

## Abstracts

### Expansion of the Third Place Concept: Possibilities and Challenges of Third Places as a Service Provider

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Oldenburg's (1989) concept of a third place is that it is the foundation of a community that is neither a home (first place) nor a workplace (second place), but a third place where people can enjoy themselves. The concept continues to attract attention, and recently there have been attempts to expand it. This paper thus discusses the reasons for the expansion of the concept and the possibilities and challenges of the expanded concept as a service provider. In contrast to traditional third places, the expanded concept can be divided into three categories: staged commercial, themed, and virtual third places. This paper limits the scope of extended third places to those that can create social capital. A case study method was used to select three third places that are independent and self-employed (privately owned and operated). The study shows that the extended third places had a combination of traditional, thematic, and virtual characteristics. Therefore, it is necessary to deliberately control the ambivalence of place and space as a cosmopolitan hearth, and also, in terms of business, the combination of continuity as a service provider and an unstable profit structure.

### Relationships between Native-place Networks and the Job Placement Function: Based on the Findings of Previous Studies of Native-place Associations

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This paper examines the job placement function of native-place networks in Japan's metropolitan areas by reviewing previous studies of native-place associations. As the demand for labor in industrial areas increased with Japan's modern industrialization, many people from rural areas migrated to cities as a labor force. However, since there was no official job placement system in Japan in the pre-war period, people who came from rural areas relied on connections based on geographical and blood ties to secure housing and jobs in cities. As a result, there was a tendency for people from the same native place to concentrate in specific industries and factories, backed by nepotistic employment. Fraternal employment through native-place networks also provided employers with advantages in securing young workers and labor management, and had the ambivalent function of making native-place workers subordinate to the market. The process of urban settlement accompanied by a series of chain migrations led to the establishment of native-place groups and the strengthening of native-place networks, except during wartime, until the postwar period of rapid economic growth. However, as the period of rapid economic growth came to an end, the influx of people from rural areas to industrial cities decreased as the industrial structure changed, and the scale of chain migrations also shrank. In addition, the job placement function of native-place organizations was weakened by the development of a wide-area job placement system through schools.

### Cross-boundary Learning, NPOs, and Third Places: Understanding Third Places as Learning Spaces from the Perspective of Situated Learning Theory

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The purpose of this paper is to clarify the following three points regarding the relationship between NPOs and third places as places for cross-boundary learning. First, a conceptual arrangement of cross-boundary learning and third places is provided. Specifically, we show the difference between "outside the organization" in cross-boundary learning and "outside the workplace" in third places, and clarify that cases of cross-boundary learning in human resource development research include both cases of cross-boundary learning close to the workplace and cases of cross-boundary learning in third places. Secondly, while focusing on the characteristics of cross-boundary learning in NPOs, we compare the differences between cross-boundary learning close to the workplace and cross-boundary learning in third places. In the former case, organizational intervention is strong and

learning outcomes that are useful for work can be found, while in the latter case, organizational intervention is weak and learning outcomes that are useful for individual careers can be found. Thirdly, we argue from the perspective of situated learning theory that today's research on human resource development focuses on research on cross-boundary learning close to the workplace, and that cross-boundary learning in third places may be outside the field of view of the research. We then point out that a research task is to overcome this situation.

Third Places for Purposeful Interaction and the Life Career: Focusing on Women Who Have Left the Workforce

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Third places, a concept proposed by Oldenburg (1989), signifies a third type of public life consisting of places of great comfort where one's interactions influence one's outlook on life and well-being. Studies in Japan discuss three types of third places: "my place," where individuals spend their time in comfort; social interaction-oriented places; and purposeful interaction-oriented places, where people interact with a clear agenda. Purposeful interaction-oriented places enable women who have left the workforce to access a wide range of skills and experiences required to find new employment. This study seeks to understand the challenges women face in finding employment again, and to explore and clarify the characteristics and conditions of purposeful interaction-oriented places that could contribute to their lives and careers. A review of the literature highlights that supporting women to find work involves addressing the continuity of learning and support, difficulty finding leads for new employment, and the limited number of participants. The results from this case study show that purposeful interaction-oriented places that successfully ameliorate these issues have three characteristics: step-by-step functions that facilitate accumulating experience during interactions, the ability to attain a variety of roles involving careers, and facilitation of long-term participation by a wide range of women.