
Conscientization of a Career Counselling Process —Becoming Aware of One’s Career Counselling Process

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The objective of this report is to explain how to conscientize a career counselling session. The conscientization process involves creating a formatted transcript of a session, which is then separated into utterances. An utterance is one or more words that express a certain meaning. Each utterance is then classified based on Expressional Structure of Career Story. This Expressional Structure has three types of Expressional Technique: Tense, Viewpoint, and Subject. Each type of Expressional Technique consists of the following categories of Expressional Method: Now, Past, Present for Tense; Outer, General, Inner for Viewpoint; and Matter, Sentiment, Reasoning for Subject. An utterance is thus classified by selecting a category for each type of Expressional Technique. To assist the above process, we have created a software program called CareeTalk. This software takes the formatted transcript, separates the transcript into utterances, and provides statistical analysis based on the frequency of the category of Expressional Method as explained above. We will demonstrate how CareeTalk works, and describe how the analysis can be used to help the counsellor.

I. Introduction

Career development is the process of constructing Career Concept, a future activity plan based on one’s past and present, by socializing a career as a story (Japan Institute for Labour Policy and Training [JILPT] 2009). As the present exists because there is a past, and the future exists because there is a present, Career Story is the making of meaning from a chain of events through interpretation. Career Concept is developed from a continuous cycle of construction, deconstruction and reconstruction of Career Story as one goes through social activities, such as working and looking for employment.

By this process, Career Story can be shared easier with others by personally eliminating impractical and rigid beliefs, and transformed into Career Concept which has a consistent script, a balanced perspective, and a cohesive plot (JILPT 2007).

Career counselling¹ is an implementation of a career development process using verbal communication as its main form of media. From a Career Concept development point of view, the conscientization of the career counselling process is important to effectively perform a career counselling session by becoming aware of a continuous cycle of construction, deconstruction, and reconstruction of Career Story (JILPT 2009).

¹ Career counselling that this research intends for is counselling for the unemployed who needs job placement at the public employment agency.

A training program called “Case Study Program” was developed (see Kayano 2008; JILPT 2009) at Labour College² targeted for counsellors who engage in career counselling and job placement at public employment agencies. In this program, the counsellors analyze transcripts from their own career counselling and become aware of the process.

The conscientization process involves creating a formatted transcript³ of a session, which is then separated into utterances. An utterance is defined as a string of words that express a certain organized meaning. Each utterance is then classified based on Expressional Structure of Career Story (Kayano 2006). This Expressional Structure has three types of Expressional Technique; Tense, Viewpoint, and Subject. Each Type consists of the following categories of Expressional Method; Now, Past, Present for Tense, Outer, General, Inner for Viewpoint, and Matter, Sentiment, Reasoning for Subject. An utterance is thus classified by selecting a category of Expressional Method for each Expressional Technique.

To assist the above process, we have created a software called CareeTalk (Kayano 2006; JILPT 2007). This software takes the formatted transcript, separates the transcript into utterances, and provides statistical analysis based on the frequency of the category of Expressional Method as explained above. We will demonstrate how CareeTalk works, and describe how the transcript analysis can be used to help the counsellor.

II. Theory of Career Counselling

1. Career Counselling Types and Theoretical Background

In public job placement, career counselling precedes job placement and the significance of career counselling is that it enhances the chance of concluding an employment relationship through job placement (Ministry of Health, Labour and Welfare 2004).

An employment relationship is a human relationship based on an employment agreement. Employment is the state of being hired by another person to contribute labour, and an employee works for rewards such as wages and allowances (Suwa 1999). The rewards are important sources of income for the job seeker while they are a cost for the employer (Shirai 1992). It is not easy for people with such different positions to conclude an employment agreement and form a human relationship. This is where career counsellors can play a role by bridging differences between the job seeker and the employer.

Career counselling can be categorized into three types depending from which perspective they bridge such differences: (i) Job Placement Type, (ii) Active Listening Type, and (iii) Catalytic Agent Type (Table 1).

² Labour College is a training institution of the Japan Institute of Labour Policy and Training (<http://www.jil.go.jp/english/index.html>).

³ The transcript is made based on an actual dialogue during career counselling which was recorded and, following “The 10 Rules for Formatting Transcripts Using CareeTalk (see Table 2),” every single word was transcribed from the recorded dictation. Not only verbal communication but also non-verbal communication (including facial expressions, gestures, and posture) was transcribed (see Appendix).

Table 1. Career Counselling Types and Theoretical Background

	Career counselling types	Theoretical background
Job placement type	The career counsellor takes a neutral position between the job seeker and the employer and introduces an appropriate job offer to the job seeker from an objective perspective.	Trait and factor theory (Parsons 1909; Williamson 1964)
Active listening type	The career counsellor takes the job seeker's position and tries to understand the job seeker empathetically. The career counsellor supports the job seeker so that the job seeker can take the initiative in finding a job.	Vocational development theory (Super 1953)
Catalytic agent type	The career counsellor acts as an intermediary between the job seeker and the employer and provides support so that the two parties can constructively talk with each other.	Constructivist approach (Savickas 1993; Peavy 1996; Cochran 1997)

The three types of career counselling differ in their choice of which reality to look at. Job Placement Type considers objective fact to be reality. Thus, the role of the career counsellor is to introduce an appropriate job to the job seeker from an objective perspective as a specialist.

Active Listening Type sees that reality is in the job seeker's subjective sentiments and ideas. The career counsellor provides support to the job seeker by respecting his/her sentiments and ideas and tries to understand the job seeker empathetically so that he/she can take the initiative in finding a job.

Catalytic Agent Type thinks that the job seeker and the employer can share an image of reality (though not actual reality) through verbal communication. Thus, the career counsellor talks with the job seeker and cooperates in recreating the job seeker's image of reality and helps him/her have constructive talks with the employer.

The different perspective taken in each type of career counselling arises from its theoretical foundation. Job Placement Type is based on the trait and factor theory founded by Parsons (1909) and developed by Williamson (1964). Active Listening Type is based on the vocational development theory proposed by Super (1953). Catalytic Agent Type is based on the constructivist approach by Savickas (1993), Peavy (1996), and Cochran (1997).

2. Catalytic Agent Type for Career Counselling

According to Madsen (1986), vocational guidance targeting young people is affected by changes to the structure of society. This refers to the change from the selection of the labor force to occupational choice during the transitional period from school to work, the change from social ascriptions (such as gender, education, and race) to individual achievement when evaluating one's ability, and the change from being a passive object of selection

to an active subject making a choice.

We believe that vocational guidance from a public employment agency is also affected by similar changes. Thus, the support given to the job seeker will shift from being centered on job introductions to creating purpose and value in working, allowing the job seekers to autonomously choose their own work.

This also means that there will be a shift in doctrine within public employment agencies, which is currently centered on career counselling. We hypothesize that there will be a shift from a trait and factor theory—which places importance on the compatibility of a job seeker to a job—to a constructivist approach. This approach, by way of vocational development theory that places importance on the job seeker to understand oneself and the job that one is pursuing, states that the concept of a career will become a reality through the sharing of this understanding with others.

The constructivist approach places emphasis on the narrative; that is to say, the client telling the story of their own career, specifically, Career Story outlining what that person has done up to the current point, what they are doing now, and what they will do in the future. McAdams (1995) states that the present direction can be plotted from the past and the future can be observed from the present direction through the client's narrative, and the client creates their own direction and consistency; that is, their own identity.

The narrative also serves as a means for sharing one's reality with others. According to Collin (2000), many people are losing the concept of sharing time and space in modern society. Thus, relating one's career to another person is an effective means of sharing the concept of time and space with another person.

When these ideas are applied to vocational counselling at public employment agencies, the following three benefits apply when a job seeker relates the story of their own career: (i) The job seeker can share his/her image of reality with the counsellor. (ii) Through an integrated story, the job seeker can find meaning from a chain of events and can be conscious of his/her consolidated being. (iii) Through (ii), the job seeker can talk about (express) his/her career to recruiters, thereby sharing their image of reality.

For Catalytic Agent Type, it is the counsellor's job to position him/herself between the job seeker and the employer and to support the job seeker in order to enable a constructive dialogue with the employer. Specifically, the job seeker constructs Career Concept through discussion with the counsellor during the career counselling.

In other words, the benefit of career counselling is that dialogue with the employer is more constructive when the job seeker constructs Career Concept with the support of the counsellor than when he or she constructs it alone.

3. Career Concept and Expressional Technique

In Psychology, the image of reality is equivalent to one's "Life-space" suggested by Lewin, which is the subjective environment of the job seeker. By giving meaning to a chain of events in one's Life-space, a story is constructed. And this, in turn, has the effect of

transforming the Life-space into an orderly one.

In constructivist career counselling, how is the relationship between Life-space and Career Story viewed? Peavy (1998, 77) states that “enter into the world of the other” is “the first task of the constructivist counsellor.” That means at first the client and the counsellor should share the client’s Life-Space.

According to Collin (2000, 84), “Constructs of past, present, and future, of nearness and distance, shape experiences which would otherwise be chaotic, and anchor memory, hope, anticipation, and planning.” In other words, by organizing one’s Life-space, one can bring order to oneself, and thereby create hope and a future roadmap.

When these ideas are applied to Catalytic Agent Type, the process involves at first the counsellor entering a job seeker’s Life-space, secondly the counsellor helping the job seeker organize his/her Life-space, and then finally the job seeker and the counsellor collaborating to construct, deconstruct, and reconstruct Career Story.

Script, Version, and Plot are required to create Career Story (JILPT 2007). “Script” is an expression of events over time (that is, the past, the present, and the future). “Version” is an expression of viewpoint of the story being told. “Plot” is an expression of the subject or the central theme of the story.

In order to arrange and connect events to construct Career Story, we came up with a technique called “Expressional Technique.” We define it as “techniques constructed from multiple linguistic Expressional Methods used to express one’s Career Story that enables one to select and carry out an appropriate method of expression in response to the status and flow of the career counselling between the job seeker and the counsellor.” Expressional Technique is divided into Subject, Direction, and Tense. The correlations between both components of Expressional Technique and Career Story are “Subject” to “Plot,” “Viewpoint” to “Version,” and “Tense” to “Script.” Each Expressional Technique is categorized into three categories of Expressional Method. Now, Past, Present for Tense; Outer, General, Inner for Viewpoint; and Matter, Sentiment, Reasoning for Subject. The definition of Expressional Method is explained in “III-4 Utterance Classification.” Figure 1 is the image of the relationship of Life-space, Expressional Technique and Expressional Method.

By a counsellor using these Expressional Methods adequately, Career Story can be developed into Career Concept which has a consistent script, a balanced perspective, and a cohesive plot through a continuous cycle of construction, deconstruction, and reconstruction of Career Story.

III. Basics of Utterance Classification

1. Protocol of Transcript Analysis

Transcript analysis follows the steps shown in Figure 2. If the transcript is created according to the set rules (Table 2), it can be loaded into CareeTalk. Once CareeTalk is used to

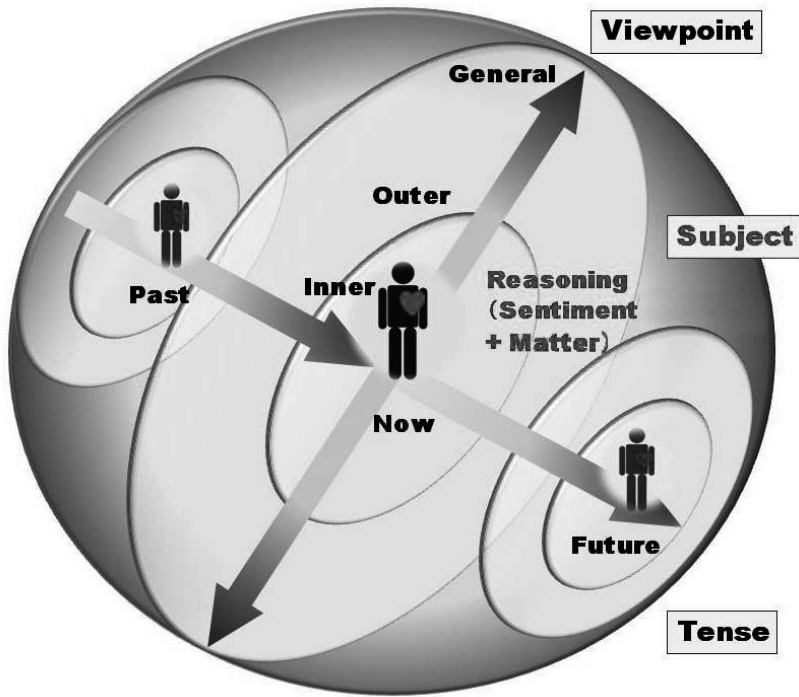


Figure 1. The Image of the Relationship of Life-Space, Expressional Technique, and Expressional Method

perform Utterance Classification in accordance to Coding Manual, compiled for the Utterance Classification criteria, it is possible to analyze a transcript and select utterances using specific Expressional Method. The protocol is as follows (Figure 2):

- (1) Prepare a transcript from the audio recording of career counselling
- (2) Learn the criteria of Utterance Classification
- (3) Enter the transcript into CareeTalk and code each utterance
- (4) Analyze a transcript by quantity
- (5) Analyze a transcript by quality, for example, searching a specific code of utterances and interpreting their tendencies.

2. Unit of Utterance Classification

(1) Utterance

An utterance is the basic unit of Utterance Classification. An utterance is defined as a string of words that express a certain organized meaning. An utterance corresponds to a sentence grammatically in a transcript. Hence utterances are separated by “.” which is located at the end of a sentence. Sometimes “!” and “?” have the same function. In addition, the following are considered “utterances”:

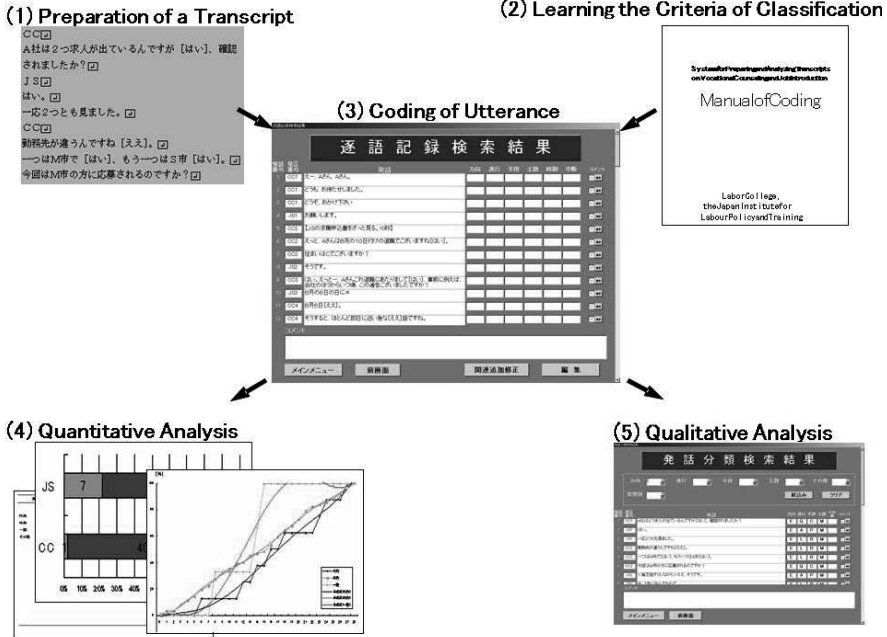


Figure 2. Protocol of Transcript Analysis

Table 2. 10 Rules for Formatting Transcripts Using CareeTalk

- (1) Input “JS” or “CC” depending on who the speaker is whenever there is a turn change and insert Enter.
- (2) Input a period “.” or a question mark “?” at the end of the utterance and insert Enter.
- (3) As an exception to (2), when there is an interruption during the middle of an utterance (referred to as an “Interruption”), a symbol “*” is inputted at the place of Interruption and Enter is inserted.
- (4) As an exception to (2), interjections and words used during thinking or pausing such as “Oh,” “Well” etc. are not considered as utterances. Therefore even if such expressions end in a period, do not insert Enter but continue adding words.
- (5) Enclose a back-channel feedback with square brackets “[]”.
- (6) Narrations such as explanations of situations and scenes are enclosed within angle brackets “< >”.
- (7) In the case of a pause narration which has more than a five-second interval, the person identified as the initiator of the pausing, its actions, and the interval time are enclosed in angle brackets “< >” and Enter is inserted.
- (8) In the case of a nonverbal behaviour narration which is considered an utterance, the explanation of the nonverbal behaviour is enclosed within angle brackets “< >” and Enter is inserted.
- (9) Proper nouns, the JS’s and CC’s name, company name, etc. which are identified in the session must not be identified as such. Instead capital letters are used to distinguish them.
- (10) If any part of the dialogue is inaudible, it will be represented by double # as follows: #voice unrecognized #.

- (i) An interrupted utterance: when a speaker is interrupted during the middle of an utterance.
- (ii) A pause in conversation: when there is a pause of 5 or more seconds.
- (iii) A quasi-utterance: when there is a non-verbal behaviour which has a certain organized meaning.

The above 3 situations don't fit the definition of an utterance. But they are important functions in the conversation between the job seeker and the counsellor. For that reason, the above three situations are handled in the same way as utterances.

(2) Turn and Adjacency Pair

A turn is defined as a set of one or more utterances during which a single speaker speaks. An adjacency pair of turns is defined as an exchange of one turn each by two speakers.

(3) Examples of Utterance and Turns

Figure 3 is an example of utterances and turns. A career counselling session progresses with repeated exchanges of one turn each by two speakers such as (Counsellor's Turn 1) → (Job Seeker's Turn 1) → (Counsellor's Turn 2) → ...

Adjacency pairs are a pair consisting of (Counsellor's Turn 1-Job Seeker's Turn 1) and (Counsellor's Turn 2-Job Seeker's Turn 2). Each adjacency pair is identified by turn numbers. In the example, there are 8 turns and 4 adjacency pairs.

A turn contains one or more utterances. Each utterance is sequentially numbered. In the example, there are 13 utterances.

Utterance 7 is an example of "an interrupted utterance." The symbol "*" means a speaker was interrupted during the middle of an utterance.

Utterance 11 is an example of "a pause in conversation." Scenes, situations and length of pause are described within angle brackets "< >."

3. The Rules for Formatting Transcripts Using CareeTalk

Transcripts must be formatted in a certain manner so that utterances can be classified, and we use CareeTalk to generate statistical data. There are 10 rules to formatting.

They are as follows (Table 3). In the explanation of the 10 rules, there are three notations. (i) **Enter** means the enter key. **Enter** is used to separate the transcript into utterances and turns, and numbered accordingly by CareeTalk. (ii) JS is an abbreviation for "Job Seeker." (iii) CC is an abbreviation for "Career Counsellor."

4. Utterance Classification

Expressional Technique is divided into three categories of Expressional Method (Table 4). The correlations between each category are exclusive in nature, and, in principle,

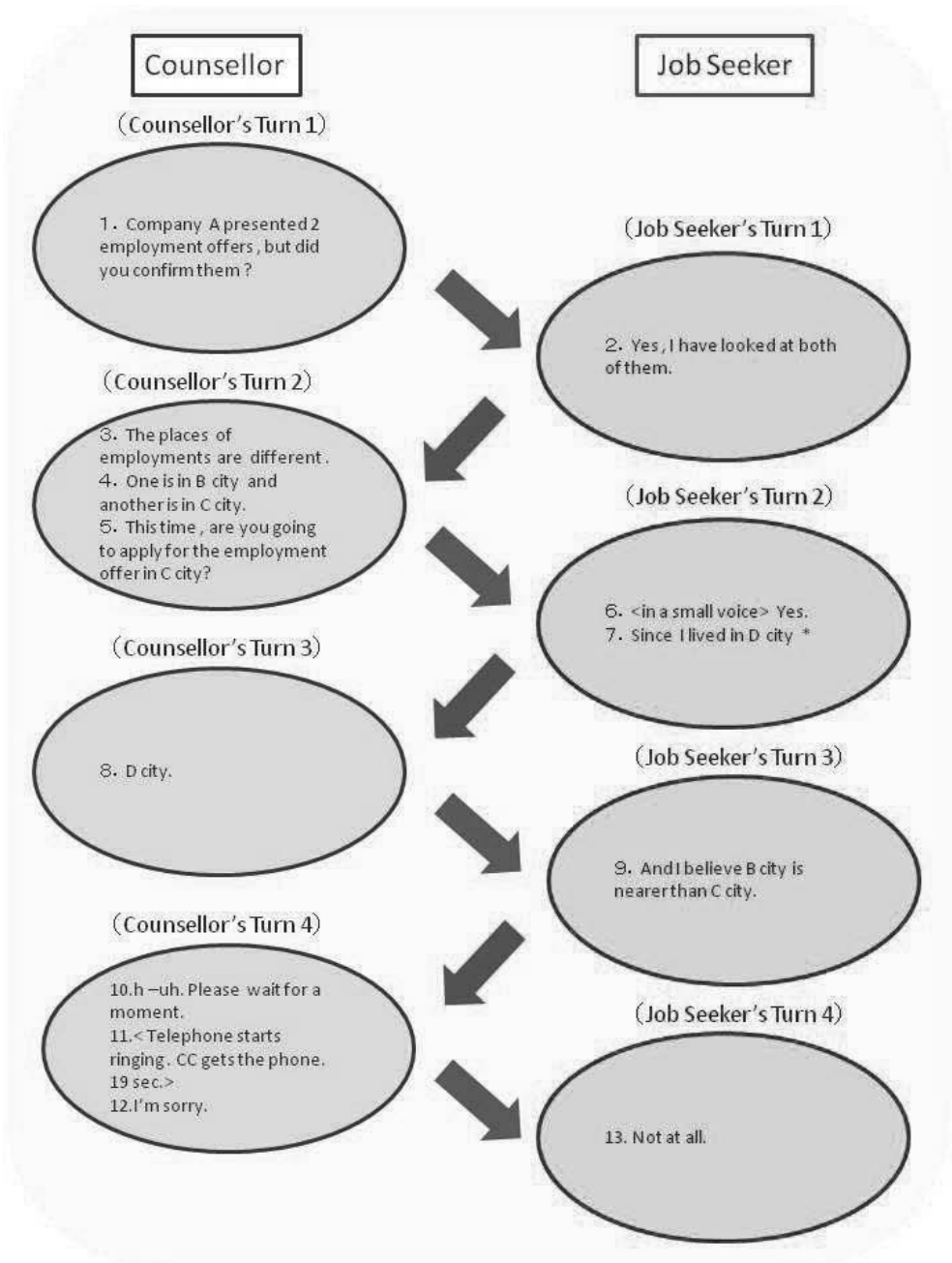


Figure 3. An Example of Utterances and Turns

Table 3. An Example of the Application of 10 Rules

CC	Enter	(1)
Company A presented 2 employment offers [yah], but did you confirm them? (2)	Enter	
JS	Enter	
Yes, I have looked at both of them. (2)	Enter	
CC	Enter	
The places of employment are different [Yah].	Enter	
One is in B city (9) [yah] and the other is in C city (9) [Yah].	Enter	
At this time, are you going to apply for the employment offer in B city?	Enter	
JS	Enter	
<In a small voice> (6) Yes.	Enter	
Since I lived in D city * (3)	Enter	
CC	Enter	
D city. (9)	Enter	
JS	Enter	
And I believe B city is nearer than C city. [Yah] (5)	Enter	
CC	Enter	
Uh-uh. (4) Please wait for a moment.	Enter	
<Telephone starts ringing. CC gets the phone. 19sec.> (7)	Enter	
I'm sorry.	Enter	
JS		
Not at all.	Enter	
CC		
Uh ... (4) You live in D city.	Enter	
This company seeking workers is nearer [Yah]. (5)	Enter	
Let's see the status of the applications [Yah].	Enter	
Uh...There are #vocal impairment# (10) applicants for the employment offer [Yah].	Enter	
JS	Enter	
<JS becomes silent. 5 sec>	Enter	
CC		
May I ask the company seeking a worker whether it is still seeking a worker now? (2)	Enter	
JS	Enter	
<JS nods his head.> (8)	Enter	
CC	Enter	
I understand.	Enter	
I will call the company and find out.	Enter	(1)

Note: The above example shows a typical application of the 10 formatting rules.

Table 4. Expressional Structure of Career Story

Expressional method	Expressional technique		
	Low	← Priority →	High
Tense	<u>P</u> ast	<u>G</u> eneral	<u>I</u> nnner
Viewpoint	<u>M</u> atter	<u>S</u> entiment	<u>R</u> easoning
Subject	<u>N</u> ow	<u>P</u> ast	<u>F</u> uture

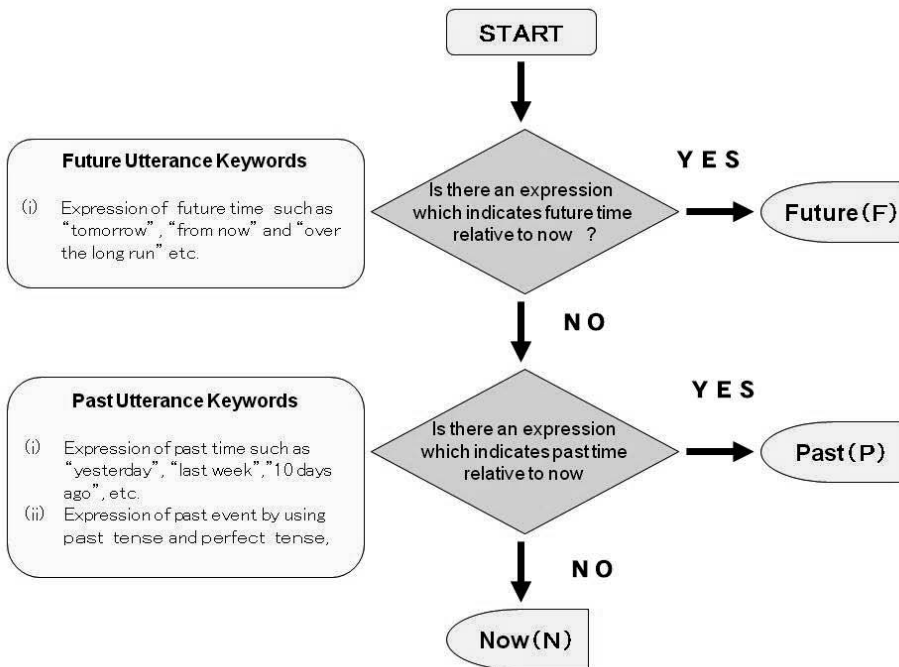


Figure 4. Protocol of Utterance Classification for Tense

each utterance falls under one of these three categories.

Utterance Classification follows the steps shown in Figure 4, 5, and 6. For example, Subject of Utterance has three categories of Expressional Method: Reasoning, Sentiment and Matter. Check to see if the utterance expresses emotion or desire. If it does not, then categorize it as “Matter.” If it does, then check if there is an element of cause of emotion or desire. If it does, then categorize it as “Reasoning.” If it does not, then categorize it as “Sentiment.”

Here is an example. Take the utterance “I am happy.” Because this utterance has “happy” which expresses emotion, it is classified as “Sentiment.” Another utterance “I am happy because my father came home.” This utterance is classified as “Reasoning,” because the “Sentiment” includes an element of cause. Take another utterance “Today it is cloudy.” This is “Matter,” because it has no element of emotion or desire.

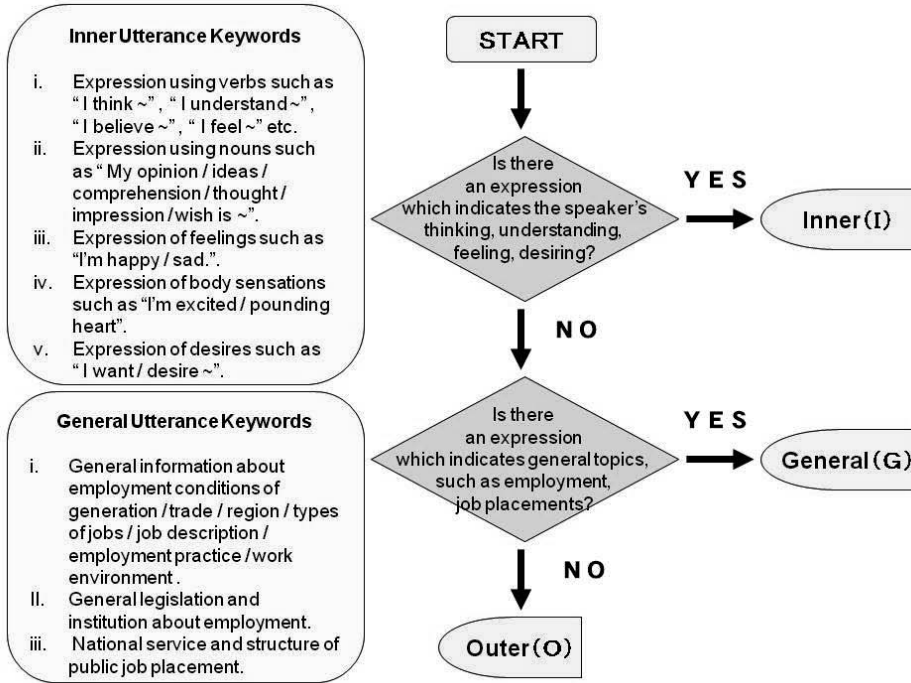


Figure 5. Protocol of Utterance Classification for Viewpoint

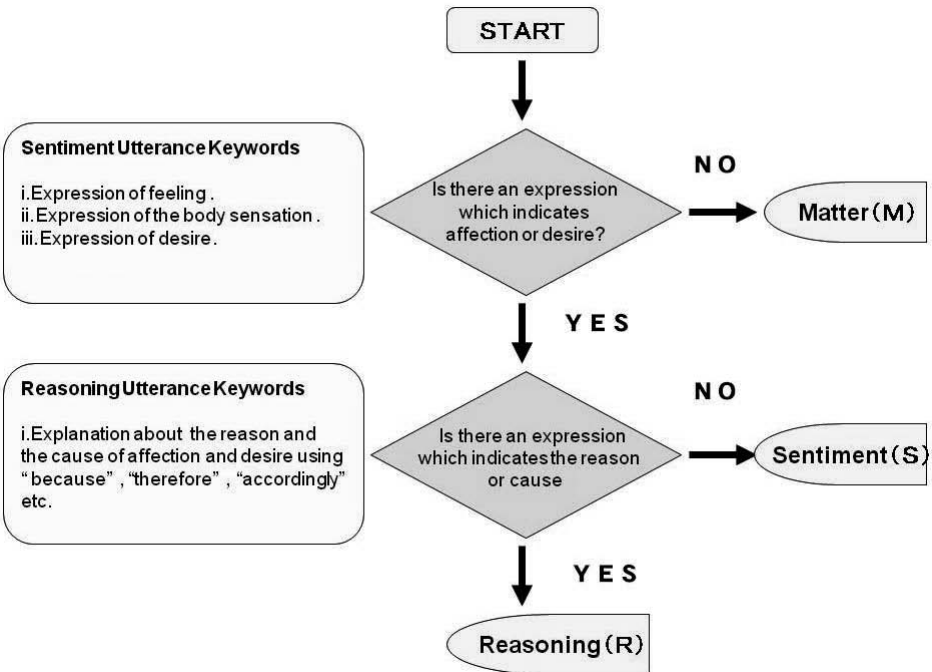


Figure 6. Protocol of Utterance Classification for Subject

IV. Analysis of Career Counselling Using CareeTalk

The Japan Institute for Labour Policy and Training (hereafter called “JILPT”) developed a training program called “Case Study Program” to improve career counselling at Hello Work⁴ (Kayano 2008; JILPT 2009).

This is one of the programs in “the Professional Training Course for Career Consultant Development” for employees who engage in career counselling and job placement at public employment agencies.

This program began from the fiscal year 2005. It has been implemented seven times and 307 counsellors have participated in it as of March 2009.

By counsellors conscientizing their own career counselling process in this program, they can control their own action and improve their own career counselling in the field.

Counsellors perform the following 3 tasks for conscientization of career counselling (Kayano 2008; JILPT 2009) as previously arranged for this program.

- (i) Counsellors make transcripts based on voice recording of their own career counselling as previously arranged for this program.
- (ii) Counsellors classify each utterance in the transcript based on Expressional Structure of Career Story (Table 4) and analyze the transcripts using CareeTalk.
- (iii) Counsellors conduct Utterance Analysis by using Caretalk. In Utterance Analysis, utterances are analyzed quantitatively from the standpoint of what type of utterances has been made and in what frequency.

We will analyze transcripts from a fictional career counselling session and demonstrate the conscientization of career counselling process by using CareeTalk.

1. Setting of the Career Counselling Session

The setting of the career counselling session is as follows.

- (i) This is the first counselling session at Hello Work. In the first session, usually a counsellor receives a job application form, and checks whether there is a yet-to-be-filled-out column or insufficient content in it.
- (ii) The name of a job seeker is “Ms. Lake (assumed name).” Her age is 22 years old. She got a clerk general job right after graduating from college and left the job on her own 9 months later. One year later, she got a part-time job at an interior goods shop. 5 months later, she left the job on her own. 3 months later from then, she came to Hello Work because her parents told her that she should start looking for a job.

The state of Ms. Lake is below.

- (i) This is her first time at Hello Work. She doesn’t know what services she can receive at Hello Work.
- (ii) She doesn’t know what to talk about to a counsellor because her choice of work isn’t

⁴ Hello Work is the name of the public job placement agency in Japan.

clear.

Two kinds of transcripts “Case A and Case B (Appendix)” are made based on the situations of career counselling stated above.

The difference between them is to help Ms. Lake to verbalize what she wants in her next job by hearing the reason why she left the former job in Case A, in comparison with Case B in which a counsellor makes confirmation of the job application format throughout.

We will demonstrate the difference between them objectively by using CareeTalk.

2. Analysis of Transcript by CareeTalk

(1) The Features of the Career Counselling

There are 37 utterances in Case A. There are 61 utterances in Case B. Case B is almost equivalent to double the number of utterances of case A. That shows that there were more dialogue exchanges between the counsellor and Ms. Lake in Case B than case A.

The ratio of Ms. Lake’s utterances as a whole is 35.1% in case A. It is 47.5% in Case B. The counsellor talked more in Case A than Case B. Ms. Lake talked approximately as much as the counsellor in Case B.

Regarding the number of interruptions, there were none in Case B but two in Case A.

In the latter case, counsellor interrupted twice during the middle of Ms. Lake’s utterance.

Regarding the number of pause, there were seven pauses in both Case A and Case B. But in Case A, the counsellor paused four times as opposed to twice in Case B.

From this analysis, we reach the following interpretation of Case B compared to Case A.

- (i) By the counsellor refraining from talking much, it gave Ms. Lake more opportunity to do the talking.
- (ii) By the counsellor not interrupting and pausing, Ms. Lake was able to talk at her own pace.

(2) The Features of Ms. Lake’s Utterances

From the outcome of Utterance Analysis on Ms. Lake, we will interpret how her Career Story was constructed.

In Utterance Tense, Past scored 37.9% in Case B whereas it was very low in Case A at 7.6%.

In Utterance Viewpoint, Inner scored 27.5% in Case A whereas it was 0.0% in Case B.

In Utterance Subject, Sentiment and Reasoning together scored 13.7% in Case B whereas they were 0.0% in Case A.

From this analysis, in Case B, we can surmise that while looking back at past events and expressing her thinking and feelings, Ms. Lake constructed her Career Story by connecting the past to the present. In contrast, in Case A, we could not surmise such development.

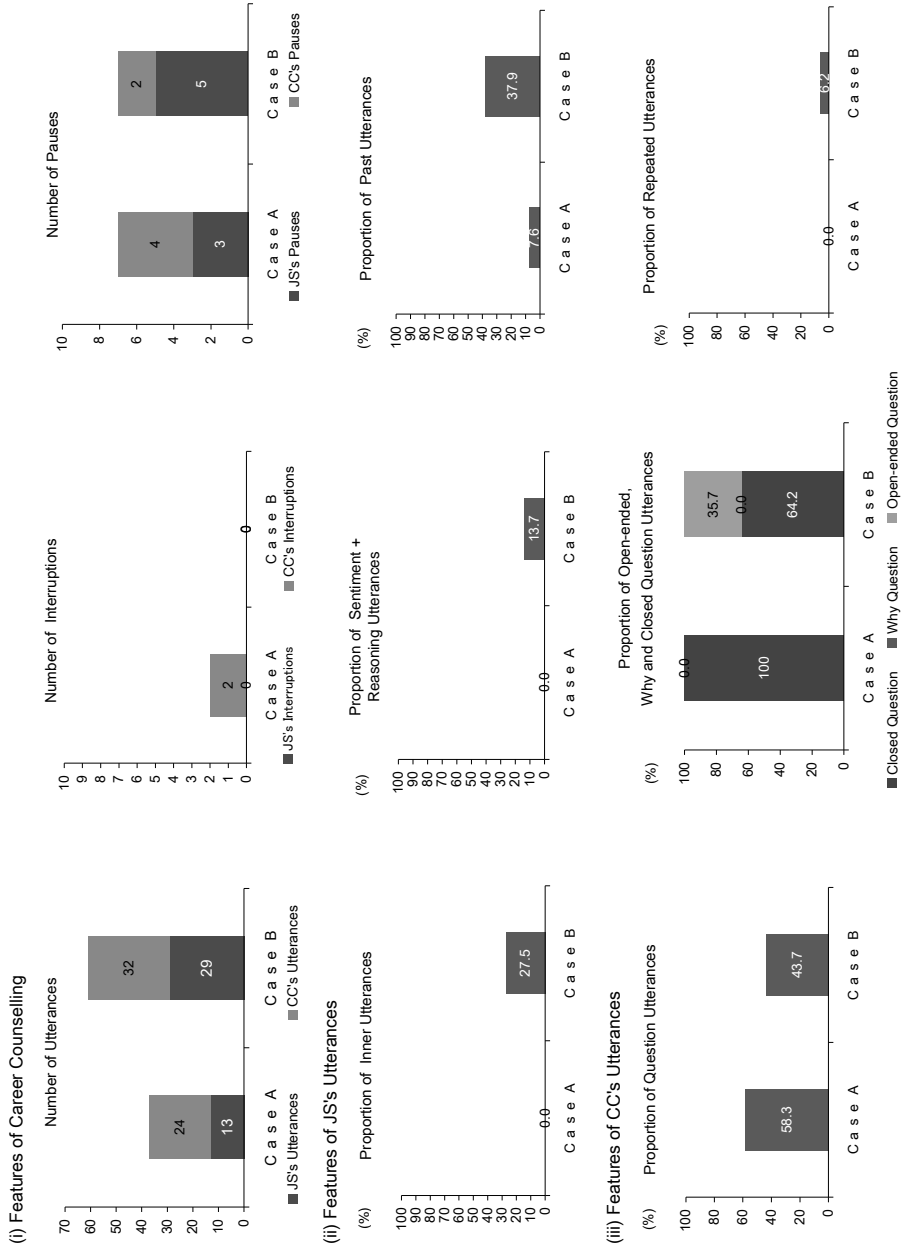


Figure 7 Analysis of Transcript by CareeTalk

(3) The Features of Counsellor Utterances

From the outcome of Utterance Analysis of the counsellor, we will interpret how the counsellor helped Ms. Lake construct her Career Story.

In Utterance Process,⁵ the proportion of Question was 43.7% in Case B whereas it was very high in Case A at 58.3%. In addition, while in Case B there was one turn where there was Answer from Ms. Lake's Question there were none in Case A.

Generally speaking, the proportion of the counsellor's Questions is higher than the job seeker's, and there is a tendency for the counsellor to ask questions one-sidedly. This tendency appears much stronger in Case A than Case B.

In Utterance Process, Question is composed of "Closed Question" where the answer is restrictive and predictable, "Open-ended Question" where the answer is broad and relatively longer, and "Why Question" that asks for a cause and a reason

In Case A, all questions were of the type "Closed Question" while in Case B, "Closed Question" scored 64.2% and "Open-ended Question" 35.7%.

In addition, "Repetition" that expresses summarizing or rephrasing of the keywords that comes immediately preceding the other's turn was not present in Case A, whereas it scored 6.2% in Case B.

From this analysis, the counsellor in Case B tended to ask questions that Ms. Lake can answer freely to some extent and listened to her carefully using "Repetition."

Observing more in detail the types of Question that were used, we see that in Case A, a counsellor would reiterate confirmation of facts and no more whereas in Case B, the counsellor asked Ms. Lake why she left her former job.

In addition, in Case A, regarding the work of Ms. Lake's choice, the counsellor reiterated the confirmation of fact, whereas in Case B, the counsellor asked regarding Ms. Lake's choices, such as with "What image do you have of a secure job" and "What is a regular salaried employee's job?"

As a consequence, in Case A, the career counselling finished without finding a connection between the reason of Ms. Lake's leaving of her job and the work of her choice. In Case B, a connection was made between the reason for leaving and the choice of job type. For example, the counsellor's utterances such as "You want a regular salaried employee's job from now on" and "You like interior goods, and managing stock was interesting" explain the reason for changing jobs and her job preference. Ms. Lake's utterance "If I can, I want to get such a job in the future" clarifies the work of her choice.

⁵ Process is another type of Expressional Technique. Process is the technique that influences the interaction between a speaker and a listener. Process is categorized into three categories of Expressional Method, Question, Answer and Explanation. These categories have sub-categories Closed, Why and Open-ended for Question; Positive, Negative and Neutral for Answer; and Directive, Repeated and Non-directive for Explanation.

V. Discussion

There are three issues that arise regarding the development of CareeTalk (JILPT 2007).

The first issue concerns the usability of the system. Currently, the interface needs to be simplified so that a first-time counsellor may run the software without any assistance. In the future, it will be necessary to improve its usability.

The second issue involves further clarification of trends in career counselling sessions after increasing the number of example cases of counselling sessions and examining the trends associated with the frequency of sessions, the gender and age of the job seekers and counsellors, and the combination of all of these factors. The counselling sessions are diverse, but by understanding overall trends, counsellors will understand the uniqueness of their own counselling as compared to general counselling.

The third issue involves automating classification of utterances by matching appropriate words, if any.

There were three issues that arise regarding the usage of CareeTalk that weren't included in this Case Study Program (JILPT 2009). The first wasn't to include work promoting awareness of job seeker's Career Concept in Case Study Program. The second wasn't to include work to interpret the meaning of the use of Expressional Technique from the relationships between Career Concept construction, deconstruction and reconstruction. The third wasn't to emphasize criteria related to Career Concept construction and omit other standards as much as possible for the learning of Utterance Classification. They should be included in Case Study Program.

Appendix: Case A and Case B of Career Counselling with Ms. Lake

Notation of Transcript

- *: The symbol "*" signifying "Interruption" means a speaker was interrupted during the middle of an utterance.
- < >: Angle brackets "< >" called "Narration" enclose explanations of situations and scenes.
- CCXX: The number of Career Counsellor's turn. In this case, Career Counsellor means the employee who engages in job placement at public employment agencies. XX designates the number of XX's turn in sequential order.
- JSXX: The number of Job Seeker's turn. In this case, JS's name is Ms. Lake. XX means the number of JS's turn in sequential order.

Background of Career Counselling

Ms. Lake was given a job application form and advised to go to the job placement counter after filling it out. The job placement counters were crowded with job seekers who were waiting to be serviced. Ms. Lake was finally called after waiting for 30 minutes. (This

transcript is fiction.)

Case A

Turn Number	Utterance Number	Utterances
CC01	1	Sorry to keep you waiting.
JS01	2	<Comes walking in, facing down, and quietly takes a seat. 5s.>
CC02	3	Can I see your job application form?
JS02	4	<She offers it to CC without a word nor any eye contact. 5s.>
CC03	5	<Scanning through her job application form while looking down.> Is this your first time to come to <i>Hello Work</i> [†] ? [†] <i>Hello Work</i> is the name of the public job placement agency in Japan.
JS03	6	<While looking down and with a small voice.>...yes.
CC04	7	<Speaking with a loud voice.> Let me check the job application form.
	8	<While looking down at the job application form.> Did you leave your job last month?
JS04	9	...yes.
CC05	10	You had worked in A plaza.
	11	Well, that was a part-time employment, wasn't it?
JS05	12	...yes.
CC06	13	You gave your reason for leaving your job as "I left the job because I couldn't return home at the scheduled time," ...so did you offer to leave the job first?
JS06	14	<Silence. 5s>
CC07	15	<With a troubled look.> Um...was this a voluntary termination?
JS07	16	...yes.
CC08	17	Your work is given as "receiving and inspecting interior goods".
	18	The monthly income is given as 80,000 yen, how about your hourly pay?
JS08	19	...800 yen [I see].
CC09	20	<CC writes it in the job application form. 5s.>
	21	<Looking at the column "employment history".> Well, you worked as a general office worker at an insurance company, was this your first job after graduating from junior college?
JS09	22	...yes.
CC10	23	What was your major in junior college?
JS10	24	...business [okay].
CC11	25	<CC writes it in the job application form. 5s.>
	26	Yeah. Um...nothing is written in the column "the work of your choice".
	27	Since I can't register the job application form without filling

		in this column, is there any preference about the work of your choice?
JS11	28	...<While looking up.>The same work as before *
CC12	29	<While looking at the job application form and without looking at JS's face.>That is receiving and inspecting interior goods, isn't it?
JS12	30	...yes.
CC13	31	Um...tentatively I will write "light duty work" in this column, you can change it later, is that all right?
JS13	32	...yes.
CC14	33	<CC writes "light duty work". 5s.>
	34	You checked "regular employee" in the type of employment, so you want a job as a regular worker, don't you?
JS14	35	...if possible*
CC15	36	If possible, you want to be hired as a regular worker.
	37	<Murmuring aloud.> The place of your choice is "Inside Tokyo", the commute time of your choice is "within 60 minutes", the duty hours of your choice is "about 8 hours between 9 am to 10 pm", "a 5-day work week" and "no work on Sundays, Saturdays and public holidays".
	38	Do you have any other requests?
JS15	39	<Silence. 5s.>
CC16	40	<With a troubled look.>Nothing?
JS16	41	...yes.
CC17	42	Okay.
	43	Please wait while I register your job application form.
	44	<CC leaves to input the data of JS's application form. JS is left alone. 365s.>

Case B

Turn Number	Utterance Number	Utterances
CC01	1	Sorry to keep you waiting.
JS01	2	<Comes walking in, facing down, and quietly takes a seat. 5s.>
CC02	3	Can I see your job application form?
JS02	4	<She offers it to CC without a word nor any eye contact. 5s.>
CC03	5	<Scanning through her job application form while looking down.> Is this your first time to come to <i>Hello Work</i> [†] ? [†] <i>Hello Work</i> is the name of the public job placement agency in Japan.
JS03	6	<While looking down and with a small voice> ...yes.
CC04	7	<Matching the tone and time of the voice.> Having come to Hello Work for the first time, how do you feel about Hello Work?
JS04	8	< Silence. 8s.>

	9	<While swallowing.>...I feel that Hello Work is in a state of commotion.
CC05	10	<While nodding deeply.> Oh um, was it difficult to fill out the job application form?
JS05	11	...yes...I didn't know what to do.
CC06	12	Well, it's your first time.
JS06	13	...yes....
CC07	14	Yeah, let's go through the job application together.
	15	You left the job last month, didn't you?
JS07	16	...yes.
CC08	17	Was this part time employment?
JS08	18	...yes.
CC09	19	Well...your work is given as "receiving and inspecting interior goods", what kind of work was it?
JS09	20	...if goods run out[I see], I restock them...
CC10	21	Well...is that putting merchandise on display and on shelves?
JS10	22	...right
	23	<With a moment's thought. 5s.>
	24	Receiving goods.
CC11	25	What is receiving goods?
JS11	26	... Counting the goods in the warehouse [okay], ordering them if necessary, and inspecting each of them when it arrives.
CC12	27	Aha, would that be a stock management job?
JS12	28	... Well, yes.
CC13	29	Though the reason why you left the job is written in the job application form, please explain the reason to me.
JS13	30	Well... I left the job because I couldn't return home at the scheduled time.
CC14	31	Um...at the scheduled time..., what were your work hours at that time?
JS14	32	<Silence. 8s.>
	33	<Words begin to pour from her lips as though a dam inside her had broken.> There were many students working as part-timers [really], and they would often call in sick with very little notice.
	34	So the manager would ask me to come to work suddenly...
CC15	35	<Nodding deeply.> Yeah, yeah, and so...
JS15	36	I couldn't always reject his request [I see]...and <With tears running down.> I was always forced to work in place of them [wow].
	37	<She looks up and turns to CC.>They were very selfish [umm].
	38	I was awfully annoyed with them.
CC16	39	<CC looks at her face.> You were forced to work overtime due to the student's selfish actions and then couldn't return

		home at your scheduled time [absolutely].
	40	That made you feel annoyed, unnecessarily.
JS16	41	Well...yes.
	42	<While looking away.>...but there was more [umm].
	43	That work was interesting because I like interior goods, but...
CC17	44	<While looking at her.> That work was interesting because.....
JS17	45	<Silence. 5s.>
	46	<She lifts her face.> I recently wanted to get a secure job [I see]...and so I left the job.
CC18	47	You recently wanted to get a secure job [yes].
	48	What image do you have of a secure job?
JS18	49	I think a regular salaried employee's job is a secure job.
CC19	50	What is a regular salaried employee's job?
JS19	51	Stable, scheduled work, that's what I mean.
CC20	52	You want a regular salaried employee's job from now on [ha hum].
	53	You like interior goods, and displaying merchandise and managing stock were interesting.
JS20	54	That's right.
	55	If I can, I want to get such a job in the future.
	56	Is there such a job?
CC21	57	<CC writes "merchandise display and stock management" in the job application form. 5S.>
	58	Well, let's start searching for such a job together.
JS21	59	Yes.
CC22	60	First, I am going to register your job application form [ha hum].
	61	Meanwhile, would you look through this pamphlet? <CC holds out the pamphlet.>
JS22	62	<She takes the pamphlet.>
CC23	63	It explains how to look for a job and gives you a list of the ways Hello Work can help you.
	64	<While pointing at them.> This explains how to look for a job, and this is a list of the ways how Hello Work can help you.
	65	Though I will explain them in detail afterward, please look through it while I register your job application form.
JS23	66	Certainly.
CC24	67	Then please wait a moment.
	68	<CC stands up and goes to input the data of her job application form. She looks through the pamphlet.>

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