

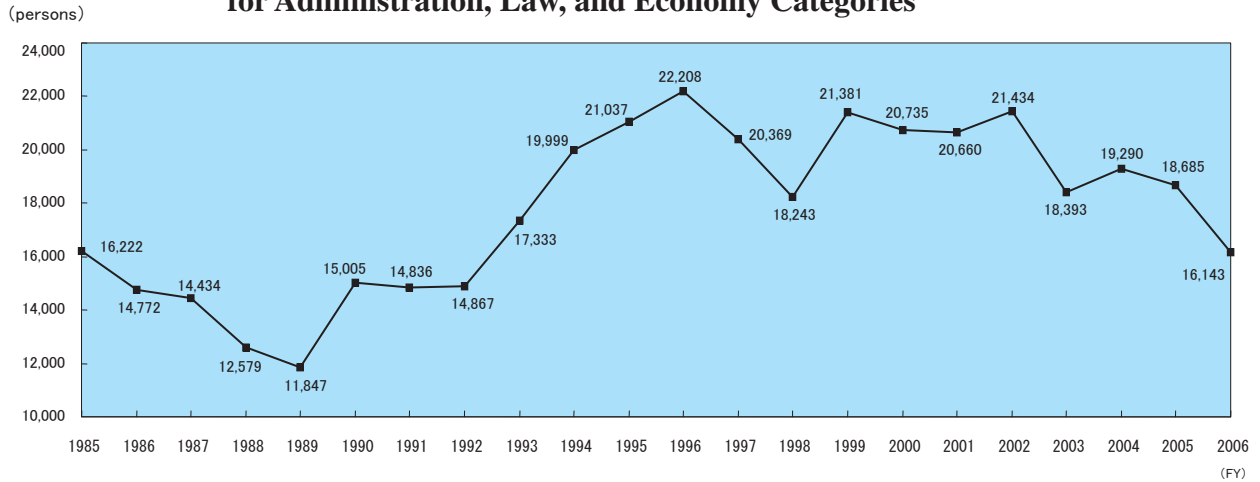
## ***1. Human Resources Supply to the Public Service Sector***

### **(1) Current State of the Labor Market for New Graduates**

#### **A. Transition of the Number of Applicants to the Level I Examinations for Administration, Law, and Economy Categories**

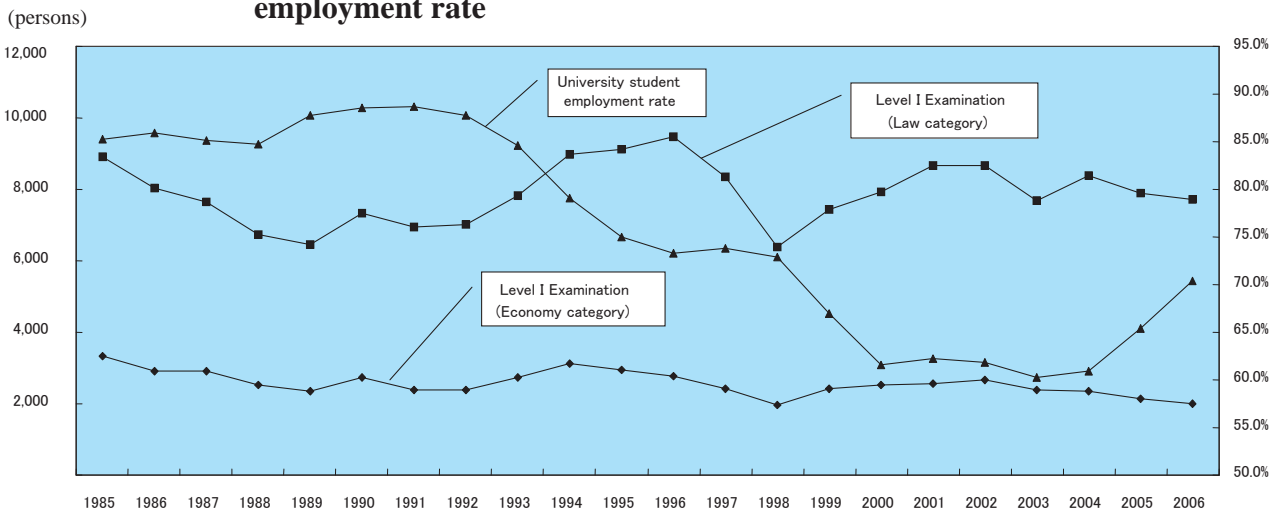
The number of applicants to the Level I Examinations for Administration, Law, and Economy categories decreased during the so-called bubble years in the late 1980's, marking the smallest ever number of 11,847 applicants in FY 1989. After the burst of the economic bubble, the number of applicants turned upward and reached 22,208 in FY 1996 when college-graduate job seekers experienced hard times. The number took a downward turn in FY 2004 again. The number of applicants in FY 2006 was 16,143, a decrease of 2,542 from the previous fiscal year. (Figure 1)

**[Figure 1] Transition of the Number of Applicants to the Level I Examinations for Administration, Law, and Economy Categories**



It is generally said that the number of applicants to the public service examination is affected by the recruitment trend of the private enterprises. Reviewing the relationship between the number of applicants to the Level I Examinations (Law and Economy categories) and the rate of employment of new college graduates (hereinafter, the college student employment rate), the number of applicants to the public service sector increased between FY 1993 to FY 1996 and FY 1999 to FY 2000 when the college student employment rate declined. On the other hand, the number of applicants has been decreasing since FY 2004 when the college student employment rate began to rise, demonstrating a certain negative correlation between the recruitment trend of private enterprises and the number of applicants to the public service examination. (Figure 2)

**[Figure 2] Transition of the Number of Applicants to the Level I Examinations for Law and Economy Categories and the University student employment rate**



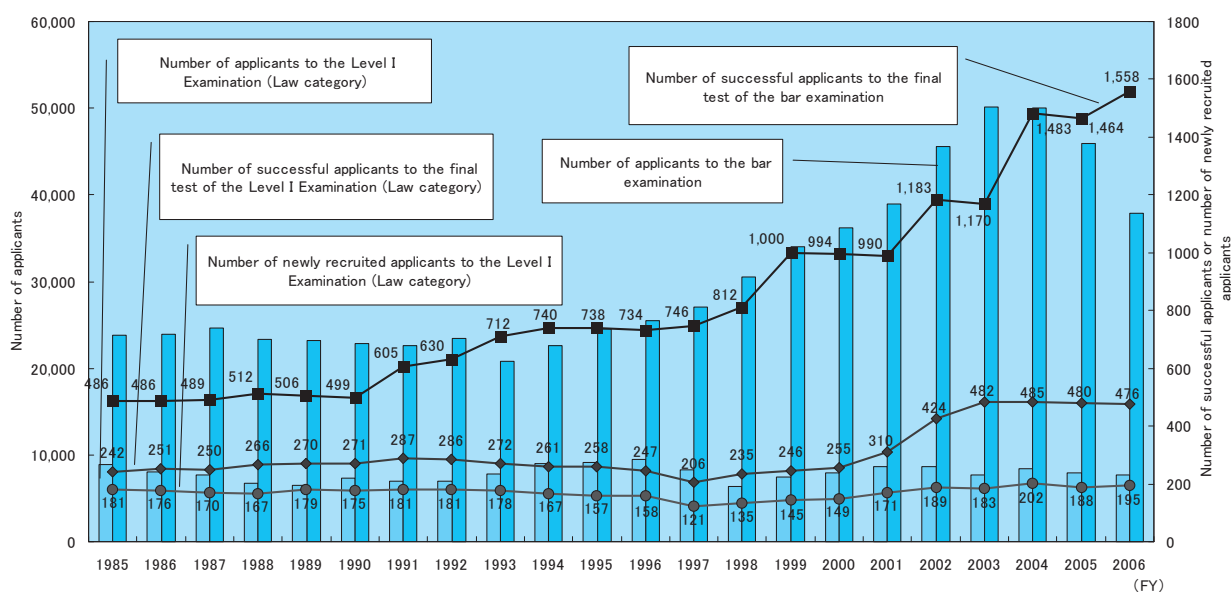
(Note) University student employment rate: The percentage of employed new college/university graduates in the total number of graduates from social science departments in each fiscal year, calculated based on the “School Basic Survey” published by the Ministry of Education, Culture, Sports, Science and Technology

## B. Transition of the Number of Applicants and Successful Applicants to the Level I Examination for Law category and the Bar Examination

A number of reforms have been implemented to the bar examination, one of the major courses for law students. The number of successful applicants has been increasing from 506 in FY 1989 to 1,558 (a total of successful applicants in the old and the new bar examinations) in FY 2006. In line with this, the number of applicants to the bar examination has been increasing substantially, from 23,202 in FY 1989 to 49,991 in FY 2004. Later, the bar examination system changed along with the introduction of postgraduate law schools. The new bar examination was conducted for the first time in FY 2006. The number of applicants to the new bar examination was approximately 2,000 and that to the old bar examination was approximately 36,000 in FY 2006.

Meanwhile, the number of successful applicants to the Level I Examination for the Law category was around 300 until FY 2001 but has increased to over 450 since FY 2002 as a result of an increase in the fixed number of successful applicants. The number of applicants, however, has remained at the same level independently of the increase in the number of successful applicants. (Figure 3)

**[Figure 3] Transition of the Number of Applicants and Successful Applicants to the Level I Examinations for Law Category and the Bar Examination**



(Note) The numbers of applicants and successful applicants to the final test of the bar examination in FY 2006 are the total of applicants to the old and the new examinations.

## **C. Number of Students**

In recent years, graduate schools for professionals in the fields of social science, such as law schools and public policy schools, have been established one after another, affecting the number of students who could serve as public employees in the future. The fixed number of students in FY 2006 was approximately 5,800 in law schools and approximately 300 in public policy schools.

On the other hand, the fixed number of undergraduate law students has been decreasing as a result of the opening of law schools. Some universities decreased the fixed number of undergraduate law students by 200–300 in FY 2004 when compared with the previous fiscal year. As a result of this decrease, the number of law seniors in FY 2007 decreased year-on-year, possibly leading to a decrease in the number of law graduates among those who take the public employee examination.

## **(2) Securing Excellent Human Resources for the Public Service Sector**

### **A. Desirable Place of Employment for Students**

#### **(A) First Choice Place of Employment**

The NPA conducted a “questionnaire survey on attitudes toward work” (student questionnaire) of university, law school, and public policy school students between December 2006 and January 2007.

The anonymous student questionnaire involved juniors and seniors of law and economics departments and the like of ten universities with a larger number of successful applicants to the Level I Examinations (Administration, Law, and Economy categories), students of six law schools, and students of six public policy schools. (Approximately 1,400 undergraduate students, approximately 600 law school students, and approximately 150 public policy school students responded the questionnaire.)

10 universities: Hokkaido University, University of Tokyo, Hitotsubashi University, Kyoto University, Osaka University, Keio University, Waseda University, Chuo University, Doshisha University, and Ritsumeikan University

6 law schools: University of Tokyo, Hitotsubashi University, Kyoto University, Keio University, Waseda University, and Chuo University

6 public policy schools: Hokkaido University, Tohoku University, University of

Tokyo, Hitotsubashi University, Kyoto University, and Waseda University

According to results of the student questionnaire, law schools (35.2%) and private enterprises (34.6%) accounted for approximately one-third, respectively, of the first choice place of employment (career option) among law juniors. Private enterprises (65.9%) occupied approximately two-thirds among economics juniors. On the other hand, students whose first choice was national public services accounted for 13.6% among law juniors and 11.1% among economics juniors, both slightly larger than 10%.

With respect to professional graduate school students, most law school students (98.5%) planned to take the new bar examination while many of the public policy school students chose national public services (32.7%) as their first choice, followed by private enterprises (25.9%) and local public services (11.6%). (Table 1)

**[Table 1] First Choice Place of Employment**

	First	Second	Third
Law juniors	Law school (35.2%)	Private enterprise (34.6%)	National public service (13.6%)
Economics juniors	Private enterprise (65.9%)	National public service (11.1%)	Graduate school (6.3%) Government agency (6.3%)
Law school students	New bar examination (98.5%)	—	—
Public policy school students	National public service (32.7%)	Private enterprise (25.9%)	Local public service (11.6%)

**(B) Potential Competitors of National Public Services**

As a result of the bar examination reform, those who hope to take the new bar examination are required to enter and study at a law school. Entering a law school thus became an attractive option for undergraduate law students and probably became the toughest competitor of national public services.

With regard to private enterprises, the first choice industries were “finance, insurance, or securities” (25.0%) and “mass media” (15.5%) among law juniors; “finance, insurance, or securities” (36.5%), “consultancies or think-tanks” (14.2%), and “government agency” (13.1%) among economics juniors; and “consultancies or think-tanks” (34.5%), “finance, insurance, or securities” (18.4%), and “government agencies” (18.4%) among public policy school

students.

Among students who hope to work for a private enterprise, those who think of working for a foreign company accounted for approximately 20–25% among law and economics juniors and approximately 38% among public policy school students.

## **B. Place of Employment of Excellent Students from Students’ Viewpoint (Future Course of Surrounding Excellent Students)**

The student questionnaire also surveyed students’ views on future courses of surrounding excellent students.

Approximately half (53.2%) of law juniors responded “law school” while economics juniors responded “finance, insurance, or securities” (26.5%) and “consultancies or think-tanks” (25.1%). On the other hand, those who selected “national public services” as the future course of excellent students accounted for about 14% among both law and economics juniors.

(The NPA conducted the same survey of law and economics seniors, which showed a similar tendency.)

Most law school students responded with legal professions such as “judge” and “lawyer,” with “national public services” obtaining only 1.5%. However, approximately half (49.7%) of public policy school students selected “national public services,” which is the highest percentage among surveyed students. (Table 2)

**[Table 2] Courses of Excellent Students**

	First	Second	Third	Fourth	Fifth
Law juniors	Law school (53.2%)	National public service (14.2%)	Finance, insurance, or securities (9.0%)	Consultancy or think-tank (6.1%)	Trading company (6.0%)
Economics juniors	Finance, insurance, or securities (26.5%)	Consultancy or think-tank (25.1%)	National public service (14.3%)	Trading company (12.5%)	Law school (11.5%)
Law seniors	Law school (34.0%)	Old bar examination (19.6%)	National public service (9.9%)	Consultancy or think-tank (8.7%)	Finance, insurance, or securities (5.4%)
Economics seniors	Finance, insurance, or securities (22.3%)	Consultancy or think-tank (21.5%)	National public service (20.7%)	Law school (9.9%)	Old bar examination (8.3%)
Law school students	Judge (54.0%)	Lawyer (Corporation lawyer) (42.6%)	Prosecutor (9.3%)	Lawyer (Individual lawsuit) (4.6%)	International organization (2.1%)
Public policy school students	National public service (49.7%)	Consultancy or think-tank (17.0%)	Finance, insurance, or securities (8.2%)	Mass media (4.8%)	International organization (4.1%) Government agency (4.1%)

### (3) Attractiveness of Working as a National Public Employee for Students

#### A. Attractiveness of Working as a National Public Employee from Students' Viewpoint

The student questionnaire asked students in what respect they thought working as a public employee was more attractive than working for a private enterprise. There were some differences in students' responses depending on their first choice place of employment. The number of respondents who selected "social contribution" was significantly large among juniors whose first choice was to be a Level I national public employee (approximately 80%) and public policy school students (approximately 70%), followed by "stability" and "large-scale work" both cited by about 50% of the respondents. Meanwhile, as many as approximately 80% of juniors whose first choice was private enterprises selected "stability" while only about 40% selected "social contribution." (Table 3)

**[Table 3] Attractiveness of Working as a National Public Employee When Compared with Working for a Private Enterprise**

	First	Second	Third	Fourth	Fifth
Juniors whose first choice is a Level I national public employee	Social contributions (77.9%)	Stability (54.8%)	Large-scale work (51.9%)	Responsibility regardless of age (44.2%)	Social status (26.9%)
Public policy school students	Social contributions (67.3%)	Large-scale work (46.3%)	Stability (42.9%)	Social status (23.8%)	Responsibility regardless of age (22.4%)
Juniors whose first choice is private enterprise	Stability (75.2%)	Social contributions (39.6%)	Social status (30.9%)	Balancing of work and personal life (23.9%)	Large-scale work (19.8%)

The student questionnaire asked juniors who did not desire to work as a public employee the reasons for not wishing to do so. The most-frequently cited response was "conservative and unlikely creative" (49.1%), a negative image related to work content, followed by "hard preparation for the examination" (40.3%) and "possible discrimination based on graduating university" (33.2%). "Bad social image such as scandals" accounted for approximately 20%.

#### B. Attractiveness of Working as a Public Employee and Working for a Private Enterprise

(Result of an interview survey conducted among those who moved from the

## **national public service sector to the private sector and vice versa)**

The NPA conducted an interview survey of 15 persons who had work experience both in the private and the public service sectors on the attractiveness of working as a national public employee and points to improve when compared with working in the private sector.

### **(A) Attractiveness of Working as a Public Employee**

Attractiveness of working as a public employee included positive evaluation such as “dynamic duties with large social effects from a macro point of view and a long-term perspective” and “very creative and various experiences through job rotation.” Abilities such as “logical thinking and finding a proper balance” were appreciated for national public employees.

Furthermore, respondents pointed out that the government needs to explain to students how young public employees are playing an important role in an easily understandable manner because it is not easy for external people to understand the actual attractiveness of working as a public employee.

Many of the respondents who moved from the public to the private sector showed willingness to serve as a public employee again if they had such opportunity.

### **Attractiveness of Working as a Public Employee Viewed from Persons who Moved from the National Public Service to the Private Sector**

#### **Large-scale work**

- Gaining an overview of matters from a macro point of view
- Only public employees are able to consider what to do from a long-term perspective
- Dynamic duties from various points of view, based on a grand vision

#### **Effects**

- Great job satisfaction because public services affect people’s lives
- Great effect on society

#### **Creativity and improving skills**

- National public services are very creative tasks
- Various experiences as a result of job rotation that take places every 2–3 years

#### **Ability of national public employees**

- Excellent because they can think methodically, etc.
- High logical-thinking ability

- Developed to make judgments on their own through policy development processes

### **Attractiveness of Working as a Public Employee Viewed from Persons who Moved from the Private Sector to the National Public Service Sector**

- Beneficial work within the framework of the society
- Only the government sector has a long-term perspective
- Unbiased, well-balanced, detailed duties
- Excellent in compiling and summarizing materials in a short time

### **(B) Points to Improve when Compared with the Private Sector**

Survey respondents pointed out several points to improve in the public services, when compared with private enterprises, including “much wasteful time management,” “declining expertise,” and “vague responsibilities of individual employees and inability to feel job significance or a sense of achievement.”

### **Major Points to Improve When Compared with the Private Sector**

#### **Time management**

- Wasteful time management
- It is necessary to simplify coordination and negotiation processes.

#### **Expertise**

- Private enterprises have strong professionalism because they must achieve results in a short period of time while national public employees have less professionalism
- National public employees are less conscious about working as professionals
- It seems that the public sector is unable to collect as much information as before, declining expertise of public employees

#### **Sense of achievement**

- Young employees have less authority than before
- Responsibilities of individual employees are unclear and employees cannot feel a sense of achievement in their work

Regarding changes after moving from the public service to the private sector, respondents noted “more income,” “more time,” “appropriate evaluation of ability and performance,” “more job satisfaction (a sense of fulfillment and achievement),” and “better state of mind” in respective order.

### **C. Effects of Changes Surrounding Public Employees on Public Employee Candidates**

The student questionnaire asked students who hoped to work as national public employees about matters that could affect their intention to serve as public employees. As a result, approximately half of the juniors selected “changes in roles of national public employees” (relationship between politics and administration, regulatory reform, etc.) and about 30% selected “the appearance of new issues of public administration” (global issues of public administration, etc.). On the other hand, approximately 20% selected options which are not directly related to the work content of public employees, such as “criticism of public employees,” “increase in the recruitment of new graduates by private enterprises,” and “implementation of the new bar examination.” The results suggest sensitivity to changes in work content among other changes related to public employees.

## **(4) Students’ Attitudes toward Selection of Their Place of Employment**

### **A. Students Who Have Decided Their Place of Employment**

The student questionnaire asked seniors who had completed job-hunting activities about the reasons for selecting their place of employment. Results showed that the students selected their place of employment for reasons related to the possibility of their own growth such as “effective for improving skills” (50.0%) and “I could image personal growth after beginning work” (23.6%), reasons reflecting the appeal of the work such as “I can utilize my expertise” (26.7%) and “I could feel that my ideas could be adopted and realized as an output of the organization” (20.6%), and the reason that “I could feel that I am needed” (24.8%).

### **B. Pre-Job-Hunting Students (Juniors, Law School Students, and Public Policy School Students)**

The student questionnaire asked students who had not experienced job-hunting about matters to which they would attach importance when they select their place of employment. The respondents selected options related to ability development such as “improving skills” and “utilization of expertise,” options related to effects on society such as “social contribution” and “social status,” and options related to treatment such as “remuneration” and “balancing work and personal life,” as matters to consider when they select their place of employment. These were all emphasized in their selecting place of employment but there were some differences in degree of

emphasis depending on their academic majors, first choice place of employment, etc.

### **(A) Matters Emphasized by Academic Major**

Students attached importance to “social contribution” regardless of academic major. However, there were slight differences in other options depending on their academic majors. Law juniors and law school students emphasized “expertise” while economics juniors and public policy school students emphasized “improving skills,” respectively. Furthermore, law school and public policy school students also emphasized “creative, challenging work.” (Table 4)

**[Table 4] Matters Emphasized in Selecting Place of Employment**

	First	Second	Third	Fourth	Fifth
Law junior	Social contributions (47.4%)	Utilization of expertise (46.6%)	Stability (39.6%)	Workplace atmosphere (36.3%)	Remuneration (32.8%)
Economics junior	Social contributions (44.6%)	Workplace atmosphere (43.9%)	Improving skills (39.4%)	Stability (36.6%)	Remuneration (34.8%)
Law school students	Utilization of expertise (70.4%)	Social contributions (50.7%)	Creative, challenging work (44.5%)	Balancing of work and personal life (36.4%)	Remuneration (30.7%)
Public policy school students	Social contributions (66.0%)	Creative, challenging work (44.2%)	Improving skills (42.2%)	Utilization of expertise (40.1%)	Responsibility regardless of age (27.9%)

### **(B) Matters Emphasized by First Choice Place of Employment**

Matters emphasized by juniors who hoped to work in the fields of “national public services (Level I),” “finance, insurance, or securities,” “consultancies or think-tanks,” “mass media,” or “legal professions (studying at a law school)” are as follows (Figure 4):

#### **National public services (Level I)**

Juniors who hoped to work as national public employees most emphasized “great social contribution,” accounting for a far larger percentage than juniors who hoped to work in the private sector, followed by “large-scale work,” “creative, challenging work,” and “responsibility regardless of age.”

Juniors who hoped to work as national public employees did not attach much importance to “merit-based promotion,” “good prospects for the future,” “good

remuneration,” etc.

### **Finance, insurance, or securities**

Juniors who hoped to work in the finance, insurance or securities industries mostly emphasized “good workplace atmosphere,” “good remuneration,” “improving skills,” and “good prospects for the future” in respective order, all exceeding the responses from public employee candidates substantially. In particular, the percentage of respondents who emphasized remuneration was higher than that of public employee candidates by over 30%. Matters that were less emphasized than that of public employee candidates were “great social contribution” and “large-scale work.”

### **Consultancy or think-tank**

Juniors who hoped to work in the consultancy or think-tank industry placed much importance to “improving skills.” They also emphasized matters related to ability development, such as “utilization of expertise and skills,” “creative, challenging work,” and “international activities.” On the other hand, the respondents did not attach much importance to the options emphasized by public employee candidates such as “great social contribution” or “large-scale work.”

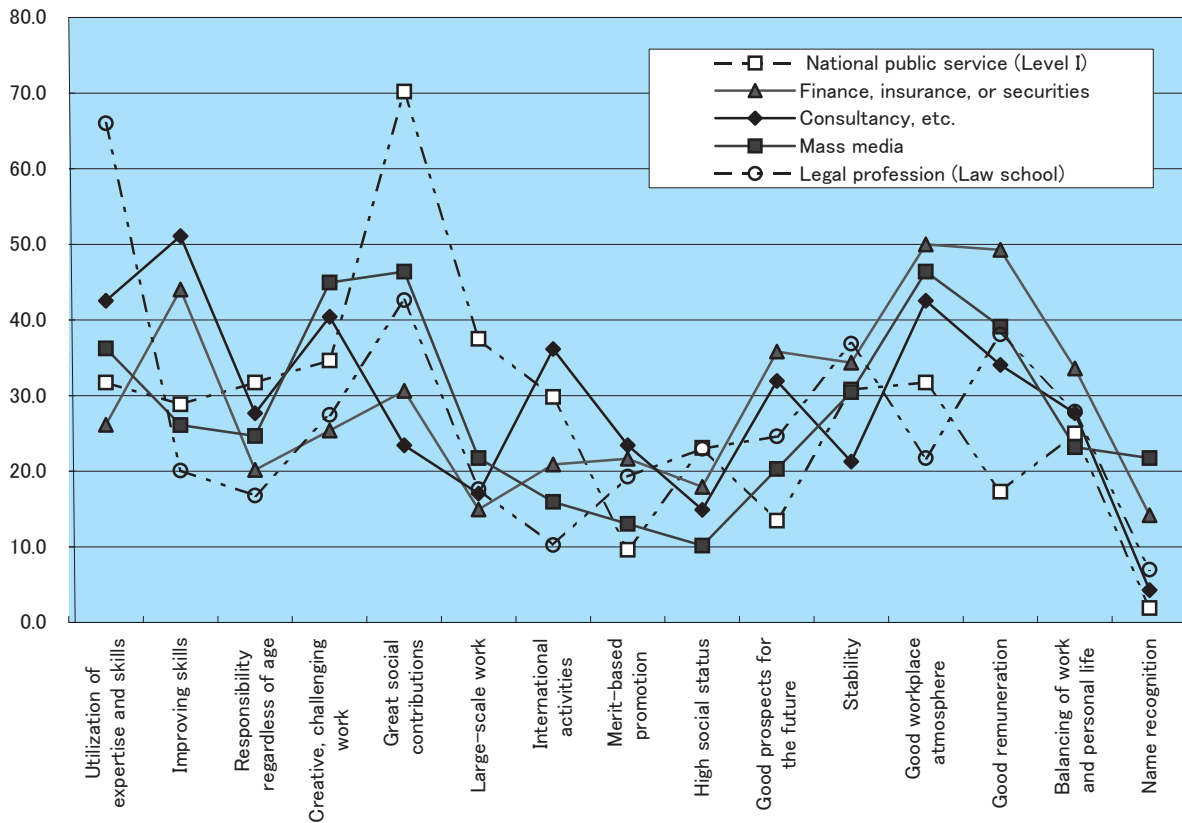
### **Mass media**

Juniors who hoped to work in the mass media industry emphasized “great social contribution,” “good workplace atmosphere,” and “creative, challenging work,” followed by “good remuneration” and “utilization of expertise and skills.”

### **Legal profession (studying at a law school)**

Juniors who hoped to work in a legal profession most emphasized the “utilization of expertise and skills” with an overwhelmingly larger percentage than other juniors.

[Figure 4] Matters Emphasized in Selecting Place of Employment (Juniors)



### C. Imaginable Future

Relatively a large number of seniors responded “5–6 years,” “over 10 years,” or “until retirement age” as the period of service in the future when they decided the place of employment. However, the largest number of seniors had a concrete self image of “5–6 years ahead” (26.7%) or “2–3 years ahead” (22.9%) during their job-hunting activities.

### (5) Requirements for National Public Employees from the Recruiting Side’s Viewpoint and Recruiting Activities

The NPA conducted a questionnaire survey of persons in charge of personnel affairs from 17 Office and Ministries on requirements for national public employees, what they would appeal as attractiveness of public services, and human resources development for young employees. Results of the survey are as follows:

#### A. Quality and Ability Particularly Emphasized in Selecting Successful Level I Applicants

As the quality and the ability which were the most important factor in selecting

successful applicants to the Level I Examination, five Office and Ministries responded with “communication ability” while two Office and Ministries responded with “drive” and “independence.”

“Communication ability,” “cooperativeness,” “responsibility,” “leadership,” and “independence” occupied the majority of the top five attributes, demonstrating that most of Office and the Ministries placed importance on these qualities and abilities. (Table 5)

**[Table 5] Qualities and Abilities Particularly Emphasized in Selecting Successful Applicants**

	Communication ability	Cooperativeness	Responsibility	Leadership	Independence	Potential	Logicity	Reliability	Drive	Creativeness	Other	Conscientiousness	Sensitivity	Ethics
First	5	1			2	1			2	1	1	1		
Second	2		6	1	2	1		1	1					
Third	2	2	3	1	3		1	2						
Fourth	1	4		2		2	3	1		1				
Fifth	3	2		4		1	1				1		1	1
Total	13	9	9	8	7	5	5	4	3	2	2	1	1	1

(Note) The above table shows the total number of ministries in order of first to fifth by quality/ability.

### **B. Attractiveness of Working as a Public Employee as Appealed to Students by Officers in Charge of Personnel Management**

The most attractive aspect of working as a public employee stated by the largest number of officers in charge of personnel management (eight Office and Ministries) as an appealing point for students was the “opportunity for creative, challenging work.” “Great social contribution,” “opportunity for creative, challenging work,” “large-scale work,” “responsibility regardless of age,” and “international activities” occupied the top five responses in respective order.

On the other hand, only a few officers selected “utilization of expertise and skills” or “improving skills,” which were selected in the student questionnaire as the matters emphasized in selecting place of employment.

## **(6) Human Resources Development for Young Employees**

### **A. Human Resources Development Emphasized for Ten Years after Recruitment**

The NPA divided the ten year period after recruitment into four groups and surveyed matters “particularly emphasized” or “emphasized” by the Cabinet Office and Ministries from a perspective of human resources development for young employees in each period. The survey found that these organizations were promoting human resources development for young employees in a planned manner, letting them experience various operations, including assignment to planning and administrative departments, law amendments, and studying abroad, through job rotation during the first ten years after recruitment.

Matters emphasized in human resources development slightly differ among these organizations but there was a tendency of assigning administrative tasks immediately after recruitment and then letting young employees experience a wide range or duties such as law amendments, planning, and studying abroad.

### **B. Matters Conducted to Develop Young Employees and Matters under Consideration for Future Introduction**

The most commonly conducted matters for young employees were “letting each employee indicate their desire for placement” and “systematic provision of training opportunities,” followed by “personnel evaluation aimed at human resources development” and “promotion management through job rotation.”

The most commonly cited matter under consideration for future introduction was “multiple-track personnel management.”

### **C. Matters Required to Maintain Motivation of Young Employees**

The NPA asked the Cabinet Office and Ministries about matters required to maintain motivation of young employees. They responded; “assigning duties that require responsibility while they are still young,” “provision of opportunities for self-development for improving skills and growth,” “appropriate evaluation of abilities and performance,” and “relocation based on individual hopes” as matters required to maintain motivation and which were already implemented. Meanwhile, as a matter recognized as necessary but not implemented satisfactorily, the organizations responded; “review of unnecessary overtime work,” “balancing of work and family life,” and “improvement of the image of public employees.”

## **(7) Summary**

### **A. Public Employees in the Labor Market for New Graduates**

#### **(Ensuring a certain position but not so competitive as before)**

Regarding the result of the student questionnaire, approximately 10% of students selected national public services as their first choice place of employment. Also, approximately 10% of students selected national public services as the place of employment for excellent students around them. These results suggest that the national public service sector occupies a certain position in the labor market for new graduates. As the place of employment for excellent students, however, approximately 50% of law students selected studying at a law school and approximately 50% of economics students selected the finance, insurance, security, consultancy, and think-tank industries, suggesting a decline of the relative position of the national public services. Some people point out that it is becoming difficult for the national public service sector to recruit excellent students with a full sense of mission.

### **B. Students' Attitude toward Work**

#### **(Self-centered evaluation, seeking short-term results, and expectation of growth through work)**

As a result of the student questionnaire, approximately 50% of the students selected "effective for improving skills" as the reason they selected their actual place of employment. Approximately 25% selected "utilization of expertise" and "I could feel that my idea could be adopted and materialized as an output of the organization," respectively. These results suggest an emphasis on self-centered values. Furthermore, approximately 25% selected, "I could imagine my growth concretely by meeting with senior employees," which indicates that they decided their place of employment through a role model.

In addition, students expected growth through work in a relatively short period of time and hope to demonstrate their abilities, so they decided their place of employment based on the self-image of "5–6 years ahead after beginning to work" or "10 years ahead after beginning to work." Against such a backdrop, approximately 15% of students who did not hope to work as public employees selected "unlikely to be able to demonstrate my ability when young" as the reason.

### **C. Attractiveness of Working as a Public Employee**

#### **(Attractiveness not necessarily understood by students)**

With respect to the attractiveness of working as a public employee, when compared with working for a private enterprise, people who had work experience both in the public and the private sectors stressed “a long-term perspective and macro point of view,” “substantial effect on people’s lives and the society,” and “dynamic duties based on a grand vision.”

In addition, in their recruiting activities, officers in charge of personnel management at the Cabinet Office and each Ministry particularly stressed “great social contributions,” “creative, challenging work,” and “large-scale work” as attractiveness of the public services.

However, approximately half of the students who did not hope to work as a public employee cited “conservative and not creative” as the top reason, indicating that the attraction of the public services is not necessarily understood by students.

#### **D. Incentives of Public Employee Candidates**

##### **(Emphasis on social contributions, less emphasis on remuneration, changes in roles expected to public employees affecting students’ choice)**

Students attach importance to different matters, depending on their first choice place of employment such as the public service sector, legal professions, financial industry, and think-tank industry. Approximately 70% of students who hoped to work as a public employee selected “social contribution” as the matter to which they attach importance, which was an outstandingly large percentage when compared with other students. The percentage of students who selected “large-scale work” and “creative work” was also larger than that of other students. In contrast, students who attached importance to “good remuneration” were clearly fewer (less than 20%) than other students.

As a matter which gave negative impact on their willingness to work as public employees, approximately 50% of students selected “relationship between politics and public administration and changes in roles of national public employees due to regulatory reform,” while about 20% selected “criticism of public employees.” On the other hand, approximately 30% of students selected “the appearance of new issues of public administration to tackle” as an incentive to work as a public employee, indicating that changes in work content is one of the factors that affect students’ willingness to work as public employees.