



Research Regarding the State of Career Development Support According to Disability Diversification

- Part 1 Questionnaire Compilation -
- Part 2 Hearing Survey Compilation-
- Part 3 Career Development Support Model Compilation -

(Research Reports No. 115, parts 1, 2, 3 [3 part] Summary

[Keywords]

Career development Career education Ability development Work preparation Total Package

[Usage of this report]

We made a survey of companies and employees with disabilities, a hearing survey of workers with disabilities, case examination of advanced efforts made by both educational institution and forward-looking companies in employment of persons with disabilities. Based on the above, current conditions and issues relating to diverse career development of persons with disabilities including, mental disabilities, developmental disabilities, and Higher Brain Dysfunction, were made clear and organized. We hope that this report can be used as an information resource to promote both career development support for persons with disabilities and effective cooperation between related institutions.

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National Institute of Vocational Rehabilitation

1. Authors (In writing order)

Shirokane Toshiki (National Institute of Vocational Rehabilitation/Research Group on Support for Persons with Disabilities/Research Manager, Researcher)
Fujiwara Satoshi (Hitachi Ltd. manufacturing facility/Human Capital Group, Labor Division / employment planning group director)
Kobayashi Hideo (JAL Sunlight Ltd. General Affairs Division Assistant Director)
I-heart Co., Ltd. Operation Department Management Division (Created by the internal administrative department)
Ishikawa Makoto (Inageya Wing Ltd. Administrative Operations Director)
Hasegawa Hiroshi (Media Base Ltd. Chief Director)
Matsumi Kazuki (Chiba School for Special Need Education Nagareyama High School Teacher)
Ishii Kazuko (Association of Japanese Medical Corporation Soramugi-kai Hida Clinic Job Assistance Director)
Abe Yuriko (Third Sector Vocational Training Co. Nagasaki Ability Development Center Executive Director)
Nakada Yoshiaki (Cube Integration Co., Ltd. Partner)

2 Research Period

FY2010 to 2012

3. Composition of the research report

(Part 1: Questionnaire Compilation)

Summary / General Overview Purpose and order of this report / Part 1 / Part 2 / Part 3 summary

Chapter 1 Company Survey Results

Chapter 2 Employees with Disabilities Survey

Chapter 3 Employees with Intellectual Disabilities Survey

Chapter 4 Actual Status Survey Summary

(Part 2 Hearing Survey Compilation)

Chapter 1 Hearing Survey Framework

Chapter 2 Physical Disability

Chapter 3 Developmental Disability

Chapter 4 Acquired Disability

Chapter 5 Hearing Survey Summary

(Part 3: Career Development Support Model Compilation)

Chapter 1 Career Development Support Model at Companies

Chapter 2 Career Development Support Model at Work Transition Support Facilities

Chapter 3 Indications from Advanced Efforts – Including Total package Trial

Chapter 4: Career Development Support Model Consideration

4. Background and Purpose of Research

There has been a tremendous increase in the willingness to work of persons with disabilities in recent years. The number of new job applications at the Public Employment Security Office in FY2010 has increased by 5.4% (132,734 applications) as compared to the previous fiscal year, and the number of job placements has increased by 17% (52,931 placements). The following increases and decreases have been seen based on type of disability; number of new job applications for persons with physical disabilities (1.6% decrease from last fiscal year);

number of job placements (9.3% increase); number of new job applications for persons with intellectual disabilities (3.1% increase); number of job placements (15.1% increase); number of new job applications for persons with mental disabilities (19.1% increase); and number of job placements (33.2% increase). The increase in the number job placements for persons with mental disabilities is an especially significant trend.

However, the number of persons with mental disabilities that leave employment is not low. (e.g. according to a survey of employment placement for persons with mental disabilities at Hello Work, out of 982 people that had found employment between July, 1st and October 31st 2008, 412 people (42%) left employment by the end of February 2009). Also, in today's labor market, the diversification of technological innovation and employment status, etc. has led to changing employee needs within a changing corporate environment, which means that career development support is necessary according to labor market changes and diverse disabilities. Under these current conditions, by making clear the current conditions and issues regarding career development support after job placement and job skill development according to diverse disabilities including mental disabilities, developmental disabilities, higher Brain Dysfunction, etc., consideration will be given to the current state of support for the purpose of achieving the continuation of employment, skill development, and vocational life stability with motivation and ability,

5 Method

- (1) Establishment of a research committee, in-company career development support, and work transition / skill development support special committee
- (2) Company and education / training institutions questionnaire (Company survey/Employee survey)
- (3) Employees with Disabilities Hearing Survey
- (4) Comprehension and Analysis of Successful Cases Involving Career Development Support within Company and Education, Ability Development Institutions (Including Total Package trial)

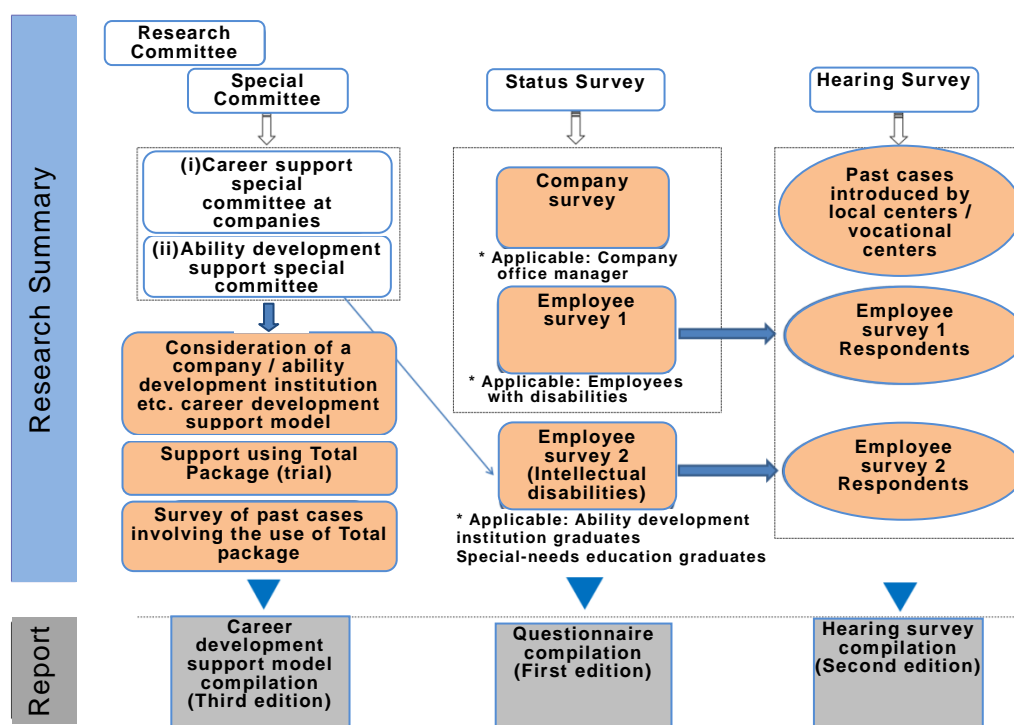


Figure 1. Research framework (General structure)

6 Summarized Results of the Study

(1) Part 1: Survey Compilation

a. Survey Details

(a) Questionnaire Survey

Based on data received from random sampling companies (239), companies listed in the CSR company directory (37), companies given awards by promoting the employment of persons with disabilities (68), and special subsidiary Company (47) (In case that an employer establishes a subsidiary company which gives special consideration for employing persons with disabilities in order to promote and stabilize their employment, and fulfills certain requirements, the workers employed at the subsidiary can be deemed to be employed by the parent company for calculating the employment rate.), the framework of general employee career development support being performed by companies, and the current conditions of the careers of persons with disabilities are grasped from a quantitative aspect.

Four company classifications have been created based on the assumption that companies listed in the CSR company directory, companies given awards by promoting the employment of persons with disabilities, and special subsidiary Company are thought to be comparatively more proactive than random sampling companies regarding the employment and career development support of persons with disabilities, and the number within parenthesis represents the number of companies from each classification that answered questionnaire.

(b) Employee Survey

Surveys were distributed to employees with disabilities within all applicable companies and analysis was performed on 586 respondents that have been employed for two years or more. Recognition / evaluation of stress experiences and important points within the vocational life of individual employees from the time they joined the company until now were made clear.

Furthermore, additional questionnaires was done to company employees with intellectual disabilities that completed training / graduated from an ability development center or special-needs school because there was a low number of responses to this survey from persons with intellectual disabilities. 429 answers were collected and analyzed (268 from an ability development center and 161 from a special-needs school).

b. Survey Results

(a) Company survey

- Career development support at companies to support employees without disabilities are based on the following three elements (Factors): (i) "Promotion of skill development / growth" (Individual vocational ability development / growth) (ii) "Work / role adjustment" (Adjustment of work responsibilities according to individual characteristics) (iii) "Support environment adjustment" (Support / consideration leading to individual skill development / growth). It was found that these three elements (Factors) are emphasized within general employee career development support at companies. (Table 1)
- By contrast, when career development support for employees with disabilities is looked at in relation to the above "Three elements (Factors) regarding career development support at companies", (i) "Promotion of skill development / growth" is thought to be common among persons with and without disabilities when viewed from the perspective of employee development. For career development, the necessity to add (ii) "Work / role adjustment" or (iii) "Support environment adjustment" to (i) "Promotion of skill development / growth" is based on the type of disability and when the disability occurred. There are also cases where by (ii) "Work / role adjustment" and (iii) "Support environment adjustment" are more important than (i) "Promotion of skill development / growth" within career development for

persons with disabilities. It is therefore inferred that support should be performed in cooperation with support institutions, etc. as necessary, while confirming what needs to be addressed regarding career development support for employees with disabilities at companies.

Table 1 Framework of career development support contents at companies

Elements		Lower Elements
(i)	Ability development / Growth	Collective education
		Advancement upgrade
		Individual education
		Structural philosophy / Communication of goals
		Self-illumination support
		Assignment change
		Goal management system
(ii)	Responsibility/role adjustment	Fixation of role within the organization
		Reduction of roles within the organization
		Increase of roles within the organization
		Organization redesign and creation according to ability and skill
		Demotion for the purpose of reducing responsibilities
(iii)	Support environment setup	Internal company consultation system
		Special health breaks
		Cooperation with outside institutions
		Flexible work configuration
		Appointment of personal with the goal of workplace adjustment promotion
		Pre-employment internship

(b). Employee Survey

- When focusing on when disability occurred, people that are "Disabled after starting current job" have more various experiences at their current company and make up a higher proportion of managerial positions compared people that are "Disabled from birth", "Disabled prior to first job", and "Disabled after first job". In addition, the need for career revision has also been shown in this group as they have experienced "Transfer to a simple job" or "Demotion".
- The following characteristics were seen (Categorized by disability) when individuals were asked about how they recognize and rate the level of difficulty / importance regarding their vocational life (Job progress, workplace relations, and living/physical conditions) from the time they entered their company until now.
- Most problems are resolved regardless of the disability for those that felt difficulties when they first entered (Returned to) the company; however, (a) "Make adjustments before becoming tired and stressed" is recognized as being difficult for persons with "Physical motor disability" and "Internal disabilities". (b) The ability to "Learn a new job" and "Convey feelings to co-workers, etc", and human relations, has been shown to be difficult for persons with "Schizophrenia", even after experience has been gained.
- Stress experiences are common ("Have experience") among persons with "Schizophrenia" and "Mood disorder / Mental health impairment", etc.
- Also, due to the fact that there is a high percentage of replies where the intention to continue employment is unclear among persons with disabilities that grade / recognize matters concerning "Communication with others" and "Independence of employees with disabilities" (Doing work in one's own way and clearing up unknowns) as "Difficult and important", it is inferred that this self-grading / recognition is effecting the continuation of employment and

will eventually effect career development.

(c) Survey of Employees with Intellectual Disabilities

- Common characteristics of employees at institutions that cooperated in this survey (Ability development centers and special-needs schools) include working comparatively longer at their present company and the level of difficulty relating to job progress and workplace relations, etc., is lowered by a prolonged period of employment (Percentage of people that felt difficulties upon entering the company as well as at present). However, there is little change in "Conveyance of feelings", "Working with difficult people", and "Stress avoidance", even with a prolonged employment period.
- Close to half of all surveyed report having experience with stress relating to "Human relations", "Work", and "Conveyance of feelings. "Fatigue from doing the same job over a long period", as well as lack of variation, is also a cause of employee stress.
- "Self-understanding" (Understanding of likes / dislikes and stress triggers) ranked high among graduates from special-needs schools with a high number of persons with moderate disabilities when asked about what kind of stress reduction they would like to have had.

(2) Part 2: Hearing Survey Compilation

a. Survey Details

Based on the results from part 1 (Questionnaire Compilation), in order to further consider the current conditions and issues relating to career development support, the following interviews were conducted with employees with disabilities.

- "Employee survey respondents" (Including persons with intellectual Disability survey) and "Users of Local Vocational Rehabilitation Centers for Persons with Disabilities and National Institute of Vocational Rehabilitation, and Vocational Centers" agreed to cooperate with this survey.
- 23 people were surveyed based on type of disability, age and job change / experience leaving jobs, and the existence of cognitive disorder. These people were broken down into the following: "Physical disabilities" (Physical motor disability (4) and internal disabilities (3)), "Developmental disabilities according to the Law to Support for Persons with Developmental Disabilities / Intellectual Disability" (Intellectual disabilities (3) and developmental disabilities according to the Law to Support for Persons with Developmental Disabilities (3)), and "Acquired disabilities" (Mood disorder (6) and Higher Brain Dysfunction (4)). Interviews were conducted with (i) History (Employment conditions, advancement / upgrade, job relocation, etc.), (ii) Thoughts regarding right job and image of employment (iii) Consideration and education provided by the company and support from skill development institutions, etc. (iv) Subjective implications of career development for employees with disabilities (Job values, interests / concerns, merit, future career outlook, etc.), as the main themes.

b. Survey Results

The result organized by characteristics of each type of disabilities is outlined below in (a), (b), and (c).

Furthermore, focusing on the time when disability occurred / use of special needs education or vocational rehabilitation support, three patterns were organized ((i). The career patterns of persons with disabilities from birth that have participated in regular education, (ii). The career patterns of persons with disabilities from birth that have participated in special needs education, (iii). The career patterns of persons with acquired disabilities (The difference between becoming disabled prior to entering the company and after entering the company is important to

company career development support)). And in (d), common elements in each career pattern are shown.

(a) Cases of Physical Disabilities (Physical motor disabilities and internal disabilities)

The below points were suggested after considering characteristics and differences in career development based on: (i) Future career outlook (Intention to expand career and intention to continue under current conditions), (ii). Factors that affect physical condition, (iii). Difference between “Visible disabilities” and “Non-visible disabilities”.

- A trend toward personal growth within cases of “Intention to expand career” within future career outlook was seen as a result of “Stability of medical conditions” and “Opportunities to increase feelings of self-efficiency” while gaining experience within current employment. Cases involving “Would rather not increase workload (Have workload increased)” due to disease management were seen as characteristics within cases of “Intention to expand career”.
- “Finding suitable medical treatment”, “Positive relationship with primary physician”, and “Manage workload while considering physical condition” were all elements effecting the stability of physical condition.
- It cannot necessarily be said that physical motor disability is a “Visible disability” and an internal disability is a “Non-visible disability”. Both “Visible disabilities” and “Non-visible disabilities” are possible based on individual circumstances. for continuation of employment and career development, to make “Non-visible disabilities” more conceivable is needed.

(b) Cases of Intellectual Disability and Development Disabilities Based on the Law to Support Persons with Developmental Disabilities

- Through vocational / career education such as career guidance and on-the-job training, etc. in schools (special-needs education), personal interests, formation of vocational recognition based on interests, and family support / assistance, support for employees with intellectual disabilities at companies has a large effect on employment continuation.
- Graduates that selected a career path in “General employment”, being “Diagnosed as unsuitable for the workplace” and then “Selecting vocational rehabilitation support” leading to stable employment, is a common point within applicable cases of persons with disabilities based on the Law to Support for Persons with Development Disabilities.

(c) Cases of Acquired Disabilities (mood disorder and Higher Brain Dysfunction)

The following were seen after considering career support for persons with acquired disabilities focusing on (i) Relationships which the worker with a disability has in his/her business organization, (ii) Involvement of support institutions, and (iii) Other elements (Personal / family economic situation, sense of distance to retirement age).

- “A disability becoming a large career turning point”, there is a process managing both one’s self with expected role at work and one’s self that is restricted as a result of an acquired disability, and the way of dealing with the gap between “One’s self before becoming disabled” and “One’s self after becoming disabled who have to work with care about disability”, are important keys for the working person with an acquired disability.
- “to encourage re-consideration the way and direction of working”, “to encourage re-consideration the involvement (Work progress and the manner in which one faces work and duties), and “to promote appropriate involvement of the company to the worker”, are key roles / functions of vocational support institutions that contribute to the career development of persons with acquired disabilities.

(d) Common Elements in Each Career Pattern

The following were seen as common characteristics within every career pattern as a result of considering the relatedness between the above three career patterns and “The framework of

career development support by companies” (p 29, Table 1).

- An example of a high need for the improvement of disability / disease, etc, management and work preparation, involves a company focusing on the activities included in “③ Support Environment Adjustment” from Framework of Career Development Support at Companies” and recognized the limited career outlook of employees with disabilities.
- There are also examples of the need for work preparation being established whereby the need for improvement is low. Treatment such as expansion of duties and, on a case by case basis, job transfer and “Skill development” from job rotation are shown among those examples.

(3) Part 3: Career Development Support Compilation

a. Survey Details

In order to display a career development support model for persons with disabilities, a summary was compiled of the career development support activities / characteristics of companies and educational / skill development institutions (5 general companies / special subsidiary Company and 5 educational / skill development institutions) that actively promote the employment of persons with disabilities, as well as the adaptability and effectiveness of Total Package (One of the vocational rehabilitation techniques, A support tool developed by NIVR for work transition and work adjustment for persons with disabilities) in career development support.

Furthermore, four people with “Behavioral problems in conjunction with intellectual disabilities” or “Schizophrenia” (Difficult to secure cooperation in the above (Part 2) hearing survey) who have used Total Package at companies were surveyed and the career development support conditions and Total Package usage efficiency were considered.

b. Survey Results

(a) Characteristics of Company Career Development Support

- For “Ability development” in order to treat adjustment difficulties (gap) such as a lack of job experience due to a disability or adjustment concerns due to becoming disabled, ability development and assistance for settling into the workplace is performed, including development of communication skills and personal consultations, etc. for work preparation. At that time, “A network with related local institutions”, including medical institutions, is important in coping with life and physical condition issues that are beyond a company’s control, especially for persons with intellectual and mental disabilities.
- For “Support environment setup”, some companies performed internal consultation system in departments other than where persons with disabilities are assigned (Consultation counters and mental health welfare professionals etc. were assigned in a third party role with no authority relating to human affairs or labor management). Also, these consultations and support system setup are thought to contribute to the education of general employees and improve understanding and support for the employment of persons with disabilities within general society.

(b) Characteristics of Career Development Support at Educational/Ability Development Institutions

- Each institution places a high value on “Operational training through workplace environment simulation” and “Ability development through workplace experience and training” in order to improve work preparation. These are considered to be useful activities for the purpose of deepening “Self-understanding” and “Job understanding” within career development support.

- “Support that respects independent decision making” is especially important in job selection. Also, “Establishment of a support system while cooperating with local support institutions” and “Shifting the role of workplace adjustment support to support institutions such as Employment and Life Support Centers for Persons with Disabilities” is planned, rather than continuous follow up being performed by one institution.

(c) Advantages of Using Work Transition and Work Adaptation Support Tools (Total Package)

- Support tools for workplace adaptation after job placement are considered useful for “Appropriate job assignment consideration and evaluation of issues” and “Understanding of fatigue and stress conditions” and consistent results are expected. At educational / ability development institutions, they are effective in “Understanding vocational ability and aptitude”, “Training to acquire the strategies to make up for disabilities”, “Experience for the purpose of knowing the importance of the work preparation stage”, “Self-understanding and motivation to find a job”, and they are considered to be effective support tools at various stages of career development support.
- Based on the hearing survey of persons who have used Total Package (MWS) at companies and information exchanges with people in charge of this matter, strategies to make up for disabilities, which was obtained through Total Package, is useful for the improvement of vocational issues once implemented in the workplace. In addition, the following process was found to be important (Table 2) through feedback etc. of results such as “To inform persons with disabilities of their vocational issues” and “Check training process change by both company and persons with disabilities”.

Table 2: Summary of the use of Total Package (MWS) in the hearing survey

Ex.	Issues known before trial	Total Package Performed	Effects	Summary of support other than MWS performed at companies and institutions
R	- Smooth environment transition from education to the workplace - Expansion of vocational area	MWS training version (OA general operation)	- Reduction of temper tantrums - Improve accuracy through self-instruction (voice) - Improve motivation to work	- Cooperation with alma mater - Creating/using materials appropriate to characteristics of target person - Timely feedback/consultation
S	- Work ability confirmation - Materialization of vocational image	MWS simple version MWS training version	- Connected to having a work image - Lack of computer skill led to attendance of different training	- Psychological education program (Harshness of working, mental attitude, and how to work with a disability)
T	- Improvement of work speed - Ways to take breaks	MWS training version (Number entry and check)	- Awareness of work speed by specifying target time compared to standard - Recognition of refresh effect by continuously checking fatigue after breaks.	- Group meetings - Timely feedback/consultation
U	- Work mistakes	MWS training version (Number entry and check)	- Reduction of mistakes by review using pen-pointing	- Meetings with boss/ psychotherapist - Timely feedback/consultation

(4) Summary

As a result of the analysis performed in parts 1, 2, and 3, the following are suggested as points of career development support for persons with disabilities within companies.

(i) From the Company Survey

- Career development support for general employees without disabilities within companies is made up of three elements: (i) Ability development / growth promotion (Vocational ability/growth), (ii) Vocational / role adjustment (Responsible job), and (iii) Support

environment setup (Support/consideration).

- On the other hand, career development support for employees with disabilities, it is necessary to combine (ii) and (iii) (Vocational role adjustment / support environment setup), in addition to (i) (Ability development / growth) by consideration of the type of disability and when the disability occurred.

(ii) From the Hearing Survey

- When focusing attention on the time when disability occurred and whether or not they use special needs education / vocational rehabilitation support, career patterns of persons with disabilities can be organized into three categories: (i) The career pattern of persons with disabilities from birth that have participated in regular education, (ii) The career pattern of persons with disabilities from birth that have participated in special needs education, and (iii) The career pattern of persons with acquired disabilities (The difference between becoming disabled prior to entering the company and after entering the company is important to company career development support).
- Common characteristics within each career pattern include the provision of support environment playing a central role in relation to companies if the necessity of acquiring / maintaining work preparation such as disability / disease management is high, as well as the importance of the continuation of current employment for employees with disabilities. Cases involving the expansion of job duties and ability development through job transfer are also seen when work preparation is established on some level.

(iii) Characteristics of “Cases of activities performed by forward-thinking companies relating to the employment of persons with disabilities”,

- In order to deal with adjustment problems such as a lack of job experience or adjustment issues due to a disability, importance is placed on the improvement of communication skills, ability development, and support for settling into the workplace including obtaining / maintaining work preparation such as individual consultations.
- In this case, “Establishment of a third party consultation counter” separate from human affairs and labor control, “Upgrading the support system to include a disability specialist”, and “Use of a related local institution network” including medical institutions, are thought to be effective in supporting life issues, etc. which cannot be easily resolved by companies.

(iv) “Support Tools (Total Package) for Work Transition / Workplace Adjustment”.

- It has been suggested that the support tools can be expected as effective at various stages of career development support for persons with disabilities such as “Consideration of appropriate placement and evaluation of issues”, “Understanding of fatigue and stress conditions”, and “Improvement of work performance issues by using means to compensate for disabilities”, etc..