

Postdoctoral Career Development in Japanese Studies



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Japan Foundation and BAJS
The University of Leeds

BAJS



**British Association
for Japanese Studies**

英国日本
研究協會



JAPANFOUNDATION 國際交流基金

Postdoctoral Career Development in Japan and the UK

Theories of social proof and social learning.

The Problem.

Our Research.

Some Preliminary Data.

What Else?

Gender imbalance in academia.

Implications

A Plan

Why do we spend time and resources on disseminating our research?

Theories of Social Proof and Social Learning

Social Proof

- People assume the actions of others reflect correct or appropriate behaviour in a situation.
- Often occurs when individuals are new to a situation, lack knowledge about a situation, and/or a desire to fit in.
- Driven by assumptions that more experienced and senior others possess more knowledge about a situation.
- Related to phenomena such as 'herd behaviour' and social conformism.
- Decisions arrived at by social proof can result in self-restriction, or self-harm, such as 'copycat suicide'.
- Social proof can inhibit innovation and dynamism.

Theories of Social Proof and Social Learning

Social Learning

- Learning is a cognitive process that takes place within a social context.
- Learning occurs by observing and analysing a behaviour and its consequences (reward and punishment) in others.
- Behavioural modelling (observing behaviour in others and adopting them ourselves) can occur through live examples, verbal instruction, symbolic stimuli.
- Reciprocal determinism means that learning takes place through behaviour and its consequences in oneself and how that influences others.
- Social learning related to cultural learning.

Here's the problem.

UK

- The demands of higher education on individual academics are constantly changing.
- What brought success ten years ago may not do so today.
- Organisations may not be good at transferring knowledge downwards.
- Even if organisations do transfer knowledge downwards, they may inadvertently transfer the wrong knowledge.

Here's the problem.

UK

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Japan

- The demands of Japanese higher education are different from the UK.
- Research publication demands may be less stringent than the UK.
- What brings success in Japan may not bring success in the UK.

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Consequently

Entrants may feel overwhelmed or lost, and resort to social proof and social learning as means of self-preservation and advancement.

However, this may not be the most effective strategy, and may even be counter-productive



A NOVEL BY KOBO ABÉ

*the
Woman
in the
Dunes*



Our Research

- Collaborative project sponsored by BAJS.
- Peter Matanle, Euan McKay, Euan McIntosh, and others.
- Investigating:
 - What British academics regard as good practice.
 - Comparing research output internationally, specifically journal publishing.
- 132 questionnaire responses; 62 completed surveys.
- Qualitative interviews in the UK and Japan.

Our Purpose

- To gather and publish evidence of research practice in Japanese studies departments in UK higher education institutions (HEI).
- To provide an evidence base for assisting HEIs in developing their early career research support infrastructure.
- To assist early career academics wishing to develop evidence based career progression strategies.

Some Preliminary Data

- 68% of respondents considered a proven ability to publish in peer reviewed journals as either essential or the most important consideration for gaining a lectureship in their institution. 29% said it was important but not essential. 3% said it was not important.
- 48% respondents said their first choice consultation when choosing a journal was a colleague. 17% said their first choice was the Thomson Reuters Journal Citation Index. 6% said the Australian Research Council 2010 Ranking. 22% said 'Other' and cited 'My own judgment', 'No support given', 'On invitation', 'Lists of others' publications', etc.

Some Preliminary Data

- We collated data by geographical location of authors' employing institutions among journals that British based academics considered to be the leading journals in their field.
- Five journals stand out as leaders in Japanese studies.
- All authors of peer reviewed articles published over the past 10 years that had Japan* in their title were included.

Some Preliminary Data

USA Based Journal

USA – 57

Australia – 6

UK – 6

Japan – 3

Hong Kong – 2

Austria, Denmark, Netherlands, New Zealand – 1

No location stated - 2

Some Preliminary Data

UK Based Journal

USA – 68
UK – 45
Japan – 40
Australia – 18
New Zealand – 6
Canada – 5
Singapore – 5
Germany, Finland, Norway, Sweden –
2
China, Denmark, Israel, Italy, ROK,
Netherlands, Switzerland, Taiwan
– 1
No location – 7

Australia Based Journal

Australia – 14
USA – 8
UK – 7
Japan – 5
Singapore – 2
Canada, Estonia, Hong Kong, Ireland,
New Zealand, South Africa – 1
No location – 2

Some Preliminary Data

Japan Based Journal (1)

Japan – 40

USA – 17

UK – 12

Germany – 5

Australia – 3

Austria, Israel, ROK – 2

Canada, France, Switzerland – 1

No location – 5

Japan Based Journal (2)

USA – 39

Japan – 10

Canada, UK – 8

Germany, Netherlands – 4

Australia – 3

New Zealand – 1

No location – 6

Some Preliminary Data

Totals

USA – 189

Japan – 98

UK – 78

Australia – 44

Canada – 15

Germany – 11

New Zealand – 9

Singapore – 7

Netherlands – 6

Austria, Hong Kong, Israel, ROK –
3

Finland, Norway, Sweden,
Switzerland, - 2

China, Denmark, Estonia, France,
Ireland, Italy, South Africa,
Taiwan – 1

What Else?

- Journal publishing is essential to gaining employment in the UK as a research active scholar.
- Teaching experience is important to employment in Japan.

But also ..

- Journal prestige
- Evidence of grant capture
- Teaching experience
- Collaboration and collegiality
- Impact within academia
- Impact beyond academia
- Administrative competence
- UK hiring practice is strongly evidence based

Gender imbalance in academia

UK

- 46.8% of UK non-professorial academic staff are women (2011).
- 19.8% of UK professors are women (12.6% in 2000).
- UK female professors earn 6.3% less pay than equivalent males.
- Four times as many men than women apply for promotion.
- Job roles in the UK and Japan are heavily gender biased.

Japan

- 14% of Japanese research active academics are women (2013).
- Approx. 5% of Japanese professors are women.
- Percentage of non-Japanese female tenured academics in research universities is vanishingly small.



The
University
Of
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"Implicit Bias, Stereotype Threat and Women in Academia"

Implications

What to do?

- Understand what excellence looks like. How?
- Learn how to produce excellence. How?
- Benchmark the right people and research. Who or what?
- 'Lean in'. When?
- Enlist sympathetic colleagues. Who?
- Use networks.
- Ask to present your research. Where?
- Make your research available. How and where?
- Market yourself. I'm shy!
- Work to the standards and practices of the institutions you want to end up working in, not the one's you may be working in right now.
- What if I don't know where I want to end up?

A Plan

- Just get it done. A good PhD is a finished PhD.
- Have at least one journal article in the bag when you come towards your viva.
- Have another in review.
- Publish your book later, once your research has matured. Go for a good university press.
- Create your own website to market your work and ideas.
- Start a research blog.



Peter Matanle [f](#) [t](#) [p](#) [in](#)

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Peter Matanle

The University of Sheffield, School of East Asian Studies, Faculty Member [edit](#)

Research: [Economic Sociology](#), [Audience and Reception Studies](#),
 Interests: [Manga and Anime Studies](#), [Human Geography](#), [Regional Geography](#), [Rural Geography](#), and 17 more

About: Senior Lecturer and Director of Research and Innovation at the School of East Asian Studies, University of Sheffield,... [more](#)

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Peter Matanle

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<input type="checkbox"/>	Japanese capitalism and modernity in a global era: re-fabricating lifetime employment relations			PCD Matanle London: Routledge	54	2003
<input type="checkbox"/>	The Great East Japan Earthquake, tsunami, and nuclear meltdown: towards the (re) construction of a safe, sustainable, and compassionate society in Japan's shrinking regions			P Matanle Local Environment 16 (9), 823-847	30	2011
<input type="checkbox"/>	Japan's shrinking regions in the 21st century: contemporary responses to depopulation and socioeconomic decline			P Matanle, AS Rausch, TSRR Group. Amherst, NY: Cambria Press	29	2011
<input type="checkbox"/>	Coming soon to a city near you! Learning to live 'beyond growth' in Japan's shrinking regions			P Matanle Social Science Japan Journal 13 (2), 187-210	12	2010
<input type="checkbox"/>	Beyond Lifetime Employment? Re-fabricating Japan's Employment Culture			P Matanle P. Matanle and W. Lunsing (eds) Perspectives on Work, Employment and Society ...	11	2008
<input type="checkbox"/>	Men under pressure: representations of the 'salaryman' and his organization in Japanese manga			P Matanle, L McCann, D Ashmore Organization 15 (5), 639-664	10	2008
<input type="checkbox"/>	Lifetime Employment in 21st Century Japan: Stability and Resilience Under Pressure in the Japanese Management System			P Matanle, K Matsui	7 *	2011

Citation indices	All	Since 2010
Citations	170	124
h-index	7	7
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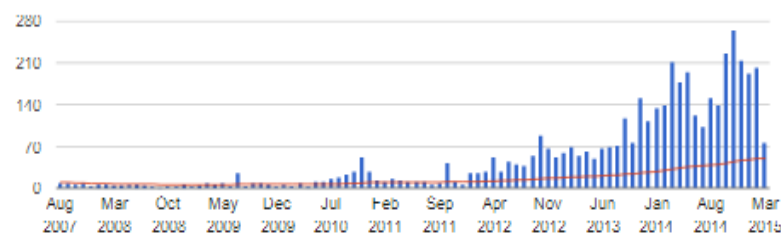
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Top Authors

1. Matanle, Peter 2,381
2. Sato, Yasuyuki 935
3. Matanle, P. 774
4. Chen, L. 654
5. Ashmore, D. 511

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Careers Beyond Academia



Why do we spend time and resources on doing this?

- We want people to read our research.
- We want our research to have a positive impact in others' lives.
- We want to achieve recognition for ourselves and our efforts.
- We want to get a job and earn a salary.
- We want a higher salary, a posher title, and a more interesting job.
- No one else is going to do it for us.
- Our employers want us to do it.

Why **don't** we spend time and resources on doing this?

- We don't have the time or resources.
- We are unsure of the legal issues.
- We expect publishers to do it.
- We want the research to stand on its own merits.
- We think that self-promotion is gauche or pushy.
Show that you're proud of your work.

Total number of Websites

1,234,114,735

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Why **don't** we spend time and resources on doing this?

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- We think that self-promotion is gauche or pushy.
Show that you're proud of your work.
- We are nervous that our research is not good enough.

Believe in
Yourself

Recent publications

Matanle, P. (2014) [Popular Culture and Workplace Gendering Among varieties of Capitalism: Working Women and their Representation in Japanese Manga](#), *Gender, Work and Organization*, 21 (5): 472-489.

Matanle, P. (2013) [Post-disaster recovery in ageing and declining communities: the Great East Japan disaster of 11 March 2011](#), *Geography*, 98 (2): 68-76.

Matanle, P. (2011) [The Great East Japan Earthquake, Tsunami and Nuclear Meltdown: Towards the \(Re\)Construction of a Safe, Sustainable, and Compassionate Society in Japan's Shrinking Regions](#), *Local Environment*, 16 (9): 823-847

Matanle, P., Rausch, A., with the Shrinking Regions Research Group (2011) [Japan's Shrinking Regions in the 21st Century: Contemporary Responses to Depopulation and Socioeconomic Decline](#), Amherst, NY: Cambria Press.

Matanle, P. and Sato, Y. (2010) [Coming to a City Near You! Learning to Live 'Beyond Growth' in Japan's Shrinking Regions](#), *Social Science Japan Journal*, 13 (2): 187-210.

JAPAN'S Shrinking Regions in the 21st Century

CONTEMPORARY RESPONSES TO DEPOPULATION AND SOCIOECONOMIC DECLINE



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