

Implementing Organizational Changes to Intercultural Workplace – Case Analysis of Company K in Japan

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Abstract— This paper aims to understand the workforce stability management of a Japanese small and medium enterprise facilitated by the strategic training and management of Technical Intern Trainees, a type of foreign migrant worker in Japan. The research method used is qualitative with a case study approach. By presenting a unique case of Company K, this paper challenges the current prejudices and narrow views of Technical Intern Trainees. The company utilizes Technical Intern Trainees as strategic human resources. Furthermore, this paper highlights the positive impact of Technical Intern Trainees on organizational change. The researcher conducted six semi-structured interviews with the former consultant and Company K's director of general affairs to collect the data. McKinsey's 7S framework was used to analyze the data for the theoretical framework. This framework identifies seven dimensions a company must possess to maintain its success. This paper aims to contribute to a better understanding of employee stability as an essential aspect of the overall policy goal of improving employee retention.

Key Words: Small and Medium Enterprise, Technical Intern Trainees, McKinsey's 7s framework, Workforce Stability.

I. INTRODUCTION

In Japan, labor migration for employment in low-skilled jobs has yet to be allowed. However, several essential channels have been established to provide employers with workers for low-skilled jobs. The Technical Intern Training Program (TITP) was established as a formal program in 1993, based on the high evaluations of training programs conducted by foreign local companies and others in employee training since the late 1960s (Iguchi, 2002). However, while the Japanese government has created programs that open pathways to permanent residency for the "gifted and talented," it has not until recently opened such pathways for the long-term residency of low-skilled migrant workers (Oishi, 2021). In many TITP industries, low language requirements and lack of cultural training suggest that it is simply a reorganization and institutionalization of many of the low-skilled labor categories previously served by the side-door policy (Oishi, 2020). Most foreign migrants have only been admitted through the side door as temporary workers under the guise of "trainees" or "interns" in the TITP for several decades (Kamibayashi 2015).

TITP gradually expanding to become a highly institutionalized program that accounts for more than 400,000 foreign residents as of October 2020 (Ministry of Health, Labour and Welfare 2021a). Many Japanese small and medium enterprises (SMEs) now rely on this type of migrant worker to source a stable and essential workforce (Mazumi, 2019). Technical Intern Trainees¹ (TITs) under the TITP are recognized as non-permanent full-time workers and are thus subject to labor-related laws. So that allows workers to work overtime and offers Industrial Accident

Compensation Insurance (Suzuki, 2001). The initial purpose of this program is to make an international contribution. Many studies have pointed out that the TITP needs to fulfill its initial purpose (Hansen, 2010) because it has become a recruitment channel for young and cheap labor from developing countries. Moreover, since workers under the TITP are temporary guest workers, they are easily subject to labor exploitation and human rights violations.

For most Japanese SMEs, TITs are simple workers. But at some SMEs, they are a direct labor force and critical human resource that can support corporate growth and management strategies if provided with appropriate language learning and lifestyle support. By accepting TITs, SMEs can enter new businesses, improve productivity, and realize business expansion. Accepting TITs led to training and management, and the organization transformed, making it a popular workplace among young Japanese people. In a diverse workplace, everyone will be more tolerant, leading to the retention of employees.

Against this background, a qualitative case study of Company K (K-co), a railway company in Ishinomaki, Japan, is conducted to explain the research question. Without practical evidence and academic discussion, strategic management of TITs for workforce stability, as promoted by the government, is often a myth and a good wish. This study's findings show how strategic training and management of TITs contribute to SME workforce stability and organizational change. It also provides a managerial perspective on one of the most pressing social issues about migrant workers in Japan.

II. CURRENT ISSUES AND RESEARCH OBJECTIVES

Ostensibly, the TITP is a human resource development program that transfers skills from Japan to developing countries, primarily in Asia, thus contributing to their economic advancement. However, in the years immediately following its inception, many scholars have identified the system as a de facto temporary labor program (Iguchi, 2002; Yamanaka, 1993). The status of TITs allows for employment below the minimum wage, limited access to entitlements, no labor mobility, and the curtailment of workers' rights (Roberts, 2018). Some researchers argue that TITP is designed as a "side door" to accept de facto foreign workers (Ito & Sai, 2021; Miyajima & Suzuki, 2019). It is argued that to avoid problematic debates about the acceptance of migrant workers, the government continues to recognize those involved as "trainees" while denying that they are low-skilled "workers" (Takaya, 2019).

TITs who come to Japan under this system have several ways to learn Japanese to do practical training in Japan. The first is Japanese language study at the sending organization before arrival in Japan. The second is a post-entry course held after arrival in Japan. The second is the post-entry course, which takes place after arrival in Japan. In addition to learning the Japanese language, this course is required to understand the customs and labor laws necessary for living in Japan. The third option is a voluntary training program conducted by the host company or management organization. Through these three stages of learning, TITs should be able to acquire Japanese language skills that will enable them to communicate at a minimum level in the workplace and daily life, as well as some understanding of Japanese culture and customs. However, when they arrive at the host company, they may not be able to communicate at all. There are cases that some TITs do not even remember Hiragana and Katakanaⁱⁱ. Therefore, it is necessary to improve the system and provide training and learning support at host companies.

Since this low level of Japanese language proficiency hinders daily life, there are cases in which local Japanese language classesⁱⁱⁱ offered by municipalities play a role in areas where training conducted by workplaces or management organizations cannot compensate for the lack of Japanese language skills. The research objective of this study is a case study of K-co, which has undergone organizational transformation through the provision of active Japanese language learning support and daily life support to TITs.

III. PREVIOUS RESEARCH

Including TITs, many foreigners who come to Japan face mainly "language barriers," "institutional barriers," and "mental barriers" in their daily lives (Tamura, 2000). Due to many cases of reported abuse of TITs and concerns over the substitution effects of domestic workers for foreign TIs, scholars who depicted employers of TITs as exploitative or hostile (Liang, 2014) were concerned about the negative

aspects of TITP. So, TITs under this policy were unskilled or low-skilled laborers aiming to earn money only and were often marginalized and mistreated with inferior working conditions and even harassment (Kamibayashi, 2015). On the other hand, some companies have stabilized their workforce, achieved organizational change, and even attracted young Japanese people to join by accepting TITs.

First, let us look at studies that view the host company as a place of mutual learning. Yamada (2002) points out the need for two different types of Japanese language education for those who accept foreign residents. One is language acquisition as compensatory education that should guarantee opportunities to acquire a certain level of Japanese language proficiency. The other is mutual learning as social education, in which Japanese and foreigners learn together rather than only foreigners. Yonese also states that mutual learning is a place for cross-cultural understanding and multicultural education and to consider the reconstruction of society for living together (Yonese, 2006). Furthermore, Ogawa (2020) conducted fieldwork at a long-term care welfare facility and summarized issues surrounding communication in the workplace with TITs, pointing out the need to reexamine the role that language education can play for both foreign and Japanese caregivers. Takeuchi (2018), another study of nursing care settings, points out that the creation of an environment conducive to dialogue is necessary not only for foreign caregivers but also for Japanese employees on the receiving end and that it is needed to cultivate the awareness of every one of them as members of the same field who live together in harmony.

Next, look at a study that sees the human relationship between technical intern trainees and Japanese employees as impacting Japanese language learning. Feng points out that a survey of companies that host TITs revealed that relationships with Japanese people within the company are weak, leading to neglect of the TIT's Japanese language learning and a decline in their motivation to learn Japanese, which in turn leads to a severe lack of Japanese language proficiency (Feng, 2013). (Feng, 2013). He also states that there is a need for more opportunities for interaction, which limits opportunities to interact with Japanese people outside of the company. Furthermore, Takamoto (2021) points out that the impact of cultural differences on communication will have to be carefully assessed, and support for both TITs and Japanese staff will have to be provided. In a different industry, Iida points out that a survey of trainees in agriculture suggests that it would be possible to provide Japanese language education that better fits the actual situation by finding out the needs of trainees and Japanese through communication in the workplace where they work together (Iida, 2021). Although there is room to explore further the meaning of having relationships with Japanese inside and outside the company, considering these points, the meaning of having relationships with others inside and outside the company is significant. It is thought to have a significant impact on the

life of TITs. Therefore, we believe it is necessary to clarify how TITs interact with others in the process of participating in the workplace community, as well as the meaning of participation in communities outside the workplace.

Finally, let us look at studies on the presence of Japanese language instructors and counselors at host companies. Nakagawa and Kamiya (Nakagawa et al., 2018) focus on the learning environment and learning attitudes. Through interviews with TITs and those involved in receiving them, they state that the presence of Japanese language instructors and counselors who speak the same native language as the TITs is essential. The importance of building close personal relationships with the people at the receiving organization closest to the trainees" and the importance of mediators, who connect the TITs with the local community and play an essential role in their Japanese language study. The report concludes, "If we promote the discovery of human resources who can mediate between the local community and TITs, we can improve the living and learning environment for them. Michigami, who also analyzed the interactions between TITs and native Japanese speakers at the work site, found that Japanese instructors considered the speech difficulties of the TITs by confirming their understanding. That imperfect speech in language was not a factor impeding communication. (Michigami, 2021). Furthermore, Iida suggests that the presence of TITs in a leadership role is vital for smooth communication between Japanese employees and TITs, based on an ongoing survey conducted in an agricultural field (Iida, 2021).

As another indication of the importance of support for Japanese language education at host companies, Akahane (2013) found that the pass rate for the national examination was higher at facilities where EPA^{iv} caregiver candidates were working if they were actively preparing for the Japanese language and national assessments.

Akatsuka (2008) states that, for the host company, it is sufficient to have developed the ability to communicate regardless of the score on the written test. Furthermore, he argues that the Japanese language at the workplace cannot be learned in a sequential order of introductory, beginner, intermediate, and advanced levels. However, it is necessary to introduce technical terms, related terms, and expressions related to work, regardless of the level. Nakahata (2020) interviewed EPA caregiver candidates, pursued the issue of Japanese communication, and stated that support from the receiving side would solve the problem. Regarding these previous studies, it can be said that the rate of Japanese language use has been high at the sites accepting TITs for some time, and the lack of skills on the part of the instructors has been an issue (Moriya, 2020).

It has also been pointed out that Japanese-language training for TITs, regardless of job type, should promote and support the participation of foreign human resources in the workplace in cooperation with recipient companies (Shinada, 2022). As seen in the previous studies mentioned above, most

of the research on TITs has so far focused on clarifying the actual conditions of them and then discussing what measures should be taken to ensure the success of the apprenticeship system from the perspective of the TITs. Therefore, it is rare to find a study that discusses this system from the viewpoint of the host company and proposes what issues the company side should recognize and how they should respond to them in earnest. Considering the above, although there have been references to the involvement of both TITs and Japanese employees at host companies in Japanese language education, it cannot be said that sufficient consideration has been given to how support and guidance are provided as proactive social actors in the context of the trainee life. In light of the above discussion, it seems significant to consider TITs as Japanese language learners beyond the framework of a classroom and to consider study support at the host company. However, no concrete measures are in place at this time, and they must be formulated as soon as possible (Maruyama 2020).

Therefore, this paper examines the situation that host companies have faced before accepting TITs and their responses to this situation, including survey activities and various preparations. Furthermore, we will conduct ongoing, cross-sectional research on the history of support activities within and outside the companies. As there are concerns about a significant decrease in the working population due to the declining birthrate and aging population, it will be essential to discuss the expansion of the system, the problems that will arise during the process of using this system by the host companies, and the measures to deal with these problems and to obtain suggestions.

IV. THEORETICAL FRAMEWORK

Manage (2007) defines the 7S model as a model of organizational effectiveness used in organizations to analyze the environment to examine whether it is achieving its intended goals. (Mustafa & Dogu, 2018) The 7S model is a holistic approach to the organization of a company, which collectively determines how the company will operate. (Shaqrah, 2018)

Tom Peters and Robert Waterman created the 7S Model while working for McKinsey & Company and by Richard Pascale and Anthony Athos at a meeting in 1978. (Gechkova, T & Kaleeva, 2020) They had been looking at how the Japanese industry had been so booming; around the same time, Peters and Waterman explored what makes a company excellent. The 7S model was born at a meeting of the four authors in 1978. It was later published in Peters and Waterman's "In Search of Excellence" and adopted as a fundamental tool by McKinsey's management consulting firm. The emergence of the 7S framework was preceded by the concept of change management and corporate development strategy, which is often used as a reference by many parties as an appropriate management model. Because it is value-based, it can describe the organizations and individuals holistically and effectively.

According to the model, leaders must consider seven key factors to ensure successful strategy execution. These factors include structure, system, style, stuff, shared values, and skills. These factors are interrelated and influence each other. Barney 1991 said that the 7s assumes the success of companies when they integrate the seven factors. These factors are divided into hard and soft elements. Strategy, structure, and systems are “hard elements,” while style, stuff, skills, and shared values are “soft elements.”

The advantage of 7S is that internal variables measure organizational performance and strategy. However, this theory can only use internal factors from the organization, so no external factors can measure organizational performance or strategy, which is a shortcoming of the 7S theory. The 7S can be seen in the image below:

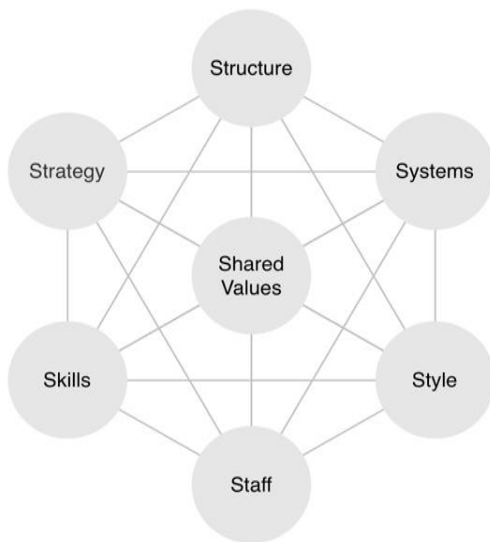


Figure 1 McKinsey's 7S Model

Source: (Free encyclopedia "Wikipedia")

This model has seven frameworks that are differentiated into “hard elements” that can easily be influenced by organizational management and “soft elements” that change based on the conditions of individuals in the organization. The model is used as a theory and tool to analyze the elements that make up an organization. The formula is now known as the 7S theory (Waterman, R. H., Peters, T. J., & Phillips, J. R.,1980).

This study links leaders, language and culture training, and management strategy. The relationship begins with a plan agreed upon by the leader and is then supported by the organizational structure and systems implemented in the organization. Furthermore, the structure and systems follow the leadership style because the leader determines which employees have the skills to execute the strategy. The 7S framework is a diagnostic model identifying the factors necessary for effective strategy execution. As mentioned above, the model is based on the principle that the seven factors are interrelated and must be aligned to improve and optimize organizational performance.

V. CASE PROFILE

K-co is located in Ishinomaki City in Miyagi Prefecture, Japan. It is a family business with a 60-year history. K-co has two main divisions in its operations. One is tracking work, which inspects tracks damaged by daily running trains, restores distorted tracks, and replaces rails and sleepers. The other is civil engineering, which includes railroad road and river engineering. K-co began accepting TITs in 2018, and because railroad maintenance is not in the job classifications, they are received in construction equipment installation.

This study made the following efforts when selecting K-co from five other companies we visited. First, we targeted companies that provide Japanese language learning support to TITs and actively provide learning opportunities to their entire workforce. Another reason is that K-co is an industrial company that maintains railroad tracks and is a subcontractor to a prime contractor. The prime contractor has 14 subcontractors, and 12 of them are small companies with less than ten employees, and the labor shortage is a severe problem. All the employees at some of these companies are over 60 years old, and when they have advertised for new hires, they have received no applicants. They will likely lose their company in five years if they cannot hire workers. So, in response to the wishes of the prime contractor, K-co, a subcontractor, is the first in the industry to accept technical interns and share their experience with other companies in the same industry. Therefore, the case study of K-co is of great reference value to small and hopeful companies also experiencing labor shortages.

K-co drawing on the need to take account of the occupational field in training programs for TITs provided for integration, and having successively addressed the language aspect of work, the communication needs, and the definition of such needs, we have noted several approaches to pinpointing the language skills required for any given occupation. Subsequently, the competencies input, currently used in various training arrangements, leads us to devise skills benchmarks linking language and occupational aspects based on communication situations. K-co sees language as vital because it conditions all the other learning processes. Through this kind of training and support, K-co accomplished organizational improvement.

VI. RESEARCH METHODOLOGY

This study chose an extreme case because such a case deviating from everyday occurrences can reveal insights about normal processes (Yin, 2018). Two primary data sources were gathered and analyzed for this case study—first-person interviews and secondary sources. This study conducted semi-structured interviews with the retired former counselor and the current general manager of K-co. Questions focused on each of the 7S factors. Examples include, “How would you describe K-co 's current business strategy?”; “How would you characterize the culture at K-co?”; and “What prompted the organizational change?”;

“What changes occurred before and after accepting TITs?” Responses were reviewed and interpreted using an independent coding procedure in which (a) assigned content themes to interview responses associated with each of the 7S factors and (b) compared the extent of agreement regarding the nature and importance of the themes. Inter-rater agreement exceeded 90 percent; the remaining discrepancies were resolved through consensus-based discussion. Secondary data sources included web and print-based information and collateral. The secondary research complements the interview results by offering additional insights regarding the nature and importance of the 7S factors and demonstrating the differential relevance of this company's various “hard” and “soft” characteristics.

In the last process of data analysis, the researcher conducted in-depth interviews. The process aims to determine the reasons behind the results of the questionnaire. The results of this interview are also used to explain the root cause analysis.

The research methodology includes four sections below:

(1) The participants

The participants of this study were a manager and a former counselor. The participants would have had substantial time to establish relationships and communicate inter-culturally in the organization. The former counselors mainly discussed their challenges before accepting TITs. The managers talked about the circumstances surrounding the acceptance of TITs, including support for Japanese language learning, cross-cultural contact, and support for daily life after acceptance. In addition, we collected data from the two individuals on the changes that occurred in the company due to hosting TITs.

(2) The research designs

This study used a qualitative research approach. Also, it allows participants to share their experiences and answers across the research process. The qualitative data from the semi-structured interview was also used as it provides standardized information and observation of nonverbal reactions could be used as supplementary information. Questions could also be explained if necessary (Kumar, 2018). Questions for the semi-structured interview, which asked about how they think about Japanese language training at the workplace and how they handle challenges that occur in intercultural communication, were provided in Japanese.

(3) Data collection

The data were collected from June to December 2023. For qualitative data, the semi-structured interview was recorded for the confidentiality and convenience of the participants. The first three interviews were superficial and shallow, but the following three times were more in-depth.

(4) Data analysis

The semi-structured interviews were used to gather information from the interviewees to verify and support the findings. Conceptual content analysis was used to analyze the qualitative data based on the participants' experiences and words. The word categories were coded based on their occurrence from an open-ended question and the semi-structured interview. The results were carefully interpreted from the presence of words and categories to draw generalizations and conclusions from this study. The data from the semi-structured interviews were presented in a descriptive format.

VII. RESULTS AND ANALYSIS

To achieve organizational transformation triggered by this acceptance, it is necessary to change the organization members' perceptions, attitudes, and behavior. This study uses the 7S proposed to analyze what changes took place and how the workers brought about changes in the organization.

A. Structure

The structure is the organizational chart of the company. It includes positions and information about who is responsible for whom. It also consists of the units and employers in the context of dependency and excellence. Structure refers to the organization of the company in terms of leadership, command, accountability, and responsibility (Khan, Taher, and Islam, 2021). Structure is one of the most conspicuous features of a framework change.

In this case, K-co strives to have a structure that supports its strategy and creates a close relationship among all employees to enhance employee and interdepartmental communication, responsibility, and accountability. The borderless structure helps K-co unleash its organizational energy by aligning employees' goals with its long-term strategy. In the case of K-co, accepting TITs and working with people from different cultures in the organization increased the importance of communication, which led to a reform of the organizational structure. The manager says, "We do not need a formal organizational structure as a small local and family-owned company. We need to make a change because of the acceptance of TITs." "The formal organizational structure is important, so we created a system of department managers, section managers, and assistant managers because it is difficult to have a chance to talk with the president and employees" and "We appointed them properly, made examples, and later held meetings to inform everyone about it. In this way, the manager wanted to take the "acceptance of TITs as a trigger" to reform the existing practices and emphasize a system where opinions could be freely expressed "because it cannot go well with a top-down approach, also needs a bottom-up approach" and "I thought it would not be harmful to say one's opinion and point out problems in the company" and worked to create an environment that would facilitate smooth communication.

B. Strategy

Actions a company plans in response to achieve its goals and vision also explain its way of coping with opportunities and threats in its environment. On the other hand, it is a plan developed by a company to achieve sustainable competitive advantage and compete successfully in the market positioning. There is another strategy called a well-aligned strategy, which is an articulated strategy, is long-term, helps to achieve competitive advantage, and is reinforced by a strong vision, mission, and values. The strategy includes a well-articulated business plan that allows the company to create an action plan to achieve sustainability supported by the organization's mission and values (Ali & Anwar, 2021).

K-co implements a strategy that guides the entire company, including top management and employees. Having a clearly defined strategy helps all employees share common goals and follow the company's mission and values while maintaining sight of them. As the manager says, "The company should have a variety of people and take a step to make diversification a strength. "Recently, we hired two people with disabilities. About this, the manager says, "We have taken a step forward in diversifying our workforce because the environment in Japan is changing a lot. If people gradually understand the needs of people with disabilities, newcomers, TITs, etc., employees will become more tolerant." He added, "They will understand things and recognize others. K-co is trying to create a diverse workplace to ensure a workforce that can adapt to environmental changes.

C. Systems

Mallya (2007) found that formal and informal systems help correct the company's daily activities, like communication, control, transportation, and information sharing. According to 7S, a system is how business is done and how it should deal with organizational change. A system refers to the technical infrastructure within the organization that facilitates workflow and decision-making. The procedures and processes determine how business is conducted within the organization. It is the area that managers should focus on during organizational change. The company needs a system that supports connectivity and helps improve individual and organizational effectiveness. It also needs to develop an organizational system that supports the goals of its employees by soliciting and using their feedback on goal clarity to formulate its long-term strategy (Cummings & Worley, 2014).

"One concern is that as the number of TITs increases, we fear employees will divide into two groups. We need to do more events or something like this to prevent such a separation," the manager says. To hold such events, "Now we have a Fellowship, so we will think of events from now on in the Fellowship and try to activate communication among employees or something else." " We are not doing it on someone's initiative. However, instead, we are working to

institutionalize it. "

Furthermore, K-co has enhanced the internal system by "having a meeting once a month, summarizing it in a report, and the next month, talking about the problem-solving exchange ideas and allowing more integration of departments, which can improve trust, mutual interest, and flow of communication. "As a result, "If opinions come up, gathering them becomes smoother and smoother. Regarding human resource development, we also implemented various improvement activities to avoid ambiguous methods. I think it would be better to assign someone from the top to be in charge and teach them properly."

D. Skills

It includes all professional skills, comprehensive knowledge of the company, and how management style and organizational work affect them. The type of skills the institution needs to support its strategies is determined in the 7s model. Skills refer to the competencies and capabilities of the company that help employees perform at their best and achieve their goals for the company's overall success (Cummings & Worley, 2014).

In the case of K-co, it is essential to create peer-to-peer mentoring groups rather than managerial relationships for employees from different cultures to help them adapt to diversity. It facilitates greater flexibility and responsiveness among employees, helps exchange ideas, and allows for greater integration of departments, which can improve trust, mutual interest, and the flow of communication. Employee training at K-co began with the acceptance of TITs and the provision of Japanese language learning support. The manager says, "The attitudes of the Japanese employees gradually started to change by showing them that TIT is a way of learning. After some tended to participate in learning activities, the company bought textbooks specializing in railroads. Everyone copied them. Through this process, Japanese employees started learning activities that led to skill improvement. The learning activities have started, and "more and more employees are participating in study groups for the national exam, which is excellent. It's a good effect. Through learning support activities, the company helps employees acquire specialized knowledge.

E. Style

It expresses the orientation of management and how it should deal with day-to-day problems. Style is the difference between formal and informal management. In the 7s model, management expresses the role of managers and what they do rather than how they spend their time. Style includes the tone and attitude toward work that top management sets through how they interact with other employees and make decisions. The managers must be committed to leadership to facilitate effectiveness, employee engagement, and satisfaction by establishing policies that support collective planning (Shumi & Begum, 2021).

In the case of K-co, one reform of the change in management style can be seen in the shift in the hierarchical relationship. For example, before accepting TITs, the manager says, "The president had a more distant relationship with our employees. "He was a one-man man who dragged everyone along," but "after he accepted TITs, he started to see employees more closely. "There was a significant change. "Accepting TITs is not the only reason for this change. Of course, there are others, but it was a major trigger," the manager added.

F. Staff

It refers to the company's human resources, relationship, motivation management, and loyalty and behavior towards the company. It evaluates the number of employees and how they are recruited, trained, and motivated. The staff refers to all human resources, including the management and the employees. The element deals with the type and number of employees the organization needs and how they are recruited, trained, and motivated. It is essential to hire culturally and morally compatible employees and how well they can cultivate organizational values and work with a team (Cecily D. Cooper, 2017).

Regarding accepting TITs in K-co, "At first, Japanese employees refused, were unaccepting, or had this attitude. But now they say it is essential and admire that we have chosen good people. The manager states, "I think Japanese employees have changed completely. No one complains now, and they are asking us to hire Vietnamese TITs again this year.

In addition, after accepting the TITs, K-co held a study group within the company to support their Japanese language studies. Once a week, they used their free time to study for the Japanese Language Proficiency Test. In addition to management and Japanese employees, various changes can be seen in the "I introduce a Japanese newcomer to work with TITs from the beginning. They have experience of being taught before and are now in a teaching position. Their awareness, attitude, and behavior have changed without them knowing it. "The manager added, "Mid-career Japanese newcomers would ask the Vietnamese questions in the workplace instead of the Japanese colleagues. It is easier to ask the TITs if the newcomer has some questions, even if or because the TITs need to speak better Japanese. "The manager adds, "Since we started accepting TITs, it has become a popular workplace among young Japanese people. In a more diverse workplace, people are becoming more tolerant. "

G. Shared Values

The concepts and values that the company uses to express its vision. Shared values are the central element of the 7S model. Many standards direct the behavior of employees and the activities of the company. These values are measured by changing the values of the company. The shared values refer to the mission, values, and goals that form the organizational

foundation and are essential in aligning all the fundamental elements to sustain an effective corporate design (Wong & Avery, 2008).

The relationship between each element can be explained by understanding that the leadership style will determine the running of the structure and system. This is characterized by the existence of a leader or manager who has the authority of personnel who can help him according to the needs that the organization wants to meet. The skills possessed by the personnel determine the selection of personnel carried out by the leadership. The leader also reviews personnel skills. The elaboration of all these components will drive success in the organization's strategy, which ultimately represents the shared values all components believe. (Nida Khoirunnisa, 2019)

Through K-Co's learning support activities, it became clear that the key to success was sharing values. This action would allow managers to acquire specialized knowledge and spread the tacit knowledge from their personal experiences as formal knowledge throughout the company. The manager says, "Japanese employees are now doing many things independently. everyone is starting to express their opinions about how they want the company to be, how they want everyone to make the rules, or how they want to go out for drinks." "Everyone is starting to be able to do things independently," the consultant explained the change. "Before, everyone just did what they were told," but now "they're starting to think about the organization, and it's amazing. "What brought about this change is that "by accepting TITs, in addition to the various improvements we started to make, we also had to think about working styles and various other things, and we had to do more events to improve communication," and this change in awareness, attitude, and behavior ultimately led to organizational change. That ultimately led to organizational change.

VIII. CONCLUSION

In conclusion, K-co's manager improves and develops S7 elements according to the company's objectives. This model is used to know the strengths and weaknesses in the environment, which creates a balance of the company's activities and improves the overall performance of the company.

SMEs in Japan face a variety of environmental challenges. This study focuses on an SME in rural Japan to illustrate its successful and unique strategy in developing and utilizing TITs and achieving workforce stability. In addition, the 7S framework provides an excellent starting point for analyzing business success and growth requirements. Treating and training TITs as valuable human resources rather than as cheap labor to be temporarily discarded is associated with organizational change. This case study shows that TITs have a high potential to be developed as a strategic resource for Japanese SMEs. The result teaches us that even low-skilled migrant TITs can be diamonds in the rough, depending on

how they are managed and trained.

Through this paper, we obtained the following suggestions:

When using a local Japanese language class, it is easier for TITs to attend if they are involved in a company that provides Japanese language training for them due to various reasons such as poor transportation or busy work schedules. The sooner the host company intervenes, the more influential the regular training will be.

Holding in-house events with TITs and Japanese employees is beneficial for communication and helps build good interpersonal relationships. Since there is a limit to what can be done within the company, active participation in events held by local organizations will help TITs adapt to the local living environment, understand Japanese culture, and increase their desire to learn Japanese. Host companies must maintain the cooperation between the sending and supervising organizations.

Finally, there are several limitations to this paper. First, this study analyzed descriptive data regarding the awareness and behavior of manager and consultant in one company that accepting TITs. However, given the small number of cases, it is necessary to confirm the findings of this study by conducting surveys in more companies and clarifying the support structures and organizational change processes in more detail. Since the organizational change process model of K-co derived from this paper is the result of the analysis of a company's case study in a specific industry in a specific region, generalization decisions must be made cautiously. In addition, research and analysis are needed to expand the range of areas and industries. Second, the interview survey only targeted the manager and consultant of K-co and did not survey employees who were members of the organization. It will be necessary to conduct surveys of Japanese employees and TITs and consider the adaptation process to a cross-cultural society. In the future, we will conduct empirical analysis using quantitative data based on the characteristics of managers' awareness and behavior that influence organizational change obtained from this paper and examine the relationship with management results.

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ⁱ Ginō jishshūsei in Japanese

ⁱⁱ They're the most basic types of Japanese characters and essential parts of the Japanese language, literally the ABCs of Japanese.

ⁱⁱⁱ It has been in place since 2007 and aims to promote Japanese language education by supporting outstanding examples of Japanese language education in local communities, and providing training and research opportunities that will improve Japanese language education.

^{iv} EPA (Economic Partnership Agreement) which started in 2002. This agreement formed a system that enables foreigners to acquire the National qualification of a care worker in Japan.