


# 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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## 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.

## 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  
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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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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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| <input type="checkbox"/> | <a href="#">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</a> |                     |                      | P Matanle<br>Local Environment 16 (9), 823-847  | 30       | 2011 |
| <input type="checkbox"/> | <a href="#">Japan's shrinking regions in the 21st century: contemporary responses to depopulation and socioeconomic decline</a>  |                     |                      | P Matanle, AS Rausch, TSRR Group.<br>Amherst, NY: Cambria Press                               | 29       | 2011 |
| <input type="checkbox"/> | <a href="#">Coming soon to a city near you! Learning to live 'beyond growth' in Japan's shrinking regions</a>  |                     |                      | P Matanle<br>Social Science Japan Journal 13 (2), 187-210                                     | 12       | 2010 |
| <input type="checkbox"/> | <a href="#">Beyond Lifetime Employment? Re-fabricating Japan's Employment Culture</a>  |                     |                      | P Matanle<br>P. Matanle and W. Lunsing (eds) Perspectives on Work, Employment and Society ... | 11       | 2008 |
| <input type="checkbox"/> | <a href="#">Men under pressure: representations of the 'salaryman' and his organization in Japanese manga</a>  |                     |                      | P Matanle, L McCann, D Ashmore<br>Organization 15 (5), 639-664                                | 10       | 2008 |
| <input type="checkbox"/> | <a href="#">Lifetime Employment in 21st Century Japan: Stability and Resilience Under Pressure in the Japanese Management System</a>   |                     |                      | P Matanle, K Matsui   | 7 *      | 2011 |

| Citation indices | All | Since 2010 |
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| Citations        | 170 | 124        |
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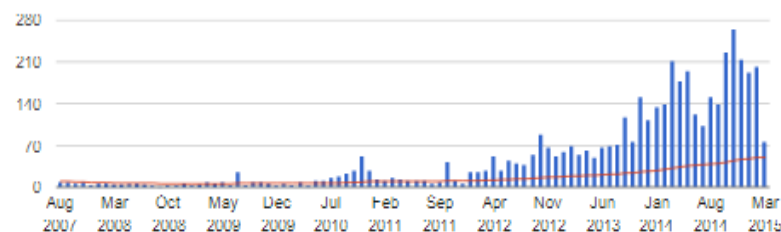
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5. [Lifetime Employment in 21st Century Japan: Stability and Resilience Under Pressure in the Japanese Management System](#) 364

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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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## Mentoring and Coaching for Researchers

A suite of mentoring programmes are designed and developed by [Dr Kay Guccione](#) who takes a research-led approach. To discuss mentoring or coaching activities, understand how they can help staff and students, or to request help in designing a mentoring programme for your department, or research group [contact Kay](#).

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# 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

Websites online right now

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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

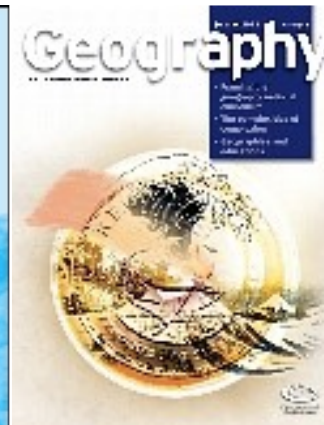
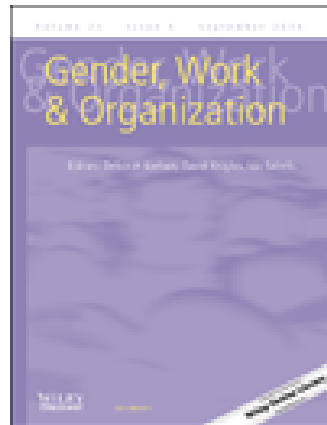
Matanle, P., Rausch, A., with the Shrinking Regions Research Group (2011) [Japan's Shrinking Regions in the 21st Century: Contemporary Responses to Depopulation and Socioeconomic Decline](#), Amherst, NY: Cambria Press.

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.

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## JAPAN'S Shrinking Regions in the 21<sup>st</sup> Century

CONTEMPORARY RESPONSES TO DEPOPULATION AND SOCIOECONOMIC DECLINE



Peter Matanle and Anthony S. Rausch  
with the Shrinking Regions Research Group