❶ **Fulfilment of recruiting plan** * All companies / Single Answer

- Other **0.3%**
- No planned recruitment targets **1.2%**
- Considerably more than planned **1.2%**
- Not known as screening still underway **1.2%**
- Slightly more than planned **14.5%**
- Considerably fewer than planned **12.6%**
- Slightly fewer than planned **34.5%**
- As planned **34.5%**
- Slightly more than planned **14.5%**

Recruitment target achieved **50.2%**

2016 graduates 48.3%
2015 graduates 55.9%

The combined total for companies who met their targets and chose "as planned", "slightly more than planned", and "considerably more than planned" was 50.25%. The combined total for companies who did not meet their targets and chose "slightly fewer than planned", "considerably fewer than planned" and "not known as screening still underway" was 48.3%.

Company | Reasons for meeting the recruitment targets included "the high number of desireable candidates"

❷ **Reasons for recruiting numbers being higher than planned**
* Among companies that answered "slightly more than planned" or "considerably more than planned" / Multiple Answer

1st There were many desirable or highly qualified candidates 50.8%

2nd To compensate for rejected offers 43.7%
3rd An increase in hiring numbers due to a change in company policy 25.1 %

Compared to the 2016 graduate recuitment season, the share of companies that chose "there were many desireable or highly qualified candidates" increased by 4.4 points, while "to compensate for rejected offers" decreased by 2.7 points.

Company | The number of companies with over 300 employees that met their recruiting targets increased

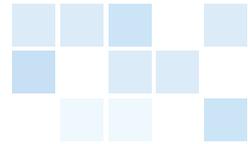❸ **Status of meeting recruiting plans (by company size and region)**
* All companies / Single Answer
* ( ) shows the change from 2016
* "Achieved" shows the combined totals for "as planned", "slightly more than planned", and "considerably more than planned". "Not achieved" shows the combined totals for "slightly fewer than planned", "considerably fewer than planned", and "unknown as screening still underway".

	Achieved		Not achieved	
Total	50.2%	(1.9)	48.3%	(-2.4)
By firm size				
Fewer than 300 employees	44.3%	(-4.3)	51.7%	(3.0)
300–999 employees	48.6%	(3.2)	50.7%	(-2.8)
1,000–4,999 employees	55.2%	(4.4)	43.9%	(-5.3)
More than 5,000 employees	56.8%	(5.7)	43.2%	(-5.7)
By region				
Hokkaido/Tohoku	36.5%	(7.5)	61.2%	(-8.7)
Kanto	54.1%	(6.4)	44.6%	(-7.4)
Chubu/Tokai	48.4%	(-2.9)	49.2%	(2.6)
Kansai	55.6%	(2.1)	43.8%	(-2.2)
Chugoku/Shikoku	41.3%	(-7.4)	56.7%	(8.0)
Kyushu	44.1%	(-9.0)	55.9%	(10.6)

Over half of all companies with more than 1,000 employees met their recruiting targets. By region, the share of companies in Chugoku/Shikoku and Kyushu that reached their targets declined greatly. Furthermore, by industry, companies in the construction industry had the lowest share of companies that met their targets, while companies in the the finance industry had the greatest share.

CASE2
Manufacturer
Screening start date: May

COMPANY DATA

- **Company location**: Osaka
- **Company size** : 1,000+ employees
- **Results of 2017 graduate recruitment**
  Recruitment target: 19 people
  Offers given: 25 offers
  Expected number of new hires: 21 people
  (16% offer refusal rate)

Main recruiting processes

January 2016	Visits to laboratories by recruiters, company information sessions, visits by alumni (until late February)
March	In-company and university information sessions (until early April)
Early May	Entry sheet deadline
Mid-May	Aptitute testing
Late May	First-round interviews
	Second-round interviews
Early June	Early unofficial offers sent

Built affinity in students by strengthening recruiters' PR activities

Employees in their first or second year of employment visited their former universities to build recognition and familiarity.

Every year, our company places emphasis on recruiters' PR activities. Because we recruit mainly for technical positions, we first visit around 25 target universities and offer information about our company, focusing on our employees' former schools and laboratories. This allows us to increase recognition while building affinity for our company.Based on our experiences from 2016 graduate recruitment, we made changes for 2017 regarding the timing of university visits and the level of seniority of the visiting employees. For the former, for 2016 graduate recruitment, we carried out recruiting activities in February, but other companies carried out their visits earlier and ended up taking the good students. Therefore, we moved our visits forward to January. For the latter, instead of using employees in their third or fourth years of employment, we appointed around 15 employees

in their first or second years of employment. This was because employees in their third or fourth years were not likely to be directly known by the students, which posed a hurdle to building familiarity. In addition, the company recruitment aptitude test was changed to be test-center based, making it easier to take for students from afar.As a result, the number of aptitude test participants was 115% compared to the previous year. The number of test participants from further afield, such as the Kanto region, also increased, and we were satisfied with the number of applications and the yield rate. We felt that the recruiters were able to develop a good level of affinity, too. Although it is not certain whether there is a direct relation, the offer acceptance rate for voluntary candidates was also higher than average.Based on these results, we do not intend to change the procedures for recruiting activities for 2018 graduates and will first focus on recruiters' PR activities.

CASE3
Software
Screening start date: May

COMPANY DATA

- **Company location**: Oita Prefecture
- **Company size** : 300–999 employees
- **Results of 2017 graduate recruitment**
  Recruitment target: 20 people
  Offers given: 22 offers
  Expected number of new hires: 15 people
  (32% offer refusal rate)

Main recruiting processes

March 2016	Joint company information sessions
April	Entry sheet deadline
Mid-May	In-company and university information sessions
	Aptitute testing
	First-round interviews
	Final interviews
Late May	Early unofficial offers sent

Conducted the first-round selection also at branch offices outside the prefecture. Succeeded in the recruitment of applicants hoping to transfer back in the future.

Previous selection stages carried out only at our main office meant that we could not secure candidates from outside the prefecture.

Our company usually offered information via joint company information sessions and recruiting information websites, with information sessions, aptitude tests, and first round interviews held at our head office in Oita after the entry sheet selection. However, since this made it difficult for us to get students from outside the prefecture to participate, for 2017 graduate recruitment, information sessions and first round interviews were held not only at our main office but also in our branch offices in Kanto, Kansai, and Fukuoka. As a result, we were able to gather a sufficient number of students who passed the selection process and recruited one candidate each from Kanto and Kansai. Although our costs increased, the effectiveness was clear, so we intend to continue holding the information sessions and screening processes at our branch offices for 2018 recruitment.

Despite this, however, we were not able to meet out

recruitment targets, and the offer decline rate was somewhat higher than normal. One reason for this, which we feel is important to deal with, is the change in students' preferences for where they work. In spring 2016, the highway directly connecting Oita and Kitakyushu was opened. This reduced travel times by car, leading to an increase in the number of students from Oita as well as the number of students who were outside Kyushu but originally from the Kyushu area and hoping to transfer in the future and considering employment in Fukuoka rather than Oita. In practice, there were students who declined our company's offers to work at similar companies in Fukuoka instead. Accordingly, for 2018 graduate recruitment activities, we plan to change the content of our information sessions to emphasize the quality of our operations and technology. Although until now we had been giving a general explanation of our company, by conveying the merits of our company in detail, we aim to show that our company that is not inferior to other similar companies in Fukuoka.

Rising number of official and unofficial job offers.

In order to reach the expected hiring numbers, how many candidates are given job offers by companies? Converting "the number of offers given and number of offers accepted per 100 expected hires" (Graph ❶) from companies' expected hiring numbers, interview numbers and job offer numbers, the number of job offers made to obtain 100 hires was 165.7, around the same level as in the previous year (166.6). However, the figure increased by more than 60 offers compared with the result from the Recruit Works Institute's survey of 2011 graduates of 104.8 (*1).

Calculating "the number of job offers made and accepted offers per 100 interviewed candidates" shows that 18.7 job offers were made for every 100 interviewed candidates, while 10.5 offers were accepted per 100 interviewed candidates. Comparing these statistics with those for 2013 graduates, for which the ratio of job vacancies to job seekers was at its lowest (*2), shows an increase in the number of job offers by 7.8 from 10.9 and an increase in the number of accepted offers by 3.3 from 7.2. This reflects the recent "seller's market" environment and shows how companies are trying to compensate for the potential refusal of job offers by increasing the number of offers they make.

Also, the number of declined job offers decreased by 2.7 from the previous year's 76.0 to 73.3. As for the recruitment standards, 83.0% of companies responded that their standards were "the same as for 2016 graduates", while 8.2% indicated having "lower standards", and 6.2% responded having "higher standards".
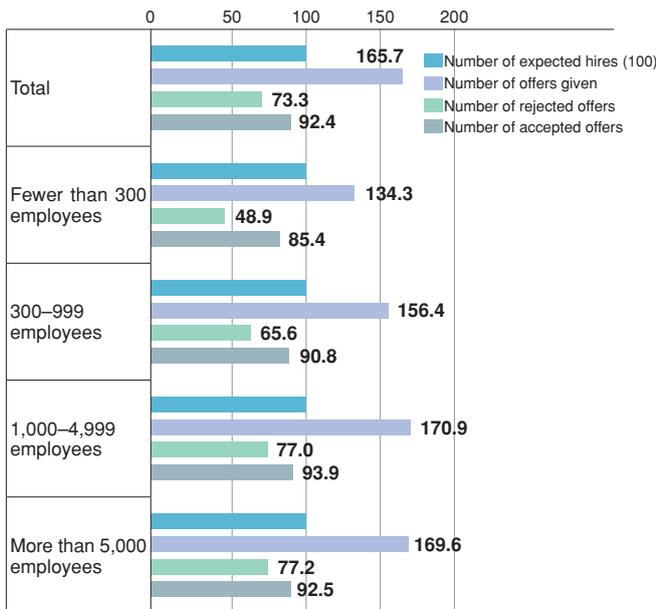
When asked what they had changed for 2017 graduate recruitment, 35.2% of companies responded that they "followed up after making a job offer". The specific ways in which they said they followed up are shown in Graph ❷. The most common was "prospective employee get-togethers" at 79.4%. This was followed by "regular contact by email and phone" (60.0%) and "sending company newsletters and information for prospective employees" (46.0%). While some practices decreased compared to the previous year, there was an 11.1-point increase in ""regular contact by email and phone", up from 48.9% in the previous year. Thus, we can see how more companies are making detailed follow-ups with students. On the other hand, 71.1% of companies said that "recruitment-related manpower" was a challenge for 2017 graduate recruitment. Considering the work required in following up after an offer, determining where to cut labor costs appears to be a challenging issue.

Company | **Between 1.3 and 1.7 offers were given per expected hire and 35%–45% of offers were declined.**

❶ **Number of offers given and offers accepted per 100 expected hires**
* Companies that answered all questions from interview to offers / Numerical Answer
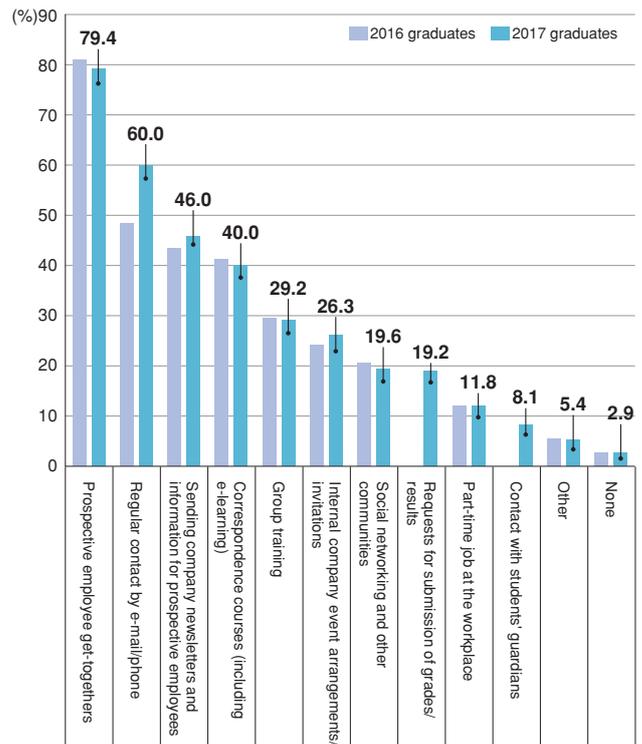

Regardless of company size, the results show between 1.3 and 1.7 offers were given per expected hire, while 35%–45% of offers were rejected by candidates. The number of accepted offers was between 85 and 94 per 100 expected hires.

Company | **Increasing numbers of companies followed up with regular communication after giving out offers**
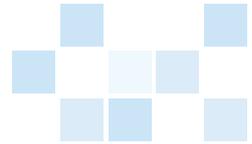
❷ **Status of interaction with students after giving out offers and unofficial offers**
* All companies / Multiple Answer
* Data for 2016 not shown for items only surveyed in 2017.

"Regular contact by e-mail and phone" increased for companies of all sizes. In particular, there was a large increase among companies with fewer than 300 employees (from 42.3% for 2016 graduates to 60.1% for 2017 graduates).

Company

CASE4
Specialty company
Screening start date: March

Carryied out information sessions one step ahead of other companies with thorough follow-ups after giving offers

COMPANY DATA

- Company location: Aichi Prefecture
- Company size : 1,000+ employees
- Results of 2017 graduate recruitment
  Recruitment target: Approx. 200 people
  Offers given: Approx. 380 offers
  Expected number of new hires: Approx. 200 people
  (47% offer refusal rate)

Main recruiting processes

2016	
Mid-March	Company information sessions (until July)
Late March	Group discussions
Early April	First-round interviews Social gatherings
Early May	Final interviews
Mid-May	Unofficial offers given (until early September)

Assigned one recruiter to each student, making regular contact after an offer is made.

For 2017 graduate recruitment, we focused on two points: moving earlier than other companies and conducting a more thorough follow-up with students who were given offers. Regarding the former, we estimated that companies and students would start to act sooner given the change in the employment selection schedule. Our research showed that many companies would start their information sessions toward the end of March, so we chose to start ours from the middle of March. As a result, especially in the first session, we had strong participant numbers and were able to secure good applicant numbers. Also, to start interacting with students at an early stage, we conducted one-day internships in the summer and the winter for the first time.

To follow-up with students who are given offers, every year, we assign one recruiter per student to communicate regularly with them by phone and give them advice on their job search. Given the recent acceleration in the seller's market and the increase in the possibility of declined offers this year, we carried out the follow-up even more thoroughly than normally.

As a result of these activities, we managed to achieve our recruitment target. In anticipation of the continuing seller's market, we will continue to try to move earlier than other companies and conduct thorough follow-ups with students for 2018 graduate recruitment. Further, we plan on increasing the number of locations for our information sessions. An issue for us has been the insufficient recruitment of candidates that can be assigned outside the areas where our information sessions are held (Tokyo, Osaka, Aichi, Fukuoka, and the neighboring regions) despite us having locations around the country. First, we plan to host our events in three more locations, and we will also increase our number of recruiters.

Company

CASE5
Food company
Screening start date: March

Aimed to gain early recognition by participating in career seminars.

COMPANY DATA

- Company location: Aichi Prefecture
- Company size : 1,000+ employees
- Results of 2017 graduate recruitment
  Recruitment target: 160 people
  Offers given: Approx. 220 offers
  Expected number of new hires: Approx. 155 people
  (30% offer refusal rate)

Main recruiting processes

From March 2016	Joint company information sessions, on-campus information sessions, onsite company information sessions
Early May	Entry sheet deadline
June	Interviews (1–3 times) Unofficial offers given

Built early recognition by increasing interactions with students before February.

For 2017 graduate recruitment, following the change in the recruitment selection schedule, and considering the tendency in recent years for students to participate in internships and to start researching companies early, we proactively participated in career seminars (organized by HR companies, etc.) from November 2015 to February 2016 to encourage early recognition and awareness of our company. We also conducted our annual summer, fall, and winter internships as usual. Although the direct effect of our increased participation in career seminars on recruitment is difficult to measure, we were able to offer information to more students based on their personal career and working preferences.

However, a remaining issue is that among the students who have received offers, the number of internship participants consequently decreased to a third of that for 2016 graduate recruitment. We consider the reason for this to be that we were not able to offer information to deepen students' understanding of our company or increase their desire to work for us and were also not able to convey a sufficient impression of the career possibilities we have to offer. With the earlier commencement of the selection process by 2 months for the 2017 graduate recruitment season, the period of recruiting operations was shortened, and there was not enough time to continue offering information to participants after the internships were concluded.

Given the time and resource constraints, we are considering what PR and communication measures we can take to more effectively convey the impression of a career with us and our working style and better match the desires of the students.

Overview of Recruitment and Job Hunting ❸ Students

What changes have there been in the job offer situation and the activity levels of students?
What are the criteria for choosing companies, and what are the costs involved in job hunting?

87.7% of job seekers found an employer.

As of December 2016, 87.7% of students seeking employment at private companies were able to secure positions with private or public employers. This represents a 0.9-point increase compared to 86.8% for 2016 graduates (as of December 2015) and a 3.2-point increase compared to 84.5% for 2015 graduates, which is high compared to the previous 5 years. In addition, the ratio of students who had not decided on a career path was 6.2%. This represents a decrease by 1.8 points compared to 8.0% for 2016 graduates and is the lowest proportion in the past 5 years.

Of the students who were successful in finding an employer, 40.9% found employment at their first-choice company, a 0.5-point increase from the previous year (Graph ❶). However, the share of students who found employ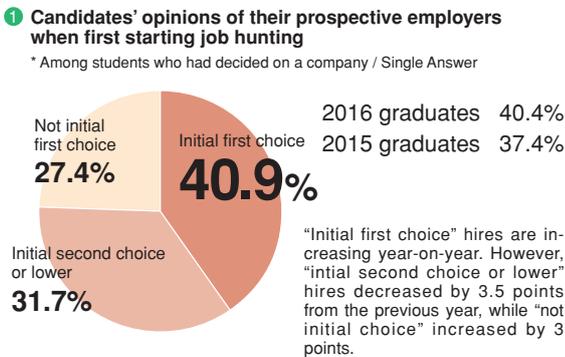ment at companies they did not originally intend to work at increased by 3.0 points compared to the previous year to 27.4%.

Job seekers received offers from an average of 2.22 companies, a figure which has risen for 4 consecutive years since 2014 graduate recruitment (Graph ❷). The share of students who received job offers from multiple companies was 55.0%, representing the majority of students, as in the previous year. Looking at the past 5 years, the proportion of students receiving only one offer of employment has been decreasing year on year, while the share of those receiving three or more offers has been increasing. Of the students that received one or more offers, 57.1% continued their job search even after receiving their first offer. The most common reason for this was "to undertake job selection for a more desirable company", which was given by 68.4% (multiple responses were accepted). As in the case of the student who received an offer of employment at a developer as described on page 17, some students enter the selection process and receive an offer at another company prior to undergoing the selection process at their first-choice company. Meanwhile, others who are not satisfied with an unofficial offer from one company may decide to challenge themselves by undergoing the selection process for a more desirable company.
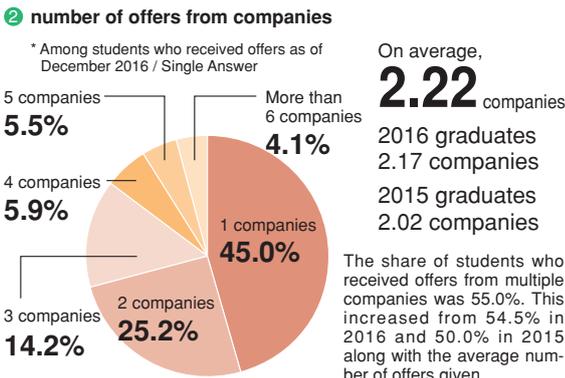
Job hunting activities by students are on a declining trend.

Looking at the average number of job hunting processes carried out by students, visits to alumni and other employees increased slightly, but other processes showed falling numbers (Graph ❸). In particular, the average number of pre-entries decreased by around 5 companies compared to the previous year (from 42.89 to 37.91); the number of individual company briefings and seminars attended decreased by 2.5 companies (from 17.72 to 15.22); and the number of online individual
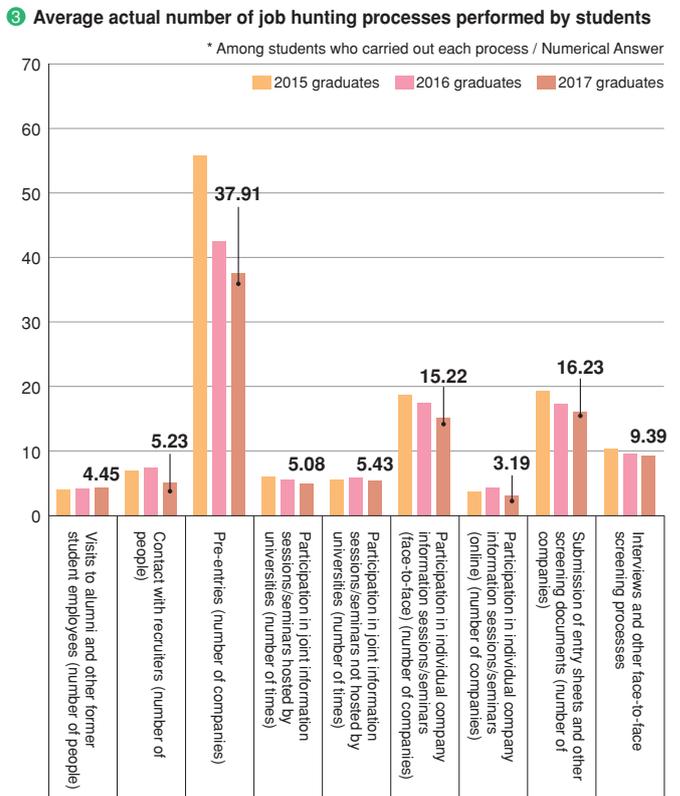

Student Around 4 in 10 students are expected to enter their initial first-choice companies
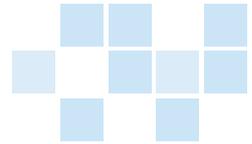
❶ **Candidates' opinions of their prospective employers when first starting job hunting**
* Among students who had decided on a company / Single Answer

Not initial first choice **27.4%**
Initial first choice **40.9%**
Initial second choice or lower **31.7%**

2016 graduates 40.4%
2015 graduates 37.4%

"Initial first choice" hires are increasing year-on-year. However, "intial second choice or lower" hires decreased by 3.5 points from the previous year, while "not initial choice" increased by 3 points.

Student 55% of candidates received offers from multiple companies

❷ **number of offers from companies**
* Among students who received offers as of December 2016 / Single Answer

5 companies **5.5%**
4 companies **5.9%**
3 companies **14.2%**
2 companies **25.2%**
1 companies **45.0%**
More than 6 companies **4.1%**

On average,
2.22 companies
2016 graduates 2.17 companies
2015 graduates 2.02 companies

The share of students who received offers from multiple companies was 55.0%. This increased from 54.5% in 2016 and 50.0% in 2015 along with the average number of offers given.

Student Job hunting activities fell, with the exception of alumni visits

❸ **Average actual number of job hunting processes performed by students**
* Among students who carried out each process / Numerical Answer

Legend: 2015 graduates, 2016 graduates, 2017 graduates

Values shown: 4.45, 5.23, 37.91, 5.08, 5.43, 15.22, 3.19, 16.23, 9.39

Categories: Visits to alumni and other former student employees (number of people); Contact with recruiters (number of people); Pre-entries (number of companies); Participation in joint information sessions/seminars hosted by universities (number of times); Participation in joint information sessions/seminars not hosted by universities (number of times); Participation in individual company information sessions/seminars (face-to-face) (number of companies); Participation in individual company information sessions/seminars (online) (number of companies); Submission of entry sheets and other screening documents (number of companies); Interviews and other face-to-face screening processes

All categories decreased, with the exception of visits to alumni and other employees (+0.12 people). Compared to entry sheet submission (-1 .40 companies) and interview participation (0.36 companies), the decrease in pre-entries and individual company information session/seminar participation was large.

company briefings and seminars attended decreased by approximately 1 company (from 4.38 to 3.19). This indicates a substantial decrease in contact with companies being performed at the information gathering phase. It should also be noted that the number of companies to which documents, such as entry sheets, were submitted decreased by 1.4 companies compared to the previous year (from 17.63 to 16.23).

As some companies started selecting applicants soon after beginning PR activities, it is possible that some students decide on a prospective employer before gaining a sufficiently broad perspective. However, as the number of offers of employment per person is rising, we can see that the number of job offers students receive is increasing, even with the same amount of job hunting activities as before.

Average amount spent on all activities is approximately ¥170,000

Around how much are the costs for job hunting?

On average, ¥170,960 is spent for all activities (Data ❹). However, this amount varies by region. The highest was for the Hokkaido and Tohoku area, with a figure of ¥229,343, and the lowest was Chubu at ¥155,362, a difference of over ¥70,000. After Hokkaido and Tohoku, the next highest was Kyushu, where ¥205,800 was spent. Looking at the cost distribution (Graph ❺), 54.8% of students spent ¥100,000 or more, while 25.3% spent ¥200,000 or more. By region, the proportion of people in Hokkaido/Tohoku and Kyushu who spent ¥200,000 or more was significantly higher at close to 40% (39.1% in Hokkaido/Tohoku, 37.6% in Kyushu).

One of the largest costs is thought to be transportation. The average amount spent on transportation costs was highest in Chugoku and Shikoku, at ¥71,461. The next highest were Hokkaido and Tohoku at ¥70,748 and Kyushu at ¥68,222, with the lowest being Kanto (¥36,919), a difference of between ¥30,000

and ¥35,000. Around 30% of people in these regions spent ¥100,000 or more on transportation costs (34.6% in Chugoku and Shikoku, 35.1% in Hokkaido and Tohoku, 29.0% in Kyushu). This shows the large transportation costs are borne when traveling to metropolitan areas for company selection procedures.

Other items for which there were large differences by region were civil servant examination preparation fees and skills improvement costs. Civil servant examination preparation fees were the highest in Hokkaido and Tohoku at ¥98,385, then in Kyushu at ¥97,533, and were the lowest in Chubu at ¥44,963, a difference of approximately ¥50,000. Skills improvement costs were highest in Hokkaido and Tohoku at ¥76,211 and lowest in Kyushu at ¥12,459, a difference of approximately ¥65,000.

Student ⟨ **Around 5 in 10 students spent over ¥100,000 on job hunting**

❹ **Amount spent on job hunting (average costs)**

* Subject of average cost calculation : Students who used at least ¥1 for each category / Numerical Answer
* Subject of usage rate calculation : Students who used at least ¥1 / Single Answer
* The figures shown are the averages for each category so their totals do not equate to the "total cost".

Overall total cost ¥170,960

Transport costs	**¥49,277** (93.8% usage rate)	Documents-related costs	**¥6,924** (60.9% usage rate)
Clothing costs	**¥40,813** (85.7% usage rate)	Job hunting support services	**¥32,015** (4.6% usage rate)
Accommodation costs	**¥29,918** (23.1% usage rate)	Civil servant exam preparation costs	**¥77,441** (14.6% usage rate)
Food and drink costs	**¥14,179** (79.7% usage rate)	Skill improvement costs	**¥28,483** (10.9% usage rate)

Overall, less than 25% of students spent over ¥50,000 on accommodation costs. However, the share was around 40% for students from Kyushu. Meanwhile, among the students who spent money on job hunting support services, 41.9% was from Kanto.

❺ **Overall total amount spent on job hunting (by region)** * Among students who spent at least ¥1 / Numerical Answer

■ ¥1–¥49,999 ■ ¥50,000–¥99,999 ■ ¥100,000–¥199,999 ■ ¥200,000–¥299,999 ■ ¥300,000+

(%)

	¥1–¥49,999	¥50,000–¥99,999	¥100,000–¥199,999	¥200,000–¥299,999	¥300,000+
Total	21.8	23.4	29.6	11.5	13.7
Hokkaido/Tohoku	17.2	20.8	24.0	17.7	21.4
Kanto	22.7	26.9	30.8	9.2	10.2
Chubu	29.4	19.5	27.1	9.6	14.5
Kinki	19.1	19.3	34.2	11.3	16.1
Chugoku/Shikoku	19.6	27.3	23.8	15.4	14.7
Kyushu	16.6	21.5	24.3	19.3	18.2

The highest share was for "¥100,000–¥199,999" at 29.6%. The second-highest share was for "¥50,000–¥99,999" at 23.4%, while 13.7% of students used more than ¥300,000.

Travelling from Northern Kanto to Tokyo alone cost close to 50,000 yen

● **Offer from a train company / Literature student / Kanto region**

I go to a university in Northern Kanto, and travelling to Tokyo for company information sessions or interviews would cost 3,000 yen each time for the return trip, so I spent around 40,000–50,000 yen on transport plus 20,000–30,000 on food and drink, around 10,000 yen in total. In my third year of university, I heard from senior students at employment seminars that I would need money for job hunting, so it was good that I increased the number of shifts at my part-time job and saved money until March.

I kept costs down by self-studying for half of the civil servant exam

● **National civil servant offer / Humanities student / Northern Kanto region**

I started studying from my third year to be a general or specialist national civil servant. It cost about 120,000 yen to take all of the campus civil service exam preparation courses, so I decided to take only some of them. I also bought some questionnaire booklets and taught myself. But even then, in general, for the mock test fees, etc. I had to pay around 70,000–80,000 yen. In the end, I took around six civil service examinations, including those to become a local government official, but was only able to pass the first-round exam for one. I had the feeling that I wasn't able to study enough.

Important criteria when selecting companies include industry, location, and position.

What criteria do students prioritize when selecting companies? We asked students about their most important criteria for selecting companies at the time of beginning their job hunting activities as well as in December, three months prior to graduation. The results show that respondents placed priority in the order of "industry", "work location", then "job category" for both periods (Graph ❶). Looking at the differences in responses when starting job hunting activities and in December, the highest increase was for "whether there are people with whom I would like to work", which saw an 8.7-point increase (from 4.7% at the start of job hunting to 13.4% in December). However, "industry" decreased by 9.4 points (from 28.9% to 19.5% in December). When more detailed options were given, the criteria given highest emphasis when looking for potential companies were

"good benefits, such as in terms of salary and welfare" (49.1%), "work location" (47.9%), "being able to do the work that I would like to do" (41.2%), and "having stable employment (no concerns of being made unemployed)" (37.7%) (multiple responses were accepted).

Respondents were also asked about the measures companies had taken that had influenced their intentions to join them. The most common response was, "there were many places and opportunities to gain an understanding of the company, such as via its website, brochures, and information sessions" at 42.2% (Data ❷). The next most common responses were, "There was enough information to determine whether the company would be a good match for me" (35.0%) and, "I met employees that interested me" (34.1%). Meeting employees that job seekers wanted to work with or those that interested them appeared to have an effect on the decisions of students when deciding which company

to join. It should be noted that the most common responses provided by students in terms of the information they most wanted to learn during their job hunting activities were "specific job descriptions" (66.4%), followed by "work location" (49.4%) and "starting salary" (43.3%) (multiple responses were accepted).
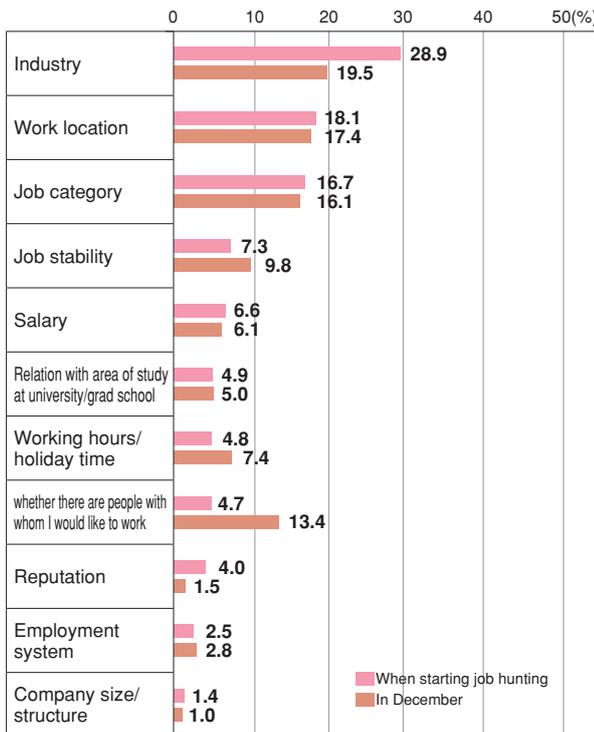
The proportion of students who interacted with the company they planned to join after receiving an offer of employment was 84.4%, an increase by 2.1 points from the previous year. Such interactions included "employment offer ceremonies" (71.9%), "social gatherings for offer recipients" (63.0%), "requests for the submission of employment offer acceptance letters" (50.8%), "regular contact by email and phone" (38.0%), "group training" (22.4%), and "invitations to internal company events" (20.0%) (multiple responses were accepted). Of these, participating in an employment offer ceremony provided the most motivation for students (Data ❸).

Student | At the start of job hunting, around 3 in 10 students placed greatest importance on "type of industry"

❶ **Highest priorities when choosing a company**

* Among students who had decided on a company or were continuing job hunting / Single Answer

Category	When starting job hunting	In December
Industry	28.9	19.5
Work location	18.1	17.4
Job category	16.7	16.1
Job stability	7.3	9.8
Salary	6.6	6.1
Relation with area of study at university/grad school	4.9	5.0
Working hours/holiday time	4.8	7.4
whether there are people with whom I would like to work	4.7	13.4
Reputation	4.0	1.5
Employment system	2.5	2.8
Company size/structure	1.4	1.0

■ When starting job hunting
■ In December

"Whether there are people with whom I would like to work" increase considerably for humanities students (from 5.9% to 15.7%). It also increased for science students (from 2.5% to 9.5%) but was low compared to "job stability" (10.9%).

Student | The amount of information received and gaining a concrete working impression had an influence on choosing a prospective employer

❷ **Influential measures taken by prospective employers**

* Among student with confirmed job places / Multiple Answer

1st There were many places and opportunities to gain an understanding of the company, such as via its website, brochures, and information sessions   50.8%

2nd There was enough information to determine whether the company would be a good match for me.   35.0 %

3rd I met employees that interested me.   34.1 %

Fourth place was "I could see myself working at that company" (30.4%), while fifth was "they tried hard to understand me" (27.4%). By gender, female respondents had a reversed order for the second and third-placed items.

Student | Employment offer ceremonies and social gatherings for offer recipients increased candidates' desires to enter a company
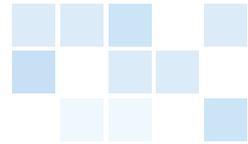
❸ **Influential interactions with the prospective employer that motivated you to enter the company**

* Among students that had interactions with prospective employers after receiving offers / Multiple Answer

1st Employment offer ceremonies 41.1%

2nd Social gatherings for offer recipients   38.9%

3rd Requests for the submission of employment offer acceptance letters   11.5%

Fourth place was "regular contact by e-mail and phone" (9.9%), while fifth place was "group training" (9.4%). By region, categories that placed third and fourth in Kanto were ranked first and second in Chubu.

CASE2

CASE2
Scheduled to join think tank
Economics department

Widened my industry preferences while job hunting. Received an unofficial job offer in late May.

Job hunting schedulees

● **August, September, December 2015**
Participated in internships at a securities company (5 days) and 2 shipping companies (1 day each). Shipping industry became first choice.

● **January–February 2016**
To avoid the risk of restricting job search to only shipping companies, underwent the screening process for consulting firms, but unsuccessful for all.

● **From March 2016**
While applying to first-priority shipping companies, also applied to think tanks and for positions as a systems integrator. Unsuccessful for all shipping companies.

● **Late May 2016**
From information sessions in March, through Q&A sessions (several times), entry sheets, online tests, recruiter interviews, HR interviews, and director interviews, received an unofficial offer in May.

My first choice was a popular industry, so I diversified my options.

I began my job search in August of my third year of university. My seniors and friends had told me that I should do an internship, so I participated in an internship program at a securities company that I was relatively interested in and that didn't require screening. The 5-day program comprised an introduction into securities and basic economics, but it was disappointing as I already knew the content.

After that, I did some self-analysis and started to realize that I wanted to make a good salary and take part in broader work. I participated in internships at two shipping companies. They were held in September and December, both as 1-day programs. I learned for the first time how shipping businesses work and was very satisfied with the internships.

However, because shipping companies are popular among students and have low employment rates, I decided to also apply for consulting companies. I did this because I wanted to work with intelligent people and in an environment where I could challenge myself. However, I unfortunately failed during the process.

After March, I applied to think tanks as I thought the work would be similar to consulting. At the same time, I applied to work as a systems integrator in the hope of doing work where I could think independently. As predicted, the shipping companies rejected me at the application stage or during the first interview, but I received an unofficial offer from a think tank in late May and concluded my job search.

CASE3

Student

CASE3
Scheduled to join developer
Engineering department

A company that gave me an unofficial offer in May through an open application asked me to submit a letter of recommendation.

Job hunting schedulees

● **May 2015**
Participated in joint company information sessions to gain information on internships.

● **August, September 2015**
Participated in internships at 2 companies (each 5 days). Also participated in an internship at a developer in February 2016.

● **March 2016**
Start of entry sheet submissions. Interviews also started in late March. Entry sheet submissions peaked in late April, with submissions to around 40 companies.

● **April 2016**
Received unofficial offers from 1 company in mid-April and from 4 companies in May. Coincided in May with company "meetings" and "job matching".

● **June 2016**
Interviews with 15 companies over 3 days starting 1 June. Received unofficial offers from 4 companies and an unofficial offer from the first-choice developer. Concluded job hunting.

Interviews were concentrated during 1–3 June. In 3 days, I interviewed with 15 companies.

I aspire to be a developer because I want to take part in planning buildings and cities. I applied to general trading companies as well as rail and shipping companies, ultimately receiving unofficial job offers from 9 companies. I applied to nearly 15 real estate companies but found out that the students I frequently saw at interviews also had unofficial offers from multiple developers and that the offers were usually given out to the same group of people.

The difficult aspects during my job search were scheduling interviews and meeting the demands from a prospective employer. My interviews were concentrated during 1–3 June, so it was difficult to coordinate my schedule. I also struggled to meet the demands from a prospective employer that had given me an unofficial offer in May. They requested a recommendation letter from a professor, probably to secure my commitment to entering the company. My university career center would not deal with my request and advised that it was better to approach my department. However, my professor was not able to issue a follow-up recommendation letter. I notified the company who understood the situation. Another complication was that some other companies who I had received unofficial offers from wanted me to visit them on 1 June, i.e., during the interview period for other companies.

Although the interviews were concentrated during 1–3 June, I was busy during the 2 weeks from mid-to-late May communicating with companies. I was frequently called in for "talks" and "job-matching" and had the opportunity to talk with regular employees and personnel. Although I was not told that these meetings were part of the screening process, I of course treated them as an interview, and there were some companies that stopped contacting me afterwards.

The Gap Between Companies and Students

What kinds of gaps exist between companies and students for recruitment and job hunting?

Student self-assessments have improved, while the evaluation of students by companies has worsened.

The present survey shows emerging gaps between the reported levels of satisfaction between companies and students, and the evaluation of students by companies.

We look first at the levels of satisfaction. 62.0% of companies responded that they were either "very satisfied" or "somewhat satisfied" with their future entrants (Data ❶). This represents a drop of 2.7 points compared to the data for 2016 graduates and is the lowest figure in the last 5 years. Further, 16.2% of companies responded that they were "somewhat dissatisfied" or "very dissatisfied", an increase by 0.7 points from the previous year.

In contrast, 80.8% of students reported that they were "very satisfied" or "somewhat satisfied" with their future employers. Although the figure fell slightly from the previous year, it re-mained at a high level (Data ❷).

We now look at the satisfaction levels of companies for future entrants with regards to quality and hiring numbers. 55.0% responded that they were either "very satisfied" or "somewhat satisfied" in terms of the number of future entrants, while 57.7% responded that they were "very satisfied" or "somewhat satisfied" in terms of their quality (Graphs ❸, ❹). Looking at the relationship between quantity and quality satisfaction levels shows a tendency for quality satisfaction to fall whenever quantity satisfaction falls. However, out of all the companies that said they were "somewhat dissatisfied" in terms of quantity, 39.7% also said they were "somewhat satisfied" in terms of quality. Of all the companies that said they were "very dissatisfied" in terms of quantity, 34.6% also said they "neither satisfied nor dissatisfied in terms of quality. This suggests that they are not re-sorting to pursuing unsatisfactory recruits sim-ply to meet hiring targets.
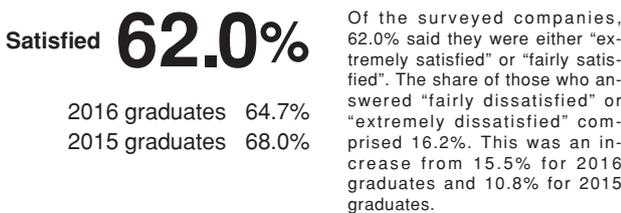
Next, we look at the evaluations of students (Graph ❺). We asked companies to evaluate student applicants, and the students to evaluate themselves, based on seven criteria. These included "motivation for work", "self-analysis", and "company research". The results show that compared to the previous year, the number of companies responding with either "fully sufficient" or "somewhat sufficient" fell across all criteria. The number of students that gave a "fully sufficient" or "somewhat sufficient" response fell for all criteria except "academic ability". Meanwhile, although students' self-evaluations for all criteria have been improving in the last 5 years, companies have started to evaluate students more critically in the last 2 years. These results demonstrate the growing gap between the two groups.

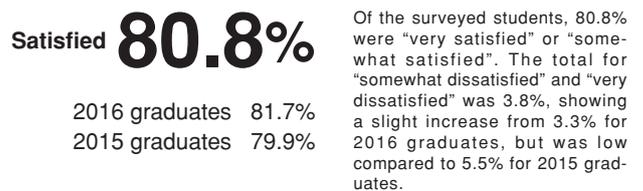**Company** | **Companies satisfied with their future entrants are on a declining trend**

❶ **Satisfaction towards future entrants**   * All companies / Single Answer

Satisfied 62.0%

2016 graduates   64.7%
2015 graduates   68.0%

Of the surveyed companies, 62.0% said they were either "extremely satisfied" or "fairly satisfied". The share of those who answered "fairly dissatisfied" or "extremely dissatisfied" comprised 16.2%. This was an increase from 15.5% for 2016 graduates and 10.8% for 2015 graduates.

Student | **8 in 10 students were satisfied with their prospective employers**

❷ **Satisfaction towards prospective employer**
   * Among students who had decided on a company / Single Answer

Satisfied 80.8%

2016 graduates   81.7%
2015 graduates   79.9%

Of the surveyed students, 80.8% were "very satisfied" or "somewhat satisfied". The total for "somewhat dissatisfied" and "very dissatisfied" was 3.8%, showing a slight increase from 3.3% for 2016 graduates, but was low compared to 5.5% for 2015 graduates.

Company | **Satisfaction with the number of recruits declined**

❸ **Satisfaction with the number of expected recruits**
   * All companies / Single Answer

■ Very satisfied   ■ Somewhat satisfied   □ Neither satisfied nor dissatisfied
■ Somewhat dissatisfied   ■ Very dissatisfied

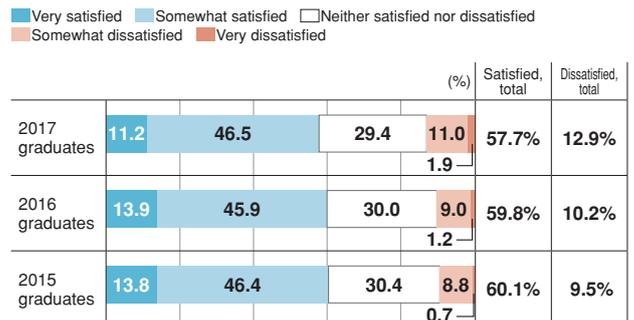|	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Satisfied, total	Dissatisfied, total
2017 graduates	18.6	36.3	15.2	22.7	7.1	55.0%	29.9%
2016 graduates	16.6	39.5	13.8	21.8	8.3	56.1%	30.1%
2015 graduates	20.6	39.8	15.3	19.5	4.8	60.4%	24.3%

The total for "extremely satisfied" and "fairly satisfied" was 1.1 points lower than for 2016 graduates and 5.4 points lower than for 2015 graduates.
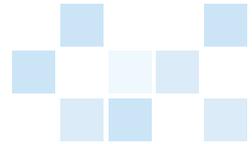

Company | **Companies satisifed with the quality of their expected recruits also decreased**

❹ **Degree of satisfaction with the quality of expected recruits**
   * All companies / Single Answer

■ Very satisfied   ■ Somewhat satisfied   □ Neither satisfied nor dissatisfied
■ Somewhat dissatisfied   ■ Very dissatisfied

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Satisfied, total	Dissatisfied, total
2017 graduates	11.2	46.5	29.4	11.0	1.9	57.7%	12.9%
2016 graduates	13.9	45.9	30.0	9.0	1.2	59.8%	10.2%
2015 graduates	13.8	46.4	30.4	8.8	0.7	60.1%	9.5%

The total for "extremely satisfied" and "fairly satisfied" was 2.1 points lower than for 2016 graduates and 2.4 points lower than for 2015 graduates.

<table>
<tr><td>Company</td><td>CASE6
Engineering company
Screening start date: March</td></tr>
</table>

We had no choice but to lower the hiring criteria to secure personnel.

COMPANY DATA

- Company location: Shizuoka Prefecture
- Company size : Fewer than 300 employees
- Results of 2017 graduate recruitment
  Recruitment target: 2 people
  Offers given: 4 offers
  Expected number of new hires: 2 people
  (50% offer refusal rate)

Main recruiting processes

| March 2016 | Company information sessions (until June)
Apptitude testing, first-round interviews
Final interviews |
| Early 2016 | Unofficial offers given |

Applicants who we would have been able to hire in previous years chose large companies instead.

The ratio of declined job offers rose for the 2017 graduate recruitment season. It seems that group of students who would have normally been declined by major companies and accepted by our company in previous years were able to secure offers from major companies. Perhaps major companies are lowering their hiring criteria. Therefore, our company also had no choice but to give unofficial offers to students who would not have normally received offers in previous years. However, I think that hiring a group of people produces a sort of cohort awareness that can keep resignation levels low, so I believe that hiring a certain number of people is important, including high school graduates.

The lack of recruitment personnel is a problem for our company. There are no dedicated positions for recruitment, and employees on site are too busy so it is difficult to request or arrange recruitment activities and information sessions. In addition, the drive from our company to the nearest major train station takes 20 minutes, so when we host information sessions, we usually only get a turnout of 1 or 2 students. However, if we can get student to come, they can see the quality of our factory's facilities and our working environment, so I think it is important to keep reaching out to as many students as possible.

Specifically, I plan to increase efforts by creating greater connections with universities. Recommendations from university teachers can have a strong influence on recruitment for students from technical backgrounds. We accept long-term internships through universities, and our employees visit the local universities they have graduated from to promote recruitment. I hope to also strengthen connections with other universities by looking in the next few years into increasing the number and frequency of visits as much as possible.
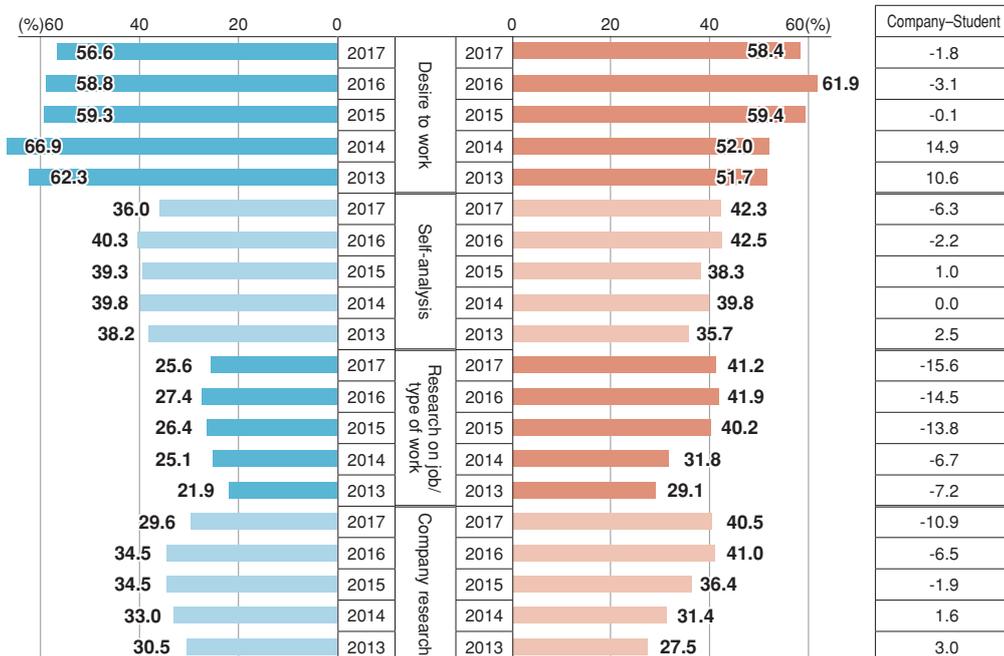

| Company | While student self-evaluations are rising year-on-year, company evaluations of students have fallen for two consecutive years | Student |

⑤ Company evaluations of student applications and student self-evaluations

* All companies/all students. "Satisfied, total" comprises the total companies/students that answered "satisfied" or "fairly satisfied".

		Company	Student	Company–Student
Desire to work	2017	56.6	58.4	-1.8
	2016	58.8	61.9	-3.1
	2015	59.3	59.4	-0.1
	2014	66.9	52.0	14.9
	2013	62.3	51.7	10.6
Self-analysis	2017	36.0	42.3	-6.3
	2016	40.3	42.5	-2.2
	2015	39.3	38.3	1.0
	2014	39.8	39.8	0.0
	2013	38.2	35.7	2.5
Research on job/type of work	2017	25.6	41.2	-15.6
	2016	27.4	41.9	-14.5
	2015	26.4	40.2	-13.8
	2014	25.1	31.8	-6.7
	2013	21.9	29.1	-7.2
Company research	2017	29.6	40.5	-10.9
	2016	34.5	41.0	-6.5
	2015	34.5	36.4	-1.9
	2014	33.0	31.4	1.6
	2013	30.5	27.5	3.0

The largest gaps in the evaluations for companies and students for the 2017 graduate recruitment season were for "research on job/type of work" (15.6-point difference) and "company research" (10.9-point difference). For both, the evaluations by companies were lower than those by students. In addition, the survey also asked about "academic ability", "vision of the future", and "industry research". For 2017 graduate recruitment, "satisfied" or "fairly satisfied" were chosen by 49.4% of companies and 42.6% of students for "academic ability", a 6.8-point difference. The same options were chosen for "vision of the future" by 25.9% of companies and 35.8% of students, a 9.9-point difference. Meanwhile, the results for "industry research" were 26.1% for companies and 34.5% for students, an 8.4-point difference.

The Effect of the Schedule Change on Students

❶ Past exchange students

Students choose to repeat a year after returning home to prepare for job hunting

When investigating the impact of the schedule change on job hunting by students who had "studied abroad for less than one year", which made up the majority of past exchange students (Graph ❶), many students decided to repeat a year at university (known as "deferring a year") rather than start job hunting straight after coming back to Japan. The reasons for this included: "the units I received abroad are not recognized by my university", "I took a break from school to study abroad", and "I want to have enough time to study for my qualifications and write my thesis". A common reason was also, "I want to prepare before I take on the challenge of job hunting". There were many exchange students who found out that the start of the screening period had been brought forward two months from August 2016 to June 2016 while studying abroad. However, many said: "As I could prepare for job hunting during my exchange, or even submit pre-entries online, I didn't really have any problems" or "I negotiated with the teachers at my exchange university and was able to come back to Japan early and hand in a report instead, so there wasn't much of an impact on job hunting for me". For students were unable to come home early, some said that they asked the companies to which they were applying to wait for them during the screening process. Many companies said that past exchange students "have good abilities to cope with and overcome obstacles as they have come up against hurdles that they would not have faced if they were to have stayed only in Japan" and that they were "attractive for their high skills in interpersonal communication". Therefore, there were a number of companies which try to meet student needs as much as possible when they are approached by students.

Choosing schools with flexible return times

When looking for an exchange institution, there were some students who kept in mind that they would need to do job hunting after returning home and searched for schools that offered not one-year courses, but rather those that offered quarter-semester (four-semester years) study abroad periods and flexible return dates. A staff member at a university career center reported: "Some students spoke to me about job hunting before they went abroad. The students who were able to simulate in advance what would happen once they returned from studying abroad felt confident about job hunting and were unaffected by the change in schedule." From the above, we can see that the change in the screening schedule to June did not have a significant impact on exchange students.
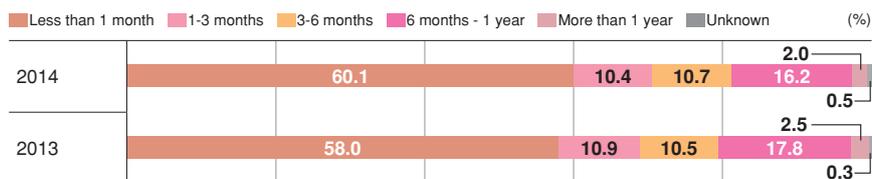

Student 80% of students studied abroad for less than half a year

❶ **Number of Japanese exchange students by the duration of the study abroad period**

Source: Adapted from "Study Abroad Survey Results", Japan Student Services Organization
* Total of official or unofficial students who studied abroad
* From the 2013 survey, vocational high schools and speciality/vocational schools are were also surveyed

	Less than 1 month	1-3 months	3-6 months	6 months - 1 year	More than 1 year	Unknown	(%)
2014	60.1	10.4	10.7	16.2	2.0	0.5	
2013	58.0	10.9	10.5	17.8	2.5	0.3	

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column

Students' factors for choosing study abroad destinations

When we asked students about exchange programs, we found there were many cases in which students chose to go abroad between their second and fourth years at university. For the duration of the programs, in the case of the semester system, the choice is between a half year and a full year (this is often the case when studying abroad before graduation was a mandatory part of the curriculum). For the quarter system, students could select a period from three months in duration. It appears that students who wanted to flexibly adjust their return date in order to engage in job hunting activities prioritized institutions with the quarter system when selecting the country and university that they wanted to go.

Students generally obtain enough credits before returning home

● **University career center manager**

We generally recommend study abroad program to students who have goals and set challenges and objectives they want to achieve, but there are also students who choose to studying abroad without having any goals or objectives. Nevertheless, there are almost no students who to return to Japan upset due to not having received enough credits as a result of schedule changes. Students are generally able to advance in their studies before returning. Students overcome the problems they face while studying abroad, which leads to greater self-confidence. I advise them to use this as a personal advantage in their job search.

I could not change my return date, but I wasn't nervous.

● **Humanities / 9 months in Asia**

I studied abroad from August of my third year and worked as an assistant for a Japanese language course in the country where I lived. I consented to not being able to change my return date, but was a little nervous because the start of recruitment activities were moved faster to June, when I was still abroad. However, due to having a certain amount of experience, I wasn't too worried. Until then, I had only been a part of the student community, so working with adults over an extended period during the foreign exchange was a valuable experience.

I intended to put off my job search before deciding to study abroad

● **Humanities / 10 months in Europe**

I studied abroad from August of my third year at university to June of the following year. As the selection process started in August for 2016 graduates, it was possible for me to job hunt after I returned to Japan. However, as I wanted to fully enjoy my foreign exchange program, and being with the foreign exchange students from other countries made me think that there was no need to rush life, I decided to postpone things for a year. While abroad, I reaffirmed Japan's positive aspects. I became interested in working for domestic firms instead of foreign companies. I began receiving job offers in April, and then in June I got an offer from a company that I had a high desire to work for, which marked the end of my job search.

The start of the screening activities period was changed from August (as it was for 2016 graduates) to June for 2017 graduate job hunting. It was thought that this change in the schedule by two months would cause an overlap between the civil servant examination period and the return or academic activities of students studying abroad. But what were the actual effects? Hideko Tokunaga, Research at the Research Institute for Graduate Recruitment, gathered information on these issues through interactions with companies, students, university officials.

❷ Teacher's license applicants

Students experienced pressure due to an overlap in the teacher training and job hunting periods

June, the month that job screening started for 2017 graduates, is when many students take part in annual teacher training. What was the effect of the overlap in the candidate screening period by private companies and the teacher training period on teacher training and job hunting? According to a survey carried out in August 2016, 8.6% of students (9.7% in humanities and 6.7% in the sciences) "considered obtaining a teaching license after entering university", of which 26.4% (25.0% in humanities and 30.3% in the sciences) abandoned this idea (Graph ❷). While the reasons for giving up included those related to the overlap in the job hunting and teacher training periods, such as, "the teacher training and job hunting periods overlapped" and "so I can dedicate myself to job hunting instead", other reasons that are not related to the overlap were also given. Those included students deciding to apply to private companies rather than teaching, such as "I am

not suited to teaching" and "I gave up due to issues related to the teaching units". A staff member at a university career center reported: "As students that went on teacher training had to apply to schools almost one year in advance (meaning they would apply in summer/fall 2015 for training that would commence in spring 2016) it was very difficult to cancel this training, and some students were panicked about putting off job hunting. There were some students who cancelled interviews to do their teacher training. Some students came to speak to me about how their training in June overlapped with the screening period for their first choice of job. Even though there were those who were able to have the company change the dates because they were on teacher training, there were also those who could not have the dates changed and had to give up."

Some students were able to be more flexible due to early preparation

There were some students who managed to balance teacher training and job hunting well.
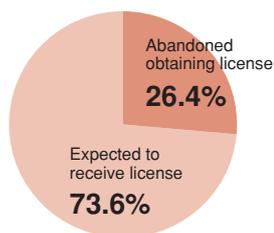
These students anticipated that the job hunting and teacher training periods would overlap and prepared for job hunting early, meaning that they were not significantly affected. They explained their circumstances to the companies to which that they were applying and had the dates adjusted. When students asked companies whether they could change certain dates, some companies said it would be difficult depending on the circumstances, but some said that they "would adjust the dates as long as they were within their recruitment periods". However, some companies also mentioned that "they often were not approached about this by students", so we can infer that students sometimes gave up before even reaching out to companies.

Student | Around 1 in 4 people gave up on acquiring their teaching license

❷ **State of plans to acquire a teaching license**

* Among students who considered obtaining a teaching license / Single Answer
Source: Survey on Job Hunting for 2017 Graduates (August survey)

Abandoned obtaining license
26.4%

Expected to receive license
73.6%

Students who wish to receive a teaching license should acquire all the necessary credits for the teacher training course from freshman year. While every year a certain number of students give up on acquiring these credits due to the large number of credits required as well as anxiety over their aptitude for teaching, the present survey found that the number of such students was 26.4%. In addition, because the burden borne by instructors is large, there have been cases where schools remind students that the desire to become a teacher is a prerequisite. As such, students aiming to receive a teaching license without becoming a teacher end up spending their training period unable to honestly communicate their feelings.

Student | The influence of the job hunting period in addition to the burden of acquiring a teaching license

❷ **Reasons given by students who answered that they had given up on acquiring a teaching license**

* In my department, teacher training was in September of my fourth year and last year's job hunting started in August. I gave up on acquiring a teaching license because I thought it would get in the way of job hunting. (Humanities, Female Student)
* Teacher training overlapped with the job hunting season. (Humanities, Male Student)
* I gave up in my second year because I felt that getting a teaching license wasn't something I could do with the carefree mindset of getting it just in case. (Humanities, Female Student)
* I realized I was poorly suited to teaching after experiencing the teacher training. (Humanities, Male Student)
* I thought that the content of the license I could acquire in my department didn't suit me. (Humanities, Female Student)
* I couldn't receive the credits. (Humanities, Female Student)
* It was difficult to receive the required credits while also taking regular classes. (Sciences, Male Student)
* I was busy studying for the civil service examination and couldn't do both that and the teacher training course at the same time. (Humanities, Female Student)

I have no regrets in job hunting despite an interruption due to teacher training

● **Humanities department**

I began job hunting from around March but had to stop for one month during teacher training in May. I was in contact with several companies during this time as well, and I was able to have some of them wait around three weeks for me by explaining my circumstances. However, some said that times outside their designated dates were out of the question. I really did regret going to teacher training when June came and I returned to job hunting without any job offers. However, I'm sure I would have regretted my actions if I had quit the teacher training as well. I was able to receive an offer in the end, albeit late, so I believe everything worked out for the best.

I was confused by the screening period changing after my application

● **Humanities department**

I applied for teacher training at my alma mater in spring of my third year. I thought that everything would work out if I went to training in May and June and screening began in August. After my application, in December, the start of screening was moved up to June. However, I was unable to cancel my teacher training for job hunting, and decided to participate in the training. I was hoping to receive at least one offer before training began, but things didn't go as I had hoped. I became more and more nervous, and having to attend teacher training while hiding the fact that I was job hunting was emotionally difficult as well.

❸ Students hoping to become civil servants

Difficulties in deciding between public versus private

University career center staff and affected students often pointed out that those most affected by the change in schedule were "students applying to both public and private entities". So exactly what effects did the schedule change have? The employment examination for civil servants (hereafter referred to as "the Civil Service Exam") is held at different times throughout the year depending on the ministry and municipality (❸). In many cases, applications for the exam open around April and the first exam takes place around May. For students not only applying to private companies but the civil service too, this period is much busier for them than for students only applying to one or the other. It also depends on the content of the exam for the field that they are applying to, but in addition to the general knowledge and current affairs related questions also set for private

companies, there are unique questions that demand a high level of specialization and a deep knowledge of specific subject matter, meaning that a number of students also attend preparatory schools for taking the exam. Even those that study on their own have to spend significant amounts of time studying. They then also have to deal with the steps required for entry into a private company, such as submitting pre-entries and application sheets, attending company introductory meetings, and alumni visits. The hurdles that stand in the way when preparing for both the Civil Service Exam and job hunting for private companies are high, and there are students who are unable to put all their effort into both. Despite these issues, there are two main reasons why students decide to apply for both career paths. The first reason is that even though they are technically applying for both, some students who hope to become civil servants rather than go into private employment

focus on attending preparatory schools, etc., to prepare for the Civil Service Exam from their first year and are wholly devoted to passing it. However, assuming that they will not pass the exam despite their preparation, they also carry out job hunting at private companies. Also, seeing "a senior student who was concentrating only on the Civil Service Exam fail" is making students afraid to concentrate solely on the Civil Service Exam. The second reason is because of the pass or fail decision period. There are instances when the pass or fail result of the Civil Service Exam, including an interview, is decided at the end of December or into the new year, so those students who want to decide on their next step before they graduate feel as if they cannot rely on the exam alone. A counsellor at a university career center spoke about how "if a student has something that they want to do at a private company, they cannot simply give up on the path to private employment".

Civil servant ⟩ **A wide range of exam content, including group work and presentations, etc.**

❸ **Example of the 2016 schedule for civil servants and local civil servants**   * Announcements of results except for "announcement of final results" are excluded

プレ：プレゼンテーション、GW：グループワーク、ES：エントリーシート

The necessity of a decision that does not feel like a trade off

Students who are not only job hunting at private companies but also preparing for and sitting the Civil Service Exam and visiting ministries, etc., can become fatigued. Students who were aiming only for the civil service reported that they spent a lot of time preparing for the exam and were tired both physically and mentally. There were also some students who were advised by preparatory schools that "if they wished to go into the civil service, then they should concentrate on civil service recruitment only", and as a result, decided to give up on job hunting at private companies. There were also those students who decided not to pursue the civil service and dedicated themselves to job hunting. In some cases, students consulted with their university career centers about how they had decided to concentrate on private companies and had received job offers but were "unable give up on the path to becoming a civil servant". Even when the careers center counselor recommended accepting a job offer, some students still decide to try once again for the Civil Service Exam. Although universities want students to pursue the paths that they want to take, they also have the dilemma of wanting students to accept job offers. Within companies, there are some managers who think: "Even after giving out a job offer, we want students to keep searching until they find an offer they are satisfied with. It doesn't matter if they don't accept our offer." While the number of job offer refusal is becoming an issue among many companies, it is difficult to maintain this kind of view. However, as the change in the schedule has caused the overlap of job hunting periods for both private companies and the civil service, some have said there has been an increase in "trade-offs between the civil service and private companies". There are also those who accept job offers and go to work at private companies, only to quit later to retake the Civil Service Exam, being unable to give up on it. Having students decide on a path that they can fully accept seems to be the way to prevent students from leaving jobs early. In order to not have students leave a halfway feeling by "having to give up either path" because of the change in the recruitment schedule, it is important for both students and companies to think together about what the necessary processes are when it comes to job hunting and recruitment.

	November				December		
Mid	Late	Early	Mid	Late	Early	Mid	Late

Second-round examination
(interview, aptitude test)

Third-round examination
(interview)

Announcement of final exam results

About the announcement of the final exam results for local civil servants

After passing the final exam comes registration on the candidate list, a recruitment interview, the job offer, then recruitment. In the recruitment interview, the candidates qualifications etc. are confirmed, then an offer is given depending on the result. Hence, there are cases where candidates are not hired despite passing the final exam.

Civil servant — Prospective civil servants face a difficult hurdle as 1 in 6 pass the exam

④ **Statistics on the Civil Service Examination**
(Combined total for graduate and undergraduate students)   (People)

	2016	2015	2014
Applications (A)	91,013	86,452	91,759
First-round exam passes	24,464	24,077	21,331
Final exam passes (B)	14,414	14,098	12,534
Ratio (A/B)	6.31倍	6.13倍	7.32倍

Source: National Personnel Authority *Adapted from publicly available data

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column

Period of validity of the employment candidate list

According to the National Public Service Act, each government agency must select individuals from their employment candidate (successful applicant) list, perform an employment interview for them, and, according to the results, decide whether or not to hire each individual. Each successful applicant must, in accordance with the yearly "Government Agency Visitation Rule," take the employment interview for the government agency they wish to join. With the new employment examination, the period of validity for the employment candidate (successful applicant) list is, excluding a small portion of the exams, three years. This makes it possible for candidates to pass the exams, go on to enter and complete graduate school or serve a full period as a legal apprentice, and still be hired.

Took the civil service examination into consideration before studying abroad
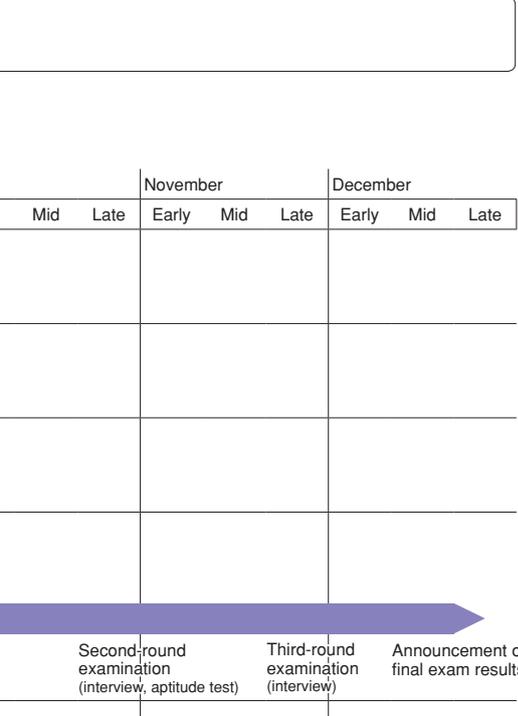
●**Humanities department**

I studied abroad during my third year at university, but my desire to become a civil servant began before I left to go abroad. I arranged the timing of my study abroad to match up with the civil service exam in June and made sure I had time to study. The study abroad period was one year. I had all the credits I needed to graduate even though I studied abroad, but, as I had to study for the civil service examination and write my graduation thesis as well, I wasn't able to complete the academic year. After returning home, I started going to a preparatory school for individuals taking the civil service examination. The cycle of going back and forth from the preparatory school and information sessions for private companies was quite tiring, but, in the end, I was able to receive an offer to become a civil servant.

Some students wish to decline an offer depending upon the civil service examination result

●**University career center staff**

Individuals at regional universities such as our university often apply to become civil servants in addition to applying to private companies, so I feel that the change in the hiring period, causing the civil service examination and beginning of the selection process to both come in June, is an issue that needs to be addressed. This puts a large burden on students who apply to both positions and may lead to them only being able to half-focus on both applications. What's more, there have been students who wish to discuss declining an offer from a private company dependent upon the result of their civil service examination in June. They had received requests from those private companies asking them to send in their job offer acceptance letter as soon as possible and were troubled as to what they should do.

The Current Situation of Internships

Are the numbers of companies and participating students increasing?

About 70% of companies organize internships. The percentage is especially high for the finance industry.
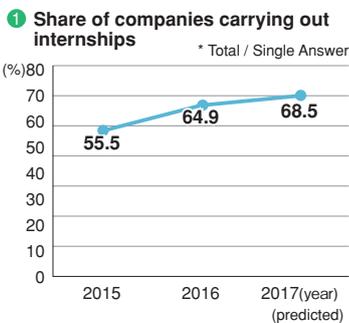
The percentage of companies providing internships in 2016 (including plans to implement internships) was 64.9%, an increase of 9.4 points from the previous year (Graph ❶). The percentage of companies planning to carry out internships in 2017 is expected to increase further to 68.5%. The finance industry has a particularly high percentage (including plans to implement internships) at 78.8%, a rate that is higher than other sectors. Among companies in the construction industry and small and medium-sized companies with fewer than 300 employees or between 300 and 999 employees, those who have never organized internships until 2016 are also planning to implement them, and we can see that wide range of companies are now offering of internships. Taking a look at the participation rate of students, it

has increased rapidly from 23.9% for 2014 graduates and 26.9% for 2015 graduates to 39.9% for 2016 graduates and 43.7% for 2017 graduates (Graph ❷). Female students, in particular, had a higher participation rate of 50.6%, 12.6 points higher than the participation rate among male students of 38%. Students graduating in 2015 carried out internships at an average of 1.63 companies, however this almost doubled for 2017 graduates to 3.07 companies. Although the number of students participating in internships is increasing every year, there are many companies that impose limits on the numbers of interns they accept. Among the companies that implemented (or planned to implement) internships in 2016, the ratio of applicants to the number of internship positions was 2.6. There were differences depending on the size and region of the companies, as the ratio was 3.5 for companies with 1,000–4,999 employees and 3.6 for companies in the Kanto

region. As for the content of the internship programs, in 2016, "assignments or projects other than regular work"(51.7%), and "visits to workplaces/factories"(48.3%), account for almost half of all companies (Graph ❸). In particular, companies with 5,000 or more employees and those in the services and IT industry mainly had internship programs that consisted of "assignments or projects other than regular work", whereas companies in the construction industry, the finance industry, and the manufacturing industry tended to have internship programs with "visits to workplaces/factories". Meanwhile, in 2017, 47.2% of students who participated in internship programs answered that they participated in "assignments or projects other than regular work", whereas 41.3% answered "shadowing employees".

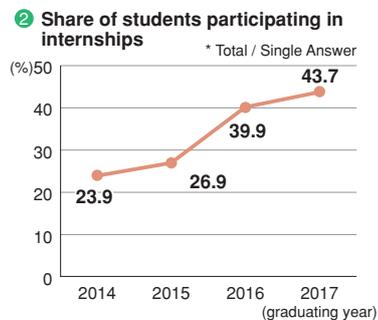**Company** | Internships increased regardless of company size, industry, or region

Student | Internship participation increased regardless of the region or university faculty

Company | The share of internships that included carrying out tasks outside normal work duties or visiting workplaces and factories reached almost 50%

❶ **Share of companies carrying out internships**
* Total / Single Answer

In 2016, as in 2015, regardless of company size, industry, or region, the share of companies offering internships continued to rise. In particular, the share in the Kanto region increased significantly by 12.9 points to 68.1%.
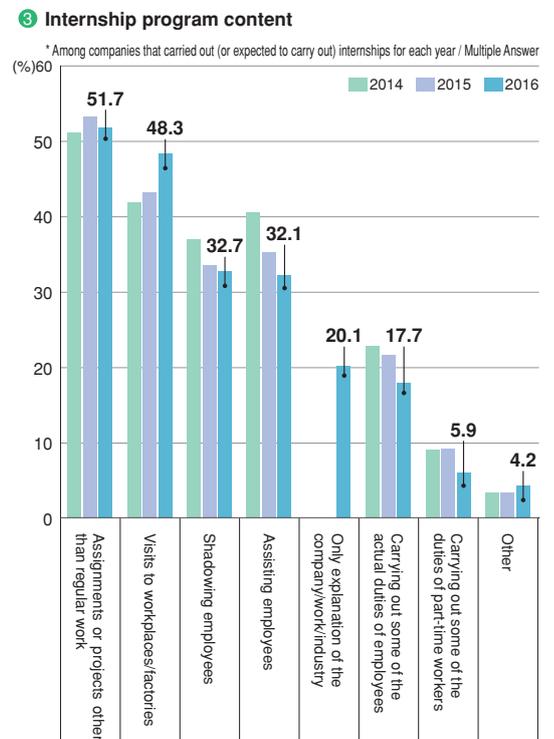
❷ **Share of students participating in internships**
* Total / Single Answer

Internship participation rose across all university faculties and regions and for graduate and undergraduate students. The increase was particularly high for science students (+8.3 points), grad school students (+7.2 points), and grad school students in the Chubu region (+15.1 points).

❸ **Internship program content**
* Among companies that carried out (or expected to carry out) internships for each year / Multiple Answer

"Projects or tasks other than regular work" and "visits to workplaces/factories" were included in around half of all internships. "Visits to workplaces/factories" increased by 5.2 points from 43.1% in 2015. However, other categories all declined.

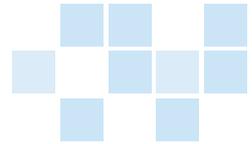**Student** | **Over 60% of students participated in two or more internships**

■ **Number of internships students participated in**

2017 graduates **3.07** **companies**

2016 graduates 2.32 companies
2015 graduates 1.63 companies
2014 graduates 1.64 companies

* Among internship participants / Single Answer

The share of students who participated in only 1 company decreased from 67.8% for 2015 graduates to 48.9% for 2016 graduates and to 37.6% for 2017 graduates. The share of graduates who participated in internships at 3 companies increased by 4.7 points from 2016 to 2017, and those who completed 6 or more internships increased by 4.5 points.

Gaining understanding of the job and industry is the main objective

What are companies' objectives for carrying out internships? Looking at the survey responses, the most common answer, chosen by more than 80% of companies, was "to promote understanding of the industry and the job, including the company, through observation of work and operations". This answer was the top answer for 4 consecutive years (Graph ④). Similarly, companies that choose the answer, "to evaluate the skills of students for recruitment", increased from previous surveys, doubling from 20.8% in 2012 to 42.7% this time. Furthermore, companies that answered, "to search for the types of students who are different from those hired in the conventional manner" and "to carry out programs that can lead to recruitment" also increased slightly, showing an increase in companies that implement internships in order to recruit students. Compa-

nies who carry out internships, "to promote understanding and brand awareness among students who may become our future clients" have also been increasing gradually since 2012. Conversely, an answer that was chosen less in the survey this time was, "to contribute to society by providing opportunities for students to experience work", which decreased from 58.4% in 2016 to 51.1%. As such, we can see that the increase in the number of small and medium-sized companies implementing internships for recruitment purposes was accompanied with a relative decrease in those aiming to contribute to society. Meanwhile, the responses from students about their reasons for participating in internships showed "understanding of the job" and "understanding of the industry" to be the most common answers at almost 70%, with "understanding of the industry" at 66.0% (Graph ⑤). The percentage of students who chose this answer increased by
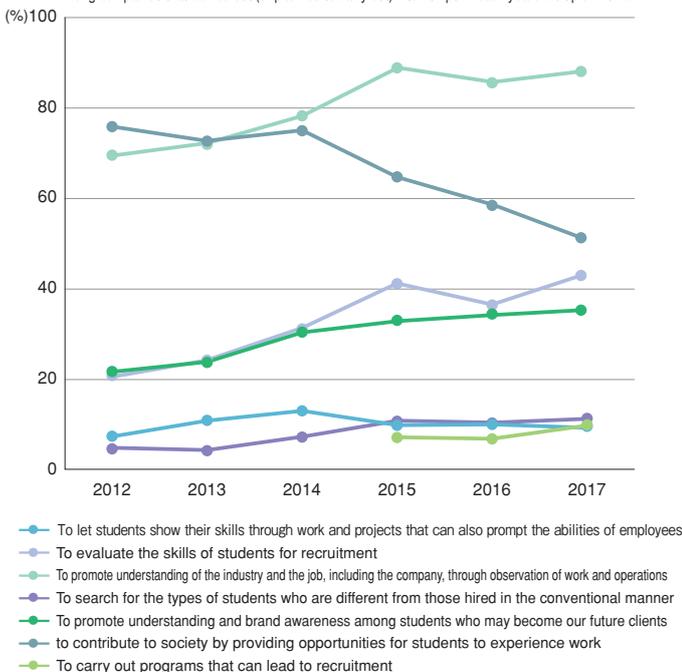
12.7 points from 53.3% among 2015 graduates. These answers were followed by "to experience the atmosphere of the industry, organization, or workplace" and "to understand the business of the industry or organization", both at around 30%. Overall, the motivation to participate in internships was the interest in the business or work of the industry or company. The fact that the number of students who chose answers related to self-understanding and self-analysis like "ascertaining my own skills" and "clarifying my own career path" reached only 20% shows that students emphasize "industry research" and "company research" when participating in internships. Lastly, a small amount, 9.7% of students, did internships with the purpose of "securing job offers (directly related to recruitment)", which was almost the same level as 2016 at 9.6%.

Company — "To promote understanding of the work and industry" was the top objective for the fourth consecutive year

④ Internship objectives

* Among companies that carried out (or planned to carry out) internships in each year / Multiple Answer

Legend:
- To let students show their skills through work and projects that can also prompt the abilities of employees
- To evaluate the skills of students for recruitment
- To promote understanding of the industry and the job, including the company, through observation of work and operations
- To search for the types of students who are different from those hired in the conventional manner
- To promote understanding and brand awareness among students who may become our future clients
- to contribute to society by providing opportunities for students to experience work
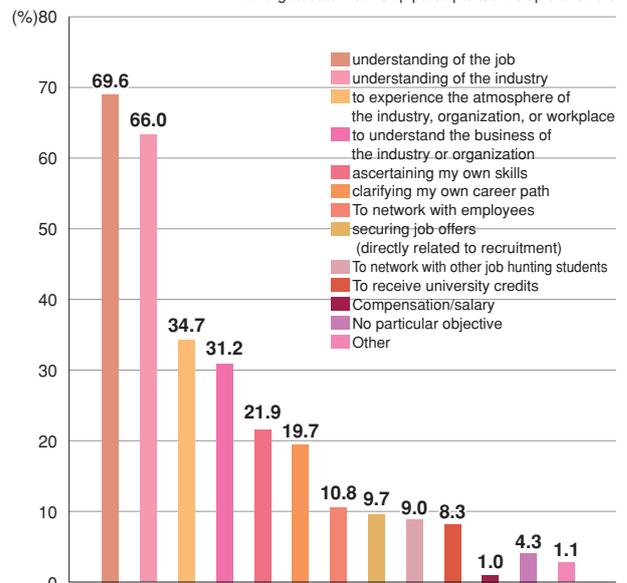- To carry out programs that can lead to recruitment

The categories that increased from the 2016 survey were, in order of the largest changes and excluding increases of less than 1 point, "to evaluate the skills of students hoping to get hired" (+6.3 points), "to carry out programs that can lead to recruitment" (+2.9 points), and "to promote understanding of the industry and the job, including the company, through observation of work and operations" (2.6 points).

Student — Understanding of the job and understanding of the industry were objectives for nearly 70% of students. Receiving a job offer was the objective for less than 10%.

⑤ Objectives for participating in internships

* 2018 graduate internship participants / Multiple answers

Legend:
- understanding of the job
- understanding of the industry
- to experience the atmosphere of the industry, organization, or workplace
- to understand the business of the industry or organization
- ascertaining my own skills
- clarifying my own career path
- To network with employees
- securing job offers (directly related to recruitment)
- To network with other job hunting students
- To receive university credits
- Compensation/salary
- No particular objective
- Other

Over 70% of students answered "understanding of the job" and "understanding of the industry". In particular, "understanding of the industry" was chosen by 71.2% of students from the Chubu region, 5.2 points higher than the total average. In addition, 39.1% of female students chose "to experience the atmosphere of the industry, organization, or workplace", 4.4 points higher than for the share for all students. After "understanding of the industry" (an increase of 12.7 points), "to understand the business of the industry or organization" also increased greatly from the 2015 graduate recruitment season, by 5.4 points.

Approximately 20% of students were hired by the companies they interned

How do students interact with their host companies after completing an internship? First, 62.2% of 2017 graduates submitted pre-entries to at least one of their host companies after their internships, up from 60.4% in 2016 and 44.5% in 2015. Additionally, looking at the internships and the number of pre-entries submitted to those companies, students who participated in an internship at one company submitted an average of 0.44 pre-entries. For students who interned at two or three companies, the number of pre-entries rose accordingly, and students who interned at over six companies submitted an average of 6.74 pre-entries. However, despite this, 13.6% of st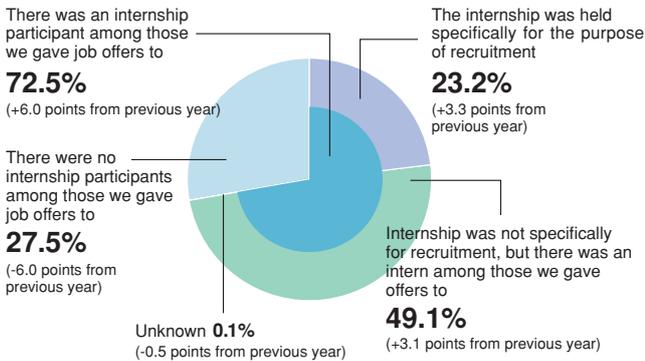udents who interned at more than six companies did not submit any pre-entries. Next, we look at the ratio of students hired by their internship companies. First, looking at data from the companies, 72.5% of companies reported that, "there was an internship participant among those we gave job offers to" (Graph ❻). This was up 6 points from 2016 graduates. In particular, the ratio was 83.9% for companies with 1,000–4,999 employees and 90.1% for companies with over 5,000 employees, showing an increase along with the size of the company. Of the companies that held internships, 23.2% reported, "the internship was held specifically for the purpose of recruitment". Almost double, 49.1% of companies, stated that, "internship was not specifically for recruitment, but there was an intern among those we gave offers to". On the other hand, looking at the responses from students, 22.4% of the 2017 graduates are planning to work at their internship company. (Graph ❼). Also, ration of those who intend to work not at the same company at which they interned but in the same industry is 27.4%. As such, 49.8% of students are planned to work in the same industry as their internship companies. In particular, for science major students, those who are scheduled to work either at their internship company or industry was as high as 60.9%.

Company | Around 20% of companies carry out internships for recruitment

❻ **Internship participation status of graduates who recieved job offer**

* Among companes that carried out (or planned to carry out) internships for the 2017 graduate recruitment season / Single Answer

There was an internship participant among those we gave job offers to **72.5%** (+6.0 points from previous year)

The internship was held specifically for the purpose of recruitment **23.2%** (+3.3 points from previous year)

There were no internship participants among those we gave job offers to **27.5%** (-6.0 points from previous year)

Unknown **0.1%** (-0.5 points from previous year)

Internship was not specifically for recruitment, but there was an intern among those we gave offers to **49.1%** (+3.1 points from previous year)
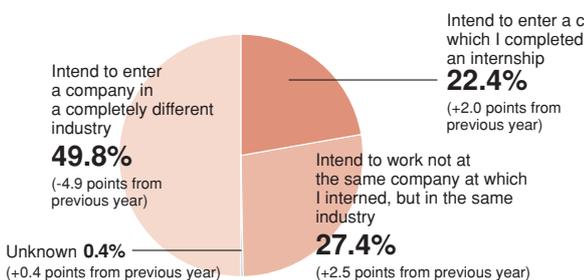
Among companies that carried out internships during the 2017 recruitment season, 72.5% gave offers to candidates that had participated in their internships, an increase from 66.5% in the previous year. Companies that held internships with the aim of recruitment comprised 23.2%, an increase from 19.9% from the previous year.

Student | Around 20% joined companies where they had interned

❼ **Path of students who participated in internship**
* Among 2017 graduates that participated in internships and had confirmed job places / Single Answer

Intend to enter a company in a completely different industry **49.8%** (-4.9 points from previous year)

Intend to enter a company at which I completed an internship **22.4%** (+2.0 points from previous year)

Intend to work not at the same company at which I interned, but in the same industry **27.4%** (+2.5 points from previous year)

Unknown **0.4%** (+0.4 points from previous year)

Students who planned to enter a company at which they interned comprised 22.4%, little change from 20.4% in the previous year. Those who expected to enter a company in the same industry comprised 27.4%, a slight increase from 24.9% in the previous year.

Decided to join a company based on interactions with employees during an internship
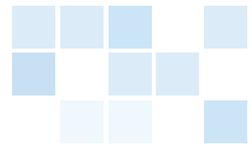● **Scheduled to join Infrastructure sector / Law department**

Looking through the newspaper made me realize that an internship is crucial to finding a job, so I participated in internships with 10 companies in the hopes of getting preliminary job offers. At a 5-day internship with one of the companies, I sent an email thanking a person who gave me their card, and they sent back a long message full of advice for my job search. I was moved by their kindness, not only on that occasion but also when they nicely explained terminology that I didn't understand, etc. That increased my interest in working for that company, and I resolved to join them.

Participating with goals in mind yielded results
● **Scheduled to join Manufacturer / Pharmacy department**

I decided to try participating in an internship during the summer of my 5th year in pharmacy school, on the recommendation of a friend. I had three goals in participating: "know myself," "know the company," and "build a job searching network." This yielded a lot of good results, like allowing for self-reflection and changing some of my preconceptions about the healthcare industry. In my internship with a certain manufacturer, I experienced the product development process firsthand. I was torn between that and another company where I could make good use of my major, but in the end I chose this company because I thought it would let me realize my goals.

CASE7
Finance company
Screening start date: June

About 20% of the 2017 graduates who received job offers participated in internships in the summer and the winter

COMPANY DATA

● Company location: Chubu area
● Company size : 1,000+ employees
● Results of 2017 graduate recruitment
Recruitment target: 120 people
Offers given: Approx. 150 offers
Expected number of new hires: Approx. 110 people
(27% offer refusal rate)

Main recruiting processes

● Regular positions

Until February 2016	Participation in internships and industry research sessions
March	Joint company information sessions, university information sessions, in-house company information sessions (until early April)
Mid-April	Entry sheet submission deadline
Mid-May	Aptitude test deadline
June	First-round interviews Second-round interviews Final interviews
Early July	Early unofficial offers sent

Carried out a five-day program in the summer and a one-day program in the winter.

Every year we carry out five-day internships in the summer and one-day internships in the winter. The content of the internships aims to deepen understanding of the industry and our company in the form of workplace experience in the summer and group work in the winter. We started conducting summer internships linked to CSR over 10 years ago, but our winter internship program has only been running for a few years. In the first year, it was a two-day program, but since more companies started to conduct one-day internships, and it became usual for students participate in internships at multiple companies, we decided that implementing multiple one-day program with content deeper than our company information sessions would give the right balance regarding the burden on the students and the company. We changed to a one-day program from the following year, and this continues to the present.

Although we don't directly link internship to recruitment, more than 80% of those who participate take part in the first interview

In both the summer and winter programs, the goal is to facilitate getting a sense of what it is like to be employed by us and to deepen students' understanding of the industry and the company. Since we select candidates according to the Keidanren's guidelines, our internships are not related to recruitment selection at all, and we do not approach the participants in any way afterwards. However, we recognize that there is a certain degree of correlation between internship participation and entering the recruitment selection process. That is to say, over the past several years, more than 80% of the students who participated in our internships have taken part in the first round of interviews for recruitment selection. During the recruitment of 2017 graduates, about 20% of those who received an offer had participated in our company's internships. Furthermore, when asked in a questionnaire about their motivations in applying to the company, there were numerous answers from offer recipients saying they had applied "because the internship was good".

Responding to this trend, we increased the number of internship programs and the number of people accepted in summer 2016 and winter 2017. We think it is good for students to have opportunities to understand the industry and companies in detail, even if it is only for a day. For us, this also helps to prevent mismatches and allows us to form a recruitment pool. In the future, we would like to keep accepting as many students as possible.

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Feedback from companies provides a valuable learning opportunity

Of the companies that held internships, some provided evaluations and other feedback to participating students after the programs ended. In 2016, 37.9% "provided feedback to students only", 15.5% "did not provide feedback to students but provided feedback to universities", and 17.5% "provided feedback to both students and universities". As such, approximately 70% of host companies provided feedback of some form (Graph ❽). While these shares have been decreasing in recent years, the increasing number of companies offering internships shows that companies still appear to acknowledge the significance of offering feedback. Many companies with more than 5,000 employees, in particular, "provided feedback to students only"

(56.5%). In the construction industry, many companies "did not provide feedback to students but provided feedback to universities" (25.5%) or "provided feedback to both students and universities" (33.3%). In the finance industry, many companies "did not provide any feedback" (38.6%). Internships are a valuable opportunity to not only learn about the outside world (companies and industries) but also to examine one's own skills and strengths and to visualize a career path. One of the students who participated in programs with group work stated, "I received a feedback after the work that my attitude to work supportively with others was good and that made me realize my own strengths" (male student) .

❽ **Feedback and other evaluation for internship participants**

(%)

	Provided feedback to students only	Did not provide feedback to students but provided feedback to universities	Provided feedback to both students and universities	Did not provide any feedback
2016	37.9	15.5	17.5	29.1
2015	33.4	16.6	23.1	26.9
2014	30.0	18.8	30.3	20.9

■ Provided feedback to students only
■ Did not provide feedback to students but provided feedback to universities
■ Provided feedback to both students and universities
■ Did not provide any feedback

Companies that "provided feedback to students only" rose by 7.9 points from 30% in 2014 and by 4.5 points from 33.4% in 2015. However, the share of companies that "provided feedback to both students and universities" (17.5%) was down 5.6 points from 23.1% in 2015, following the decline by 7.2 points from 30.3% in 2014.

The Current Situation of Internships

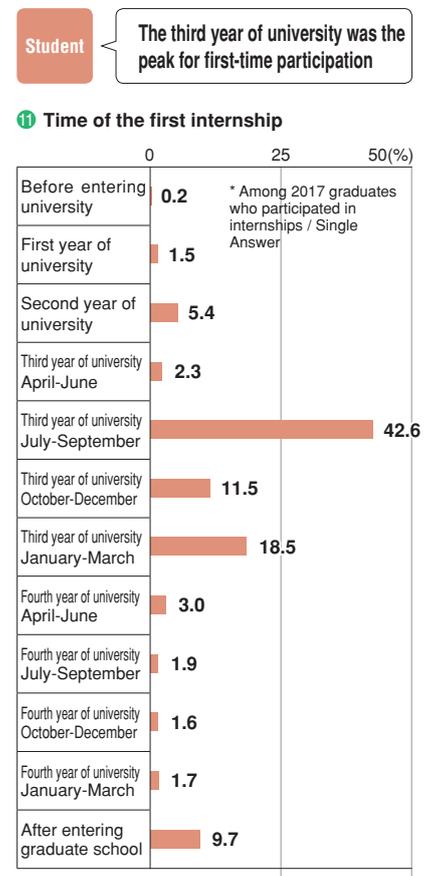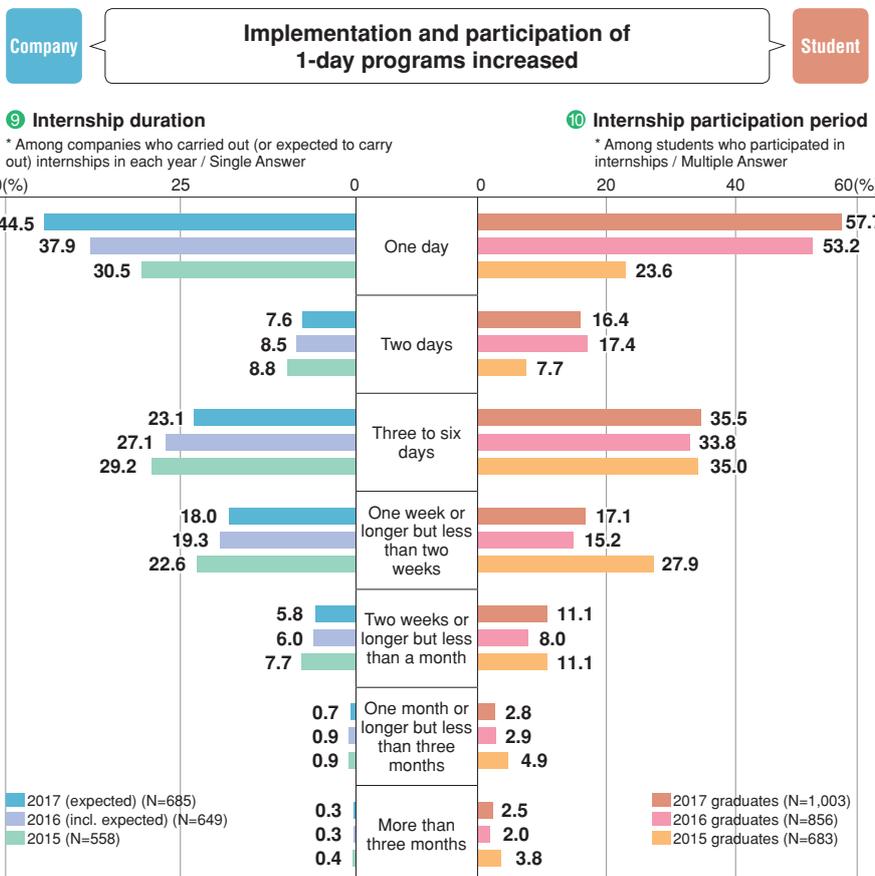### The Number of One-Day Programs Is Increasing

Next, we turn to the durations of the internships offered by companies. The most common internship duration for 2017 (planned) was "one day", at 44.5% (Graph ❾). The share of one-day internships increased from 30.5% in 2015 and 37.9% in 2016 (including planned internships) and was nearly twice as much as the second most common duration of "three to six days" (23.1%). Looking more closely at the implementation schedules, 34.5% of companies with fewer than 300 employees held one-day internships, 10 points lower than the figure for all companies. However, on the other hand, among companies in the distribution industry, it accounted for 57.4%, 12.9 points higher than the overall figure. Other industries that showed a big discrepancy from the overall figure for the "three to six days" category (23.1%) were the

financial industry (35.4%) and the services and information industry (30.1%). For internships of "one week or longer but less than two weeks" the construction industry was 29.8%, 11.8 points higher than the average of 18.0%, showing a trend for long-term programs in this industry. Looking at the number of days students worked as interns also shows an increase in one-day participation. The percentage of students who took part in one-day internship programs increased by 29.6 points from 23.6% for 2015 graduates to 53.2% for 2016 graduates. It further increased by 4.5 points in 2017, reaching 57.7% (Graph 10). Meanwhile, internships of "one week or longer but less than two weeks" decreased by 10.8 points from 27.9% for 2015 graduates to 17.9% for 2017 graduates. This shows that as the number of companies offering internships increases, the proportion of short-term pro-

grams is increasing, while that of long-term programs is decreasing. When asked about when they first participated in an internship, the highest share of 2017 graduates (including both undergraduate and graduate students), 42.6%, said they participated between July and September of their third year of university, followed by those who participated between January and March of their third year (18.5%), a gap of 24.1 points (Graph 11). The overall figure of 74.9% shows that around three in four people took part in their first internship at some point during their third year of university.
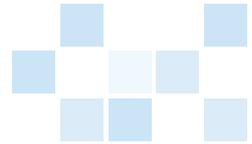
The Number of Students Who Value Deeper Industry Understanding Has Increased

Which aspects made students evaluate their participation in an internship as positive? Among the 2017 graduates who participated in an internship and said they were glad to have

Company	Implementation and participation of 1-day programs increased	Student

❾ **Internship duration**
* Among companies who carried out (or expected to carry out) internships in each year / Single Answer

🔟 **Internship participation period**
* Among students who participated in internships / Multiple Answer

	2017 (expected) (N=685)	2016 (incl. expected) (N=649)	2015 (N=558)		2017 graduates (N=1,003)	2016 graduates (N=856)	2015 graduates (N=683)
One day	44.5	37.9	30.5		57.7	53.2	23.6
Two days	7.6	8.5	8.8		16.4	17.4	7.7
Three to six days	23.1	27.1	29.2		35.5	33.8	35.0
One week or longer but less than two weeks	18.0	19.3	22.6		17.1	15.2	27.9
Two weeks or longer but less than a month	5.8	6.0	7.7		11.1	8.0	11.1
One month or longer but less than three months	0.7	0.9	0.9		2.8	2.9	4.9
More than three months	0.3	0.3	0.4		2.5	2.0	3.8

Student	The third year of university was the peak for first-time participation

⓫ **Time of the first internship**
* Among 2017 graduates who participated in internships / Single Answer

	(%)
Before entering university	0.2
First year of university	1.5
Second year of university	5.4
Third year of university April-June	2.3
Third year of university July-September	42.6
Third year of university October-December	11.5
Third year of university January-March	18.5
Fourth year of university April-June	3.0
Fourth year of university July-September	1.9
Fourth year of university October-December	1.6
Fourth year of university January-March	1.7
After entering graduate school	9.7

One-day programs were the most common among companies carrying out (expected) internships in 2017 as well as 2017 graduates participating in internships. For internships of more than 1 week but within 2 weeks, the share of participating students fell from 27.9% for 2015 by 10.8 points to 17.1% for 2017 graduates.

The most common time to first participate in an internship was during July-September of the third year of university. For humanitites students, the share was particularly high at 82.4%. For graduate school students, participation was high after entering graduate school at 76.9%.
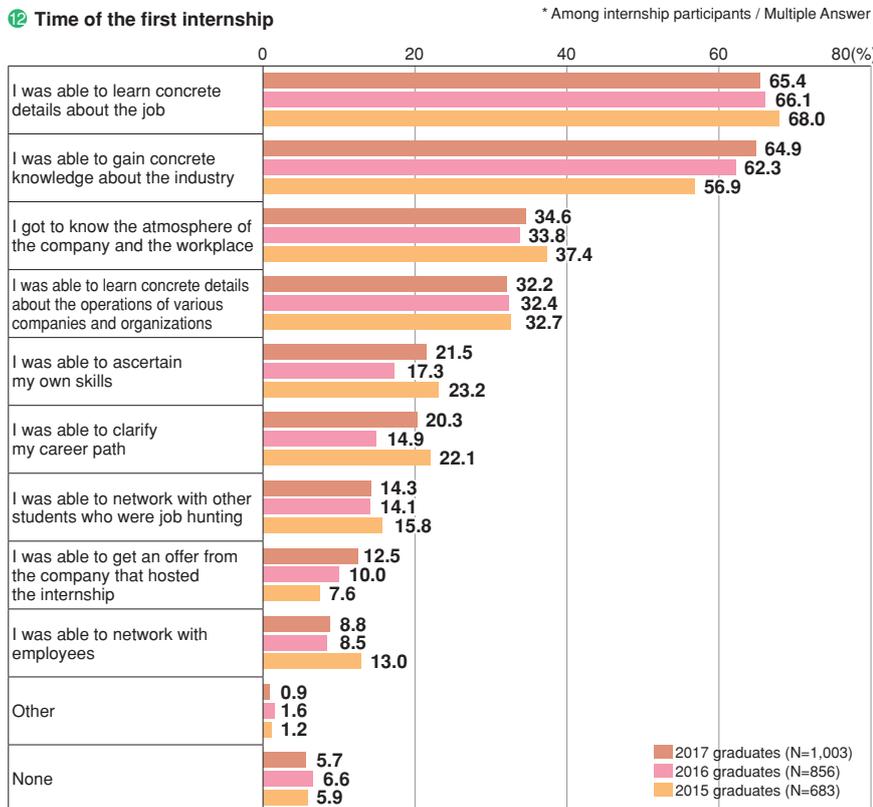
participated, the top reasons were, "I was able to learn concrete details about the job" and "I was able to gain concrete knowledge about the industry", answered by 65.4% and 64.9%, respectively. "I got to know the atmosphere of the company and the workplace" and "I was able to learn concrete details about the operations of various companies and organizations" came next at around 30% (Graph ⑫). Looking at the past years, the share of respondents who answered, "I was able to gain concrete knowledge about the industry" increased gradually from 56.9% for 2015 graduates to 62.3% for 2016 graduates and 64.9% for 2017 graduates. Accordingly, many students believed they were able to deepen their understanding of the industry and company as well as the job and work content. In contrast, responses for "I was able to ascertain my own skills" and "I was able to clarify my career path" comprised only around 20% of the total responses, at 21.5% and 20.3%, showing that few believed they were able to deepen their analysis and understanding of themselves. In addition, experiences from students included the following (from a female student): "In my internship in the retail industry, I often experienced work that I had experienced in part-time jobs and was unable to get an idea of how employees worked, so I decided not to try for that industry". As such, depending on the program, it was not possible to obtain students' evaluations. While many students participated in internships and valued their experiences, some students did not participate in any internships. The most common reason among those who said they did not participate in an internship was, "the content of the internship did not appeal to me" (36.7%). This was followed by "I was busy with academic studies and other activities" (23.9%), "I felt it was troublesome to apply" (19.6%), and "I did not think that it would be advantageous when applying for a job" (18.0%). In particular, the percentage of science students who answered "I was busy with academic studies and other activities" (28.8%) was high compared to that of humanities students (21.2%).

Student More than 60% said they were able to learn about the job and industry

⑫ **Time of the first internship**

* Among internship participants / Multiple Answer

	2017 graduates (N=1,003)	2016 graduates (N=856)	2015 graduates (N=683)
I was able to learn concrete details about the job	65.4	66.1	68.0
I was able to gain concrete knowledge about the industry	64.9	62.3	56.9
I got to know the atmosphere of the company and the workplace	34.6	33.8	37.4
I was able to learn concrete details about the operations of various companies and organizations	32.2	32.4	32.7
I was able to ascertain my own skills	21.5	17.3	23.2
I was able to clarify my career path	20.3	14.9	22.1
I was able to network with other students who were job hunting	14.3	14.1	15.8
I was able to get an offer from the company that hosted the internship	12.5	10.0	7.6
I was able to network with employees	8.8	8.5	13.0
Other	0.9	1.6	1.2
None	5.7	6.6	5.9

The top four answers were about learning concrete details about the job, industry, company and workplace atmosphere, and the operations of the company or industry. There were also some who answered "none".

I used the interest I developed during my internship to promote myself in the Interview

● Scheduled to join General trading company / Sociology department

The first time I participated in an internship was during the summer of my third year at university. It was a 5-day program at a financial institution, and I really respected the smart and professional employees who worked there. In the February of my third year at university, I participated in a program run by a general trading company that was my first choice of employer. I was determined to get accepted onto the program no matter what, so I showed the application form to a student in the year above who had already received an informal offer of employment from the company, and I was able to get an understanding of the basics of how to write a successful application. During the final interview, I reiterated how my internship experience led me to become interested in working for the company. As a result, I succeeded in receiving an offer.

I used one-day programs to narrow down career interests

● Scheduled to join Securities company / Sociology department

While I knew that I had a general interest in credit card and leasing companies, I participated in a total of six one-day internships for companies in six different sectors (including, for example, real estate) in order to learn more about different kinds of businesses before making a decision. As a result, I was able to reconfirm that a career in finance was the right choice for me, and from March onward I focused my job-hunting activities on the financial sector. Had I not narrowed down the careers I was interested in before March, I would have been left with too many options to make a decision, so I am glad that I was able to learn more about each industry beforehand.

Differences Based on the Durations of Internships

Is the increase in one-day programs worthwhile? What is the reality?

Participation in one-day programs was greatest during the winter for 3rd year students
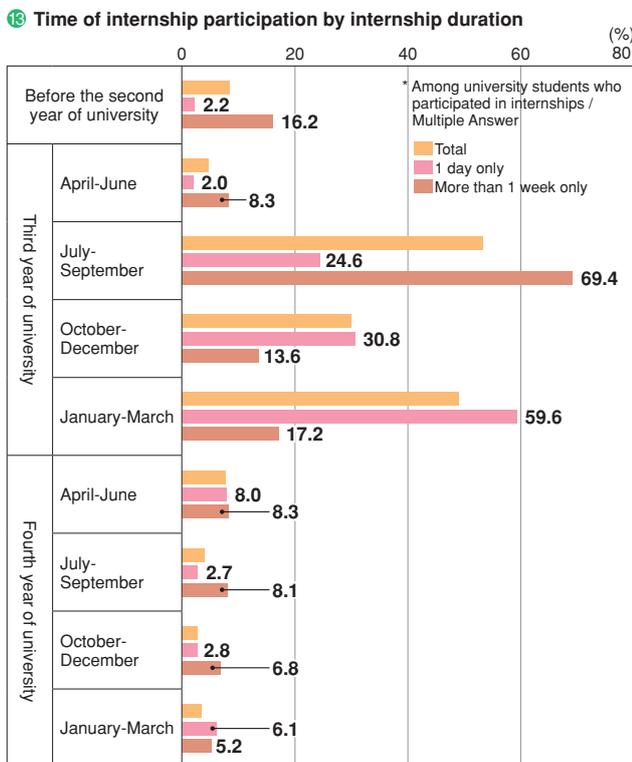
What differences arise from internships based on the length of the program? Here, we compare one-day programs and programs of one week or more based on their characteristics and variations. (* Hereafter, our data on participating students excludes graduate students and consists only of undergraduates.) First, when comparing the times when students participated in one-day internships versus those lasting one or more weeks, we see that participation in one-day internships was most frequent for 3rd year students between January and March, while the peak for internships lasting one or more weeks was in the later period of July through September (Graph ⑬). We can assume that 3rd year students participate in

programs of one week or more during the long break in the summer and participate in one-day programs in the shorter winter break. When looking at the periods in which internships were held by businesses, the most frequent period in 2016 was January through March. This period covered nearly half of all internships for companies that offered one-day only internships as their primary program, and, when examining them month-by-month, most (a little over 40%) were held in February. For businesses that mainly offered programs of one week or more, half were held in August, and a similar trend can be observed as with students. Next, when comparing the content of one-day programs and programs of one or more weeks in which the students participated, the most frequently covered content among one-day programs was about equally divided

between "only explanation of the company/ work/industry" (44.0%) and "assignments or projects other than regular work" (43.9%) (Graph ⑭). Notably, for "only explanation of the company/work/industry", there was a gap of 33.1 points compared to programs of one or more weeks (10.9%). In contrast, the most common content covered by programs of one or more weeks was "shadowing employees" (48.2%) and "carrying out some of the actual duties of employees" (45.5%). The largest gap with one-day only programs, of 28.2 points, was for "assisting employees" (38.7%), and we can see that in general, the longer programs were more frequently of the type in which students experience some of the tasks of the employees.
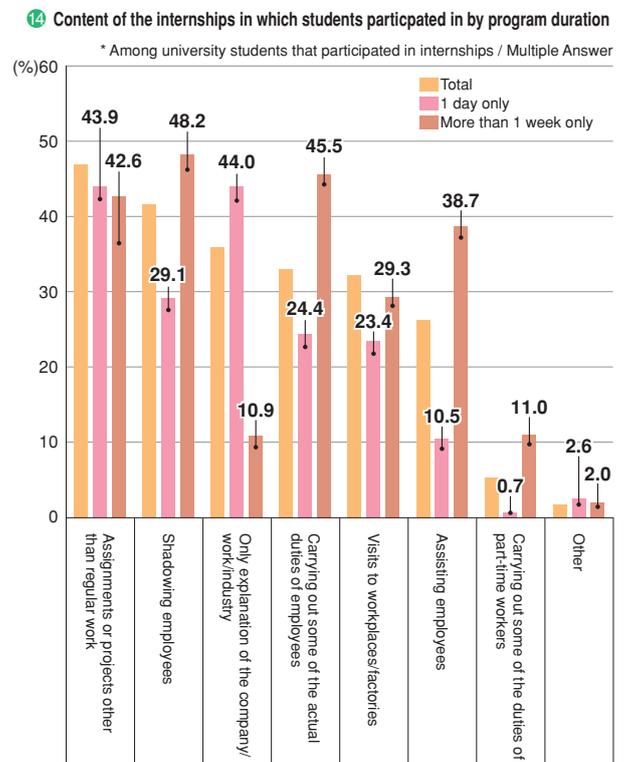

Student | **Peak for participation in one-day internships was in winter of the third year of university**

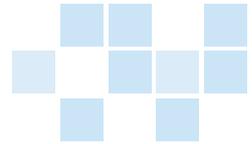⑬ **Time of internship participation by internship duration**

The biggest difference in the timing of internships lasting for only one day and more than one week was for those during July-September of the third year of university, where the latter was higher by 44.8 points. Also, for students in their third year of university participating during Janary-March, participation in one-day internships was higher than those lasting more than a week by 42.4 points.

Student | **For one-day internship participants, 44.0% received only explanations of the company or industry**

⑭ **Content of the internships in which students particpated in by program duration**

Compared to participants in the 2016 graduate recruitment season, for only internships of more than one week, the share of 2017 graduates who were able to experience "assignments or projects other than regular work" rose by 8.9 points. Also for one-day internships, those who received "only explanation of the company/work/industry" increased by 8.6 points.

Company

CASE8
Trading company
Screening start date: May

Provided students a fruitful content in one-day programs

COMPANY DATA

- **Company location**: Tokyo
- **Company size** : 300–999 employees
- **Results of March 2017 graduate**
- **recruitment (regular positions)**
  Recruitment target: 10–15 people
  Offers given: Approx. 19 offers
  Expecte d number of new hires:
  Approx. 10 people
  (47% offer refusal rate)

Main recruitment processes (regular positions)

February 2016	Internships (start of separate screening for students wishing to continue their internship)
March	Start accepting entry sheet submissions. Joint information sessions at universities and in-house information sessions
April	Company information sessions (small numbers, until June)
May	Document screening (until June)
	Aptitude tests, written tests (until June)
	Interviews (until July)
	Early unofficial offers given to internship participants
	Early unofficial offers given to regular screening candidates (until July)

Designed the program to keep the students active and prevent them from losing interest.

In 2017, we held five one-day internship programs in February. The internships started with a 30-minute lecture about our company's products as well as an explanation of our industry's development. This was followed by a 60-minute workshop where the students could experience a simulated business environment while handling the products. The groups were then split up, and the students spent an hour asking questions to current employees. They also received further demonstrations based on their questions. The programs made the most of the one-day limit by having the students touch the products and think about the business directly, and this active engagement kept them from losing interest. It is a point of pride that the programs were able to bring the students as close as possible to a real working environment. For the students, they not only gained knowledge on our products, but also learned the general mindset to work in a sales position.. Thanks to this, 80% of the participants responded that they would submit an entry sheet. The merit of the programs is that they increase the likelihood we will meet highly ambitious stu-

dents. This company is a business-to-business enterprise, so it is not well known. By having students participate, we want them to realize "this type of industry exists" and "this type of company exists." As students who feel the attraction to this type of business apply, we are able to efficiently meet the type of students we want to hire. Of the 19 prospective employees from 2017, 10 entered our company, and of those 10, 3 had participated in the internship. This was a satisfactory result for our company because we were able to recruit students who met our standards.

Increasing the number of internships to recruit students in 2018.

In 2018, we are planning to recruit at most 10 workers, which is a decrease from 2017. However, the number of times the internship will be offered is increasing from five to eight because of the program's effectiveness. The program was one-day as in 2016 because it was easy to organize, and it reduced the time burden on students.

Student

CASE4
Scheduled to join IT companu
Science department

I had absolutely no knowledge of the industry, but I entered the company because of the internship

Job hunting schedulees

- **August 2015**
One-day work experience internship at a company in my home region of Kyushu
- **March 2016**
Participated in a "U-turn" (for those returning to their home towns/regions) employment joint company information seminar
- **April–May 2016**
Submitted entry sheets. Interviews started after Golden Week.
- **June 2016**
Peak of interviews. I was rejected from my first-choice company, but received unofficial offers from eight other companies. I decided to enter the company where I had completed an internship.

Speaking with first-year employees allowed me to imagine how I could grow as a person

I did not know how to start job hunting, so I enrolled in an internship as a first step. My criteria for choosing an internship were that it be at a business located in my home area of Kyushu, and that it would give me an opportunity to experience actual work.

I then participated in a one-day internship program at a software development and sales company. Despite it only being one day, I was able to not only experience a business environment but also hear the company's president talk about his vision for the company. What especially left impression on me was the instruction I received

from a first-year employee. The employee told me about the actual content of the job in detail, and I was able to form the concrete thought that "in a year, I could also grow this much." This was not something I could understand from only looking at the homepage or a recruiting pamphlet. Also, being able to hear directly from the company president about the values of the company let me connect with its desire to improve. Honestly, I had never even heard of this small company, but I decided to work for the company because of the internship. Looking back, I am still glad that I participated in the internship.

Differences Based on the Durations of Internships

Students use one-day programs as a means for researching industries

Do the goals of companies in offering internships and the goals of students in participating in internships vary depending on the period of the internship? When looking at companies' goals for implementing programs, we see that the share of those with the goal "to link to recruitment" (12.7%) was higher for one-day programs than for programs of one or more weeks, with a gap of 8.6 points. Furthermore, the goal "to search for the types of students who are different from those hired in the conventional manner" (12.0%) had a gap of 5.8 points (Graph 15). Conversely, programs of one or more weeks with the goal "to contributing to society" (84.2%) exceeded those for one-day programs (22.7%) with a gap of 61.5 points. In particular, for companies with 1,000–

4,999 employees, 92.0%, the large majority of companies had answered so. Also, as there was a 70.2-point gap versus one-day only programs, we can infer that the positioning of longer programs and their goals varies by company size. Additionally, the goal "to stimulate employees" (15.8%) was greater for one-day programs (2.7%) by a margin of 13.1 points. Next, when looking at students' objectives when participating in internships, we can see that "to understand the industry" was more common among the one-day participants (65.5%) than the one-or-more-week participants (46.4%), and the gap pertaining to this objective was the largest, at 19.1 points (Graph ⑯). The share of one-day participants with the goal "to understand the industry" increased from 55.6% by 9.9 points for 2016 graduates, suggesting an increase in the number students
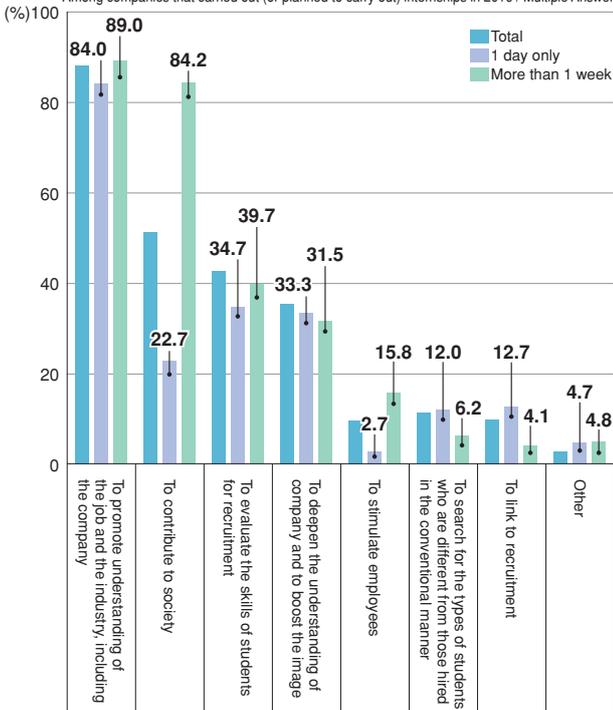
who participate in one-day internship programs as part of their industry research. In contrast, participants in programs of one or more weeks exceeded those in one-day programs for the goals "to receive credit for my university course" (+19.4 points), "to ascertain my own skills" (+18.5 points), "to clarify my career path" (+6.4 points), "to network with employees" (+4.9 points), "remuneration" (+2.5 points), and "to network with other job hunting students" (+2.1 points), in this order. Compared to 2016 graduates, those with the goal "to understand the industry" decreased by 12.4 points.

Company | **Company offering only "more than 1 week" internships have the objective to contribute to society**

⑮ **Objectives for conducting internship by program length**

* Among companies that carried out (or planned to carry out) internships in 2016 / Multiple Answer
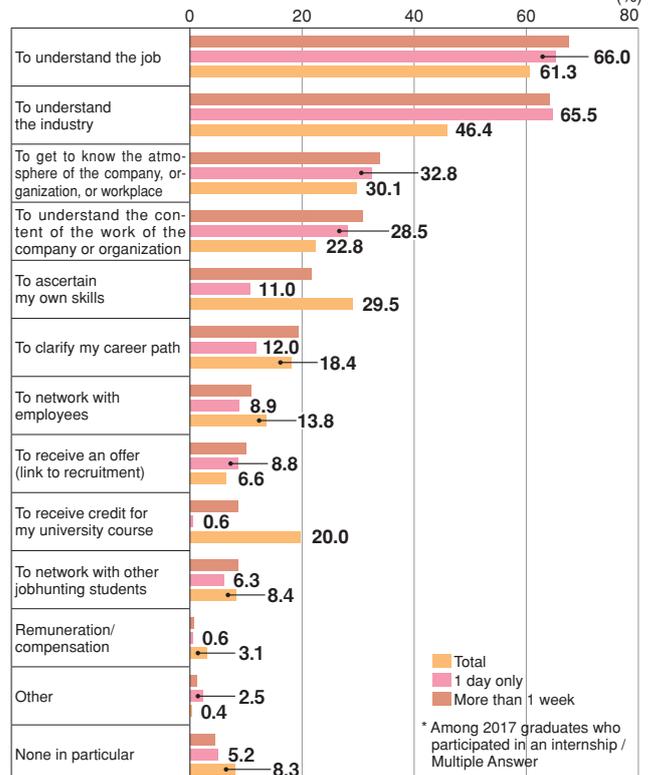

"To promote understanding of the job and the industry, including the company" comprised around 80% of responses for both one-day only internships and those of more than one week. For programs of more than one week, "to contribute to society" was also high at 84.2%. There were also significant numbers of responses for "to search for the types of students who are different from those hired in the conventional manner" for one-day programs.
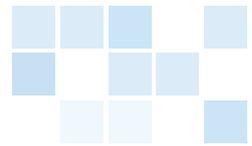

Student | **Regardless of duration "understanding of the job" was a popular answer.**

⑯ **Motivations for internship participation by the duration of the program**

* Among 2017 graduates who participated in an internship / Multiple Answer

For "understanding the job", one-day programs and programs longer than week both reached over 60%. For programs lasting more than a week, "none in particular" comprised 8.3% of responses.

Ascertaining skills and networking in longer programs

After an internship is completed, are there differences in the outcomes and effectiveness obtained by businesses and in students' evaluation and satisfaction depending on the length of the program? First, one-day programs were more likely to be judged to have produced results that satisfied companies' objectives compared to programs of one or more weeks when the objective was "to link to recruitment", with a share of 10.1%, representing a gap of 9.4 points. Similarly, the objective "to search for the types of students who are different from those hired in the conventional manner" was 7.2% with a gap of 3.6 points (Graph ⑰). Conversely, programs of one or more weeks surpassed one-day programs for the goal "to contribute to society" with a share of 71.7%, a gap
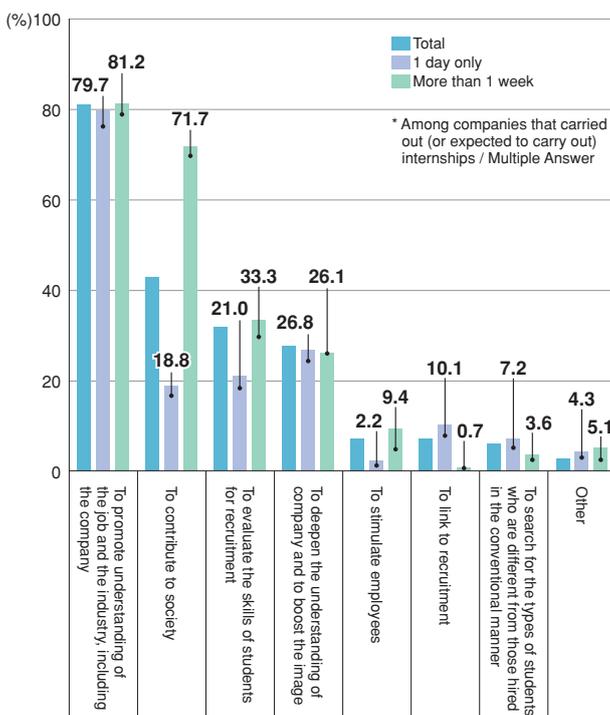
of 52.9 points. Notably, there was a 62.1-point gap in the fulfillment of this objective among companies with 1,000–4,999 employees. The goal "to evaluate the skills of students for recruitment" had a rate of 33.3% with a 12.3-point gap. The objective "to stimulate employees" had a rate of 9.4% with a 7.2-point gap, with the result that recruitment appeared weaker than with one-day programs. Additionally, when we compare the results of these programs by their length with the implementation objectives shown on the left-hand page, we can see conformity in the intended objectives of the companies and the results obtained after carrying out the internships (Graph ⑮ and Graph ⑰). On the other hand, one-day programs exceeded programs of one or more weeks among students giving the evaluation, "I am glad I participated", for the answer "I was

able to gain concrete knowledge about the industry" (64.0%), with a gap of 13.5 points (Graph ⑱). Conversely, programs of one or more weeks exceeded one-day programs for the answer, "I was able to ascertain my own skills" (36.3%), with a 25.4-point gap compared to one-day only programs. After this came, "I was able to clarify my career path" (13.4-point gap) and then "I was able to network with employees" (8.5-point gap). Notably, students who answered, "I was able to ascertain my own skills", increased compared to 2016 graduates by 8.8 points. From the above, we can see that students who participated in one-day programs felt an effect on their industry research, while students who participated in longer programs felt an effect on networking and on ascertaining their own skills.

Company | Company achieved positive results for all intern program duration

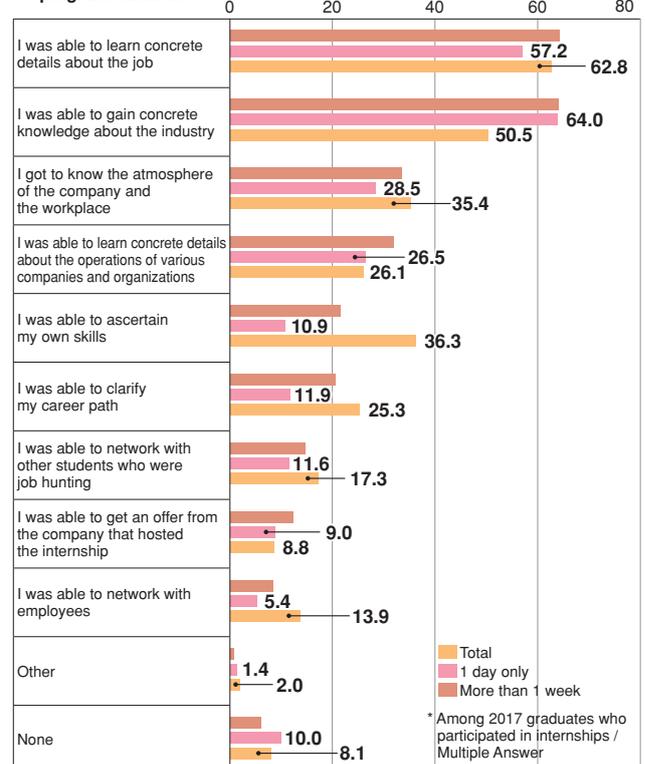⑰ Internship achievments by program duration

We can see conformity in the intended objectives and the results obtained after carrying out the internships for both one-day internships and those lasting more than one week, as the characteristic of the graph is similar to that on page 32.

Student | Longer programs helped in self-understanding

⑱ Reasons students were glad they participated in an internship by program duration

Regardless of the internship duration, understanding of the job and industry was top. For items related to career perspectives, there were many responses for programs of more than one week.

Outlook for 2018 Graduate Recruitment

What are companies anticipating for 2018 graduate recruitment?

Around 4 in 10 companies expected an increase in the manpower and costs involved in recruitment

On the outlook for 2018 graduate recruitment, firstly, there was no change in the recruitment selection schedule, so accordingly, the survey did not find any notable differences in the start times for the processes compared to graduate recruitment in 2017 (Graphs ❶ and ❷). What about the size of the recruit pool and recruitment costs? When asked about seven aspects related to this issue, over half the respondents replied "expect no change" for each item (Graph ❸). However, regarding "manpower involved in recruitment" and "recruitment costs", nearly 40% of respondents replied that they "expect an increase". For "size of the recruit pool" and "number of applicants for screening", nearly 30% replied "expect a decrease". Looking at the results in terms of company size, for companies with over 5,000 employees, a little over 20% of

respondents expected an increase in the "size of the recruit pool", "number of applicants for screening", and "people we can hire", whereas for companies with fewer than 5,000 employees, these shares were under 20%. Meanwhile, for "manpower involved in recruitment", about 40% of companies with over 5,000 employees responded that they expected an increase. In addition, when asked about whether there were any aspects that they expected would change for 2018 graduate recruitment, while almost 40% answered "none in particular", about 30% answered "promote early recognition and awareness of the company", "attract students' interest, or "follow up with students after making offers" (Data ❹). In particular, among companies with over 5,000 employees, 50.5% responded with "attract students' interest", 46.5% with "promote early recognition and awareness of the company", and 39.4% with "follow up with students after making offers", which were high

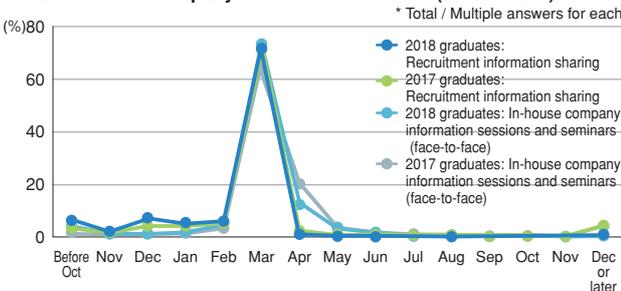percentages compared to the responses from companies of other sizes.

Together with the prospects for recruitment activities, it can be seen that major companies are increasing their recruitment power and costs. As such, there is a possibility that the gap between large companies and small and medium-sized companies will continue to grow.

Almost 8 out of 10 companies expected hiring standards to be similar to last year

When it came to hiring standards, 78.5% of companies responded that their standards would be "similar to last year", while 6.5% said that they would be stricter. However, looking at the trend in this response since the 2014 graduate recruitment season, a decline was observed up until 2017 (from 17% in 2014 to 6.4% in 2017).

When asked what they would do if there were unable to fill the positions they had available, 49.0% responded that they "would not lower the
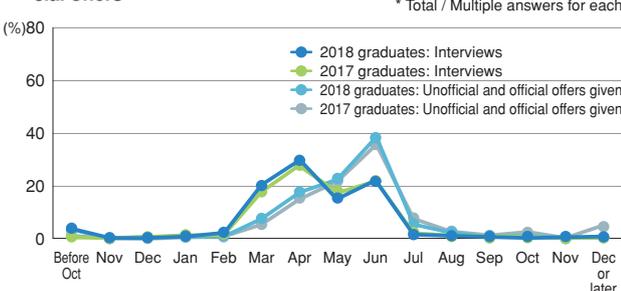

Company | **The starting dates did not change greatly from the 2017 graduate recruitment season**

❶ **Planned starting times for the sharing of recruitment information and n-house company information sessions (face-to-face)**

* Total / Multiple answers for each

Legend:
- 2018 graduates: Recruitment information sharing
- 2017 graduates: Recruitment information sharing
- 2018 graduates: In-house company information sessions and seminars (face-to-face)
- 2017 graduates: In-house company information sessions and seminars (face-to-face)

The results were not greatly different from the 2017 graduate recruitment season. However, the share of companies who started sharing recruitment information from February was 26.0%, an increase of 8.2 points. Also, the share of companies starting face-to-face in-house company information sessions and seminars in March was 73.4%, a 9.5 point increase.

❷ **Expected starting dates for interviews, official offers, and unofficial offers**

* Total / Multiple answers for each

Legend:
- 2018 graduates: Interviews
- 2017 graduates: Interviews
- 2018 graduates: Unofficial and official offers given
- 2017 graduates: Unofficial and official offers given

The share of companies who started interviews in April was increased by 2.0 points to 30.3%. Companies who gave out official and unofficial offers from June increased by 2.7 points to 39.3%. Meanwhile, companies who started holding interviews before May were 73.1% and those who gave official and unofficial offers before May were 49.5%.

Company | **Around 40% of companies expected costs and manpower to increase**

❸ **Overview of 2018 graduate recruitment activities**

* Previous year company recruitment results / Single answer

	Expect an increase	Expect no change	Expect a decrease (%)
Size of the recruit pool	16.7	52.9	30.4
Number of applicants for screening	17.4	52.8	29.8
Number of screening withdrawls	26.8	66.1	7.0
Number of job offer rejections	27.6	65.3	7.0
People we can hire	17.0	63.1	19.9
Recruitment costs	35.3	58.5	6.2
Manpower involved in recruitment	37.3	57.4	5.4

By industry, the shares of companies in the construction industry or financial industry who said that the graduate recruit pool, the number of new recruits, or the number of screening applicants would increase were around 10%, lower than the shares in other industries.
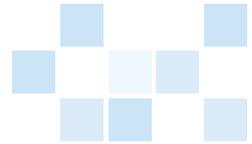

Company | **Promoting early recognition, attracting students, and following up with students were highlighted**

❹ **Aspects that were expected to change for 2018 graduate recruitment**

* Total / Multiple answers

1st	Promote early recognition and awareness of the company	**32.5%**
2nd	Attract students	32.3%
3rd	Follow up with students after making offers	28.4%

Following these were aspects including "motivate students (until the job offer stage)" (21.5%) and "selection method (method of identification, etc.)" (18.2%). However, 38.1% answered "none in particular".

standard of personnel that we look for", a decrease of 2.2 points from last year. Responses of "we will re-examine our standards and respond flexibly" and "undecided (it depends on the situation at the time)" both saw an increase (from 12.4% to 13.2% and 36.4% to 37.8%, respectively). Accordingly, we can see that while some companies would not lower their standards unnecessarily, a certain number would adjust them if needed.

Diversification of recruitment methods

With companies encountering issues with 2017 graduate recruitment in terms of filling their quotas and satisfaction with the quality of the new hires, how will recruitment methods change for 2018 graduate recruitment? When asked about their plans to carry out 16 forms of recruitment, such as "summer recruitment" or "separate recruitment by job category", planned implementation by companies exceeded implementation for the 2017 graduate recruitment season for 10 of the items (Graph ❺). The methods that showed particularly large increases were "year-round recruitment" (4.3-point increase), "recruitment from employment-related internships" (4.1-point increase), and "separate recruitment by course" (3.3-point increase). The method that was planned to be implemented by the most respondents was "separate recruitment by job category", followed by "summer recruitment", "separate recruitment by course", and "year-round recruitment". Looking at the results by company size, among companies with fewer than 300 employees, the percentages that responded with "separate recruitment by job category" (64.9%), "year-round recruitment" (32.0%), and "recruitment for year-round entry" (10.8%) were around 7–15 points higher than the corresponding percentages for companies of other sizes. In particular, "year-round recruitment" showed a 7.1-point inc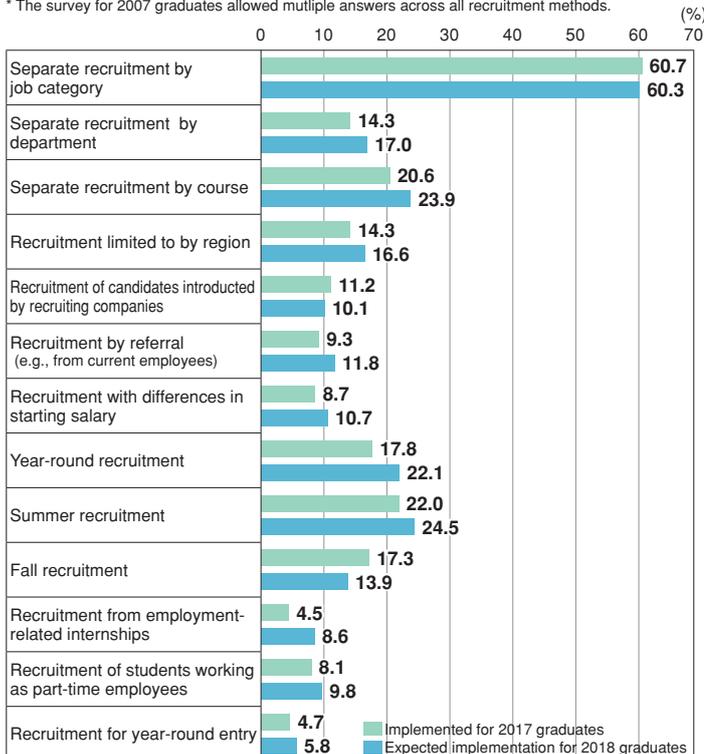rease over 2017 recruitment, and the degree of increase was larger than that seen in companies of other sizes. Also, among companies with more than 5,000 employees, the percentages for 11 of the categories was higher than for companies of other sizes, including "recruitment by referral" (21.8%) and "recruitment of students working as part-time employees, etc." (28.0%). Thus, we can see that the trend of diversification in recruitment methods among large companies is continuing. As with the example of the student described on this page who received a job offer from a software company, there are students that make use of methods other than applying directly to companies, such as using recruitment agencies for new graduates. However, on the other hand, there are also those like the student with an offer from a machinery manufacturer who struggle to make contact with companies. Depending on the recruitment method, care is needed to ensure that students do not face unnecessary pressure.

Company | **Year-round recruitment and recruitment from internships are expected to increase**

❺ **Planned recruitment methods for the 2018 graduates**

* Total / Single answer for each
* The survey for 2007 graduates allowed multiple answers across all recruitment methods.

(%)

Recruitment method	Implemented for 2017 graduates	Expected implementation for 2018 graduates
Separate recruitment by job category	60.7	60.3
Separate recruitment by department	14.3	17.0
Separate recruitment by course	20.6	23.9
Recruitment limited to by region	14.3	16.6
Recruitment of candidates introduced by recruiting companies	11.2	10.1
Recruitment by referral (e.g., from current employees)	9.3	11.8
Recruitment with differences in starting salary	8.7	10.7
Year-round recruitment	17.8	22.1
Summer recruitment	22.0	24.5
Fall recruitment	17.3	13.9
Recruitment from employment-related internships	4.5	8.6
Recruitment of students working as part-time employees	8.1	9.8
Recruitment for year-round entry	4.7	5.8

The survey also asked about the "recruitment of new graduates as contract workers" and the "recruitment of new graduate dispatch workers", but the figures for the 2018 graduate recruitment were low, at 2.1% and 0.4%.

I used a recruiting agent after failing to receive a job offer through the normal route

● Scheduled to join Software firm / Politics and economics department

After failing to receive an offer of employment from any of the major automobile manufacturers, IT firms, and other companies I applied to, I temporarily put my job-hunting activities on hold at the end of June. I later found out about a recruitment service for new graduates when I was searching for openings while studying for my end-of-term examinations. Following registration with the agency at around the end of July, I had a telephone interview with an advisor, was introduced to tens of different companies, and, after applying to the businesses I was interested in, I successfully received informal offers of employment from two different companies by the end of August. I feel that I benefited from being able to convey my wishes, strengths and weaknesses to the recruiter, allowing them to introduce me to a range of great companies that I would not otherwise have known about.

Arranging dates for interviews with a recruiter was a stressful experience

● Scheduled to join Machinery manufacturer / Foreign languages department

From March to April, I regularly had appointments for interviews with a recruiter on the weekends, and each exchange with thems when arranging these interviews felt like I was being tested, putting me under a lot of pressure. I even had an recruiter stop contacting me after I turned up late to getting drinks with them due to a prior engagement taking longer than expected. I was so worried that being unavailable on the proposed date of an interview would leave a bad impression that I did absolutely everything that I could to fit my schedule around the designated interview dates, and I was nervous every time I received a call or message from an unknown number. It was a really difficult time for me.

Future trends of recruitment and job-hunting activities

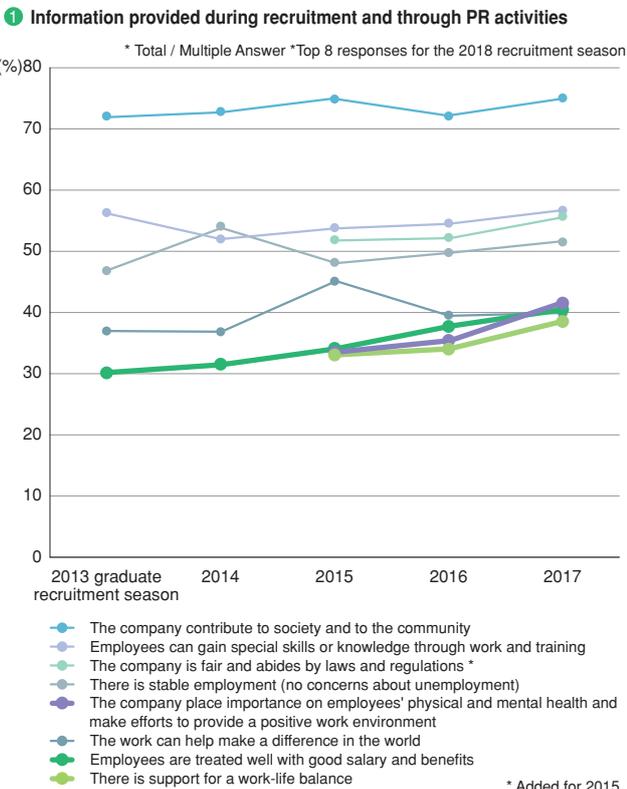**How will recruitment and job-hunting activities change in the future?**

Indications of a diversification in recruitment methods

Based on the survey results from the past five years, we can observe the following three points regarding changes in recruitment and job-hunting activities. First is the diversification of recruitment methods. As discussed on page 35, looking at the trends in recruitment and recruiting methods from 2014 graduates to 2018 expected graduates, several recruitment methods increased in popularity, such as department-specific recruitment (from 10.4% to 17.0%) and summer recruitment (from 15.4% to 24.5%). Recruitment by referral, the promotion of part-time workers to full-time positions, and internships that lead clearly and directly to hiring have also increased slightly. The second point is the diversification of information provided to students. Looking at the trend of information provided by companies during recruitment and through PR activities over the last

five years, although there has not been a large change in the top four items, such as "the company contribute to society and to the community", there has been an increase in the number of companies trying to promote the working environments of their companies, as shown by answers such as "the company place importance on employees' physical and mental health and make efforts to provide a positive work environment", "employees are treated well with good salary and benefits", and "there is support for a work-life balance" (Graph ❶). Furthermore, there have also been changes in the criteria students focus on when choosing a company, as can be seen in increasing responses for "working hours and vacation time" and "salary" (Graph ❷). The third point is the shortening of the recruitment selection period. Looking at the trend in the number of days between the first interview and issuing a job offer over the last five years, the shortest case de-
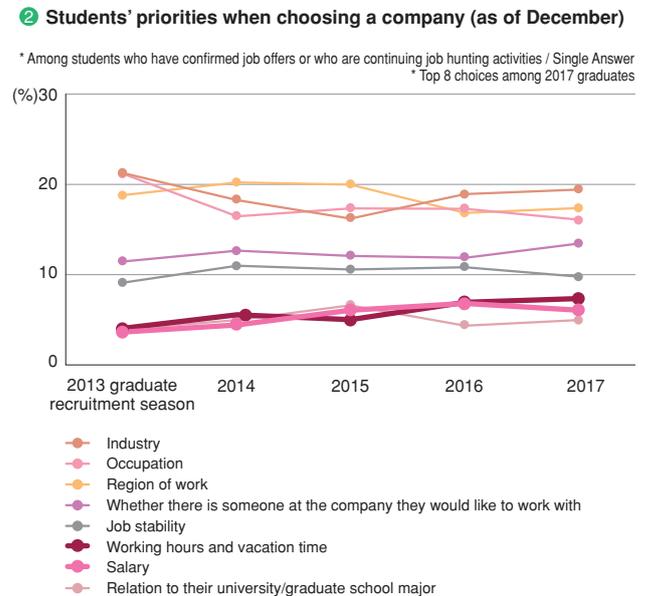
creased by 3.9 days (from an average of 21.9 days for 2013 graduates to 21.9 days for 2017 graduates) and the longest case decreased by 4.9 days (from an average of 43.0 days for 2013 graduates to 38.1 days for 2017 graduates). In particular, companies taking between 1 and 9 days for their shortest cases have been increasing (Graph ❸). The number of rounds of interviews has also been decreasing, and the number of companies who answered "one time" or "two times" for their shortest cases increased from 10.3% in 2013 to 69.3% in 2017. In addition, the duration of the job-hunting period for students has also been decreasing (Graph ❹). Amid a continuing sellers' market, these can be seen as ways for companies to find and secure a sufficient number of high-quality recruits.

Company — **Companies that appeal "good working environment" are increasing**

❶ Information provided during recruitment and through PR activities

* Total / Multiple Answer *Top 8 responses for the 2018 recruitment season

Legend:
- The company contribute to society and to the community
- Employees can gain special skills or knowledge through work and training
- The company is fair and abides by laws and regulations *
- There is stable employment (no concerns about unemployment)
- The company place importance on employees' physical and mental health and make efforts to provide a positive work environment
- The work can help make a difference in the world
- Employees are treated well with good salary and benefits
- There is support for a work-life balance
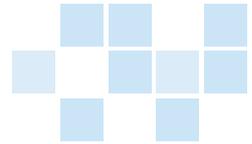
* Added for 2015

Amid the insufficient levels of hiring in the 2017 graduate recruitment season, we can see that the shares of companies promoting themselves in ways such as focusing on "the health of workers", "salary and benefits" and "work-life balance" increased by 4.3-10 points.

Student — **Students are increasingly choosing companies based on the "working hours and vacation time" and "salary level"**

❷ Students' priorities when choosing a company (as of December)

* Among students who have confirmed job offers or who are continuing job hunting activities / Single Answer
* Top 8 choices among 2017 graduates

Legend:
- Industry
- Occupation
- Region of work
- Whether there is someone at the company they would like to work with
- Job stability
- Working hours and vacation time
- Salary
- Relation to their university/graduate school major

"Working hours and vacation time" was chosen by 4.1% of 2013 graduates, but increased by 3.3 points to 7.4% for 2017 graduates. Meanwhile, "salary" was chosen by 3.6% of 2013 graduates but increased to 6.8% for 2016 graduates and 6.1% for i2017 graduates.

<table>
<tr><td>Com-
pany</td><td>CASE9
Restaurant/food company
Screening start date: March</td></tr>
</table>

Developing recruitment activities through five channels, such as the promotion of part-time workers and recent graduates

COMPANY DATA

- Company location: Kanto area
- Company size : 300–900 employees
- Results of 2017 graduate recruitment
  Recruitment target: 100 people
  Offers given: Approx. 200 offers
  Expected number of new hires:
  Approx. 80 people
  (60% offer refusal rate)

Main recruiting processes

January–February 2016	Participation in industry research seminars at universities
From March	Joint company information sessions, university information sessions In-house company information sessions, aptitude testing (from February 2017) First-round interviews Final interviews
From late March	Early unofficial offers sent (until March 2017)

Applications and introductions from recruitment information sites and employment agencies are decreasing year by year

The biggest issue in recruiting 2017 graduates was "ensuring the number of applications". This was because applications and introductions from recruitment information sites and graduate employment agencies, which used to be our main channels, are decreasing year by year. Particularly, during the 2016 graduate recruitment season, we felt the limitations of attracting candidates using recruitment information sites, such as when there were no participants at our combined information sessions and aptitude tests.

Therefore, during the recruitment of 2017 graduates, we acted on the assumption that the number of applications from recruitment information websites would further decrease. To compensate, we increased the number of times we attended joint company information sessions and on-campus information sessions from 20 to 30. We directly contacted promising students who had submitted profile cards and encouraged them to participate in our in-house information sessions. As a result, the number of students we were in direct contact with, the interview participation rate of the information session participants, and the number of offer recipients all increased. However, the offer refusal rate, which is usually around 50%, also increased to about 60%, which is an issue we need to address for 2018 graduate recruitment.
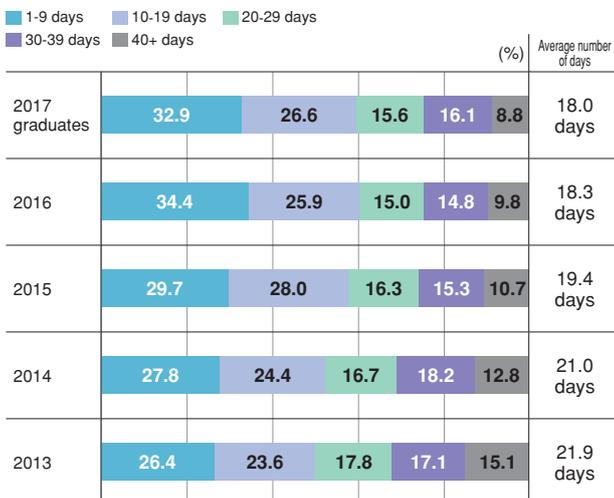
Recruitment channels have been becoming more diverse over the past few years. Until around the 2013 graduate recruitment season, the focus on recruitment information sites and employment agencies was high, but now these are being supplemented by joint company information sessions, the promotion of part-time employees, and the employment of recent graduates. In the past, we promoted employees from part-time positions on an individual basis if they discussed it with us, but for the first time, for the 2016 recruitment season, we publicized internally this form of recruitment, and the result was the promotion of more than 20 people. For 2017 graduates, too, around 10 people are expected to join the company. We are also employing 5–10 recent graduates every year, treating them the same as other students.

Company — **Over 30% of companies took between 1 and 9 days to send out their first offers after first-round interviews**

❸ **Number of days from the first interview to sending offers to prospective employees (shortest case)**

Total / Numerical Answer

Legend: ■ 1-9 days ■ 10-19 days ■ 20-29 days ■ 30-39 days ■ 40+ days

(%)

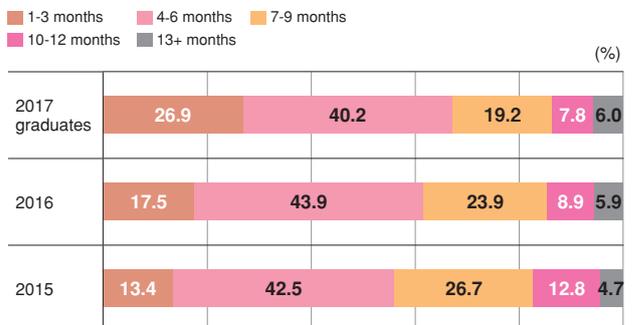|	1-9 days	10-19 days	20-29 days	30-39 days	40+ days	Average number of days
2017 graduates	32.9	26.6	15.6	16.1	8.8	18.0 days
2016	34.4	25.9	15.0	14.8	9.8	18.3 days
2015	29.7	28.0	16.3	15.3	10.7	19.4 days
2014	27.8	24.4	16.7	18.2	12.8	21.0 days
2013	26.4	23.6	17.8	17.1	15.1	21.9 days

The share of companies who took 1-9 days to give out offers was 26.4% in 2013, but rose to over 30% for 2016 graduates (34.4%) and 2017 graduates (32.9%). For 2017 graduates, 59.5% of companies sent out offers within 19 days.

Student — **Around 70% of students finished job hunting within half a year**

❹ **Time from the starting to finishing job hunting**

Students who finished job hunting / Numerical Answer

Legend: ■ 1-3 months ■ 4-6 months ■ 7-9 months ■ 10-12 months ■ 13+ months

(%)

	1-3 months	4-6 months	7-9 months	10-12 months	13+ months
2017 graduates	26.9	40.2	19.2	7.8	6.0
2016	17.5	43.9	23.9	8.9	5.9
2015	13.4	42.5	26.7	12.8	4.7

The share of students who finish job hunting within half a year is increasing every year (from 55.9% for 2015 graduates to 67.0% for 2017 graduates). In particular, students who finished job hunting in between 1 and 3 months rose considerable from 13.4% for 2015 graduates to 26.9% for 2017 graduates.

References and Survey List

< **References** >

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("Works", vol.6, 1996; vol.102, 2010; Recruit Works Institute)

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("New Graduate Recruitment Trends and Issues", 2010, Recruit Works Institute)

< **Surveys** >

厚生労働省「一般職業紹介状況（職業安定業務統計）」
(Ministry of Health, Labour and Welfare, "Employment Referrals for General Workers (Occupational Stability Statistics")

リクルートワークス研究所「ワークス大卒求人倍率調査」（2016年4月）、「ワークス採用見通し調査」（2017年1月）
(Recruit Works Institute, "Works Survey on the Ratio of Job Vacancies to Job Seekers", April 2016, "Works Recruitment Prospects Survey", January 2017)

日本学生支援機構「留学状況調査結果」
(Japan Student Services Organization, "Results of the Survey on Studying Abroad")

人事院「国家公務員採用試験実施状況」
(National Personnel Authority "Implementation of the National Civil Servant Recruitment Examination")

Website

The latest survey and research information is available on the Research Institute for Graduate Recruitment website.
From March 2017, we began publishing information on the Employment Process Survey (job offer rate) for 2018 graduates. We report monthly survey results "as of 1 March" and "as of 1 April", etc. In addition, past survey results, etc. can be found on our homepage. We also post interviews about corporate efforts and reports on employment readiness, etc.
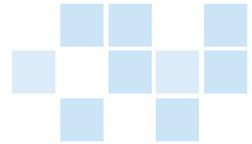

【 **Published Content** 】
・Employment Process Survey (2011–2018 graduates)
*Surveys of 2018 graduates also released
・ Employment White Paper (surveys for 2012–2017 graduates)
・ Internship case studies

URL:http://data.recruitcareer.co.jp/

Activities

We want to create a society where as many people can feel vitalized through the "joy of work".
This is the corporate vision of Recruit Career.
For the Research Institute for Graduate Recruitment, grasping the "Now" and "Future" of employment and releasing them to society can enhance mutual trust among those involved in employment and recruitment and promote Development, Evolution, and Change.
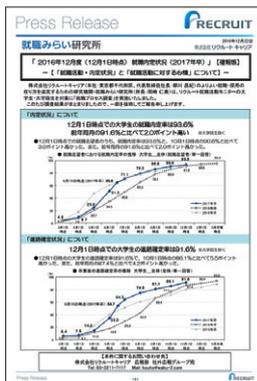
Main Activities

The Research Institute for Graduate Recruitment periodically conducts quantitative and qualitative surveys of students and companies. We produce interview correspondence and event activities, etc. based on the survey results.

Surveys and Research

■ Employment Process Survey

The Employment Process Survey is a student survey conducted monthly to gain an understanding of the job hunting situation, such as through the job offer rate or the job hunting activities implementation rate. We are examine specific survey items that are of interest, such as the status of internship implementation, the number of companies that student receive offers from, the offer rejection rate, and pressure on students to finish job hunting.

■ Other surveys

We also carry out a range of other surveys, including Characteristics of Companies at Which Students Want to Work, Report on the Regional Migration of University Students, and Recruitment and Job Hunting Activities of Foreign Students.

■ White Paper on Employment

The White Paper on employment is a survey of companies and students to grasp the recruitment and job hunting activity characteristics each year. Via press releases, we introduce commentaries on recruitment and job hunting activities and internships. As part of the quantitative survey, we interview companies and students, etc. and also issue a booklet.

Events

■ Industry-Academia World Café

In November 2016 and February 2005, we hosted the Industry-Academia World Café together with the Sankei Shimbun Company and the Osaka Chamber of Commerce and Industry with the aim of "achieving better job hunting, better recruitment" for students and companies. Following a panel discussion, participants were divided into groups for a table dialogue, and each person made a presentation. After that, students and participants from companies and universities exchanged opinions openly, helping to promote mutual understanding.

The February session was held at Kansai University's Umeda Campus.

Research Institute for
Graduate Recruitment