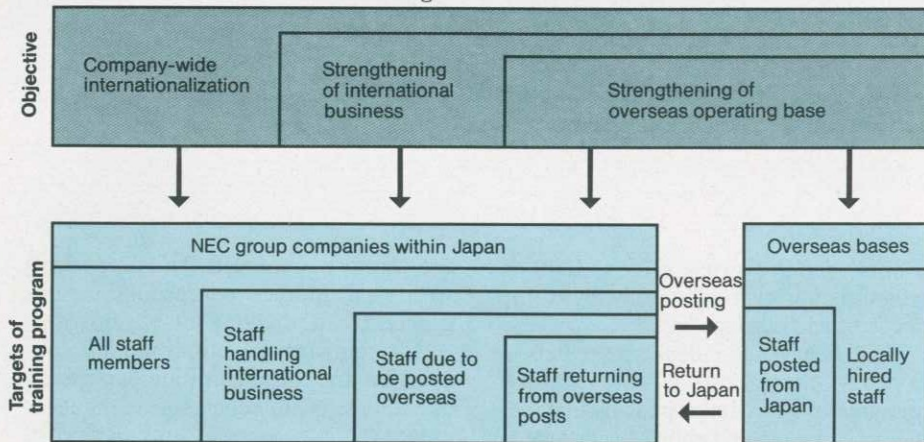


## Outline of International Staff Training



opportunity for NEC to gather valuable feedback from the returning employees, each of whom prepares a report on his/her experience in the country to which he/she was sent.

## (8) Overseas study

NEC also offers opportunities for both domestic and overseas study. In the case of overseas study, some 40 staff are selected each year to study abroad for one to two years. Courses include short-term programs at Harvard Business School, Michigan University Business School or IMD in Switzerland. Some employees also attend domestic programs including courses run by McKinsey Japan or the International University of Japan.

## (9) Overseas operations training

Some 10 employees per year are given the opportunity of on-the-job training in NEC's overseas operating subsidiaries. The training, for periods of one to two years, aims at developing globally minded

staff while at the same time developing the skills of employees who may themselves later be transferred overseas.

## (10) Training for local staff in overseas operations

While programs (1) to (9) are intended for Japanese staff, this program, designed for locally hired staff of NEC's overseas operations, is also extremely important in developing businesses globally. The first such program was held in 1977, when local staff from NEC's overseas subsidiaries were brought to Tokyo for training, to help deepen their understanding of both Japan and NEC's operations and management. Today three courses of 20 people each are held each year in Japan for locally hired overseas management staff. In addition, an English-language correspondence course is available for overseas locally hired staff, giving them an outline of general management, marketing, and finance and accounting.

An English-language publication on management is issued bimonthly for managers overseas.

NEC's overseas subsidiaries also conduct their own in-house staff training programs, while for information of common interest to all subsidiaries in a particular region, unified regional training programs are also held. For example, currently in the United States, basic management training is carried out. In January 1991 in Europe, the first NEC European Managers' Training Course was held, attended by 16 middle managers from 12 local subsidiaries. Not only will this now take place on a regular basis, but NEC plans to steadily introduce other similar training programs for different levels of staff and for the Asian region.

Training carried out by individual subsidiaries is designed to meet their particular needs, and NEC appreciates the importance of strengthening such individual training programs. At the same time, these need to be aligned with training programs common to all subsidiaries in a region and with the training programs held in Japan to ensure an integrated, coordinated approach to staff training. ■

*Shuichi Hayashi is the manager of education in the International Education Division, NEC Institute of Management, Ltd.*

## IBM Japan: Developing the Individual

By Kohji Inayama

IBM has seven management principles which guide our day to day business activities. They are: (1) Respect for the individual; (2) Service to the customer; (3) Excellence must be a way of life; (4) Managers must lead effectively; (5) Obligations to stockholders; (6) Fair deal for the

supplier; and (7) IBM should be a good corporate citizen.

Among these, the one that is directly related to education is "respect for the individual." For IBM, "respect for the individual" means that the company should 1) help each employee to develop their

potential and make best use of their abilities; 2) pay and promote on merit; and 3) maintain two-way communications between managers and employees, with opportunity for a fair hearing and equitable settlement of disagreements.

We believe that one way to help people

to develop their potential to its fullest it to provide as much training as possible. This is why IBM is always making efforts to improve the quality of all of its education programs.

IBM employees are expected to carry out their daily duties based on the seven management principles, and training programs for employees at each level are designed to further their understanding of these principles.

Internal education is centered on on-the-job training (OJT), which is promoted by our managers. From this it is clear that we have to place great importance on improving the skills of our managers.

Compared with a school, where the basic premise is to "teach" students, we face a fundamentally different situation. When dealing with adult learners, if we try to just "teach" in our programs, we will probably invite some resistance. If we can link adult learning with self-development, we can expect better results. With that in mind, off-the-job training can be a place to give an "intellectual shock" to a learner on a periodical basis and provide the motivation for his or her self-development.

## OJT and self-development

Our parent company's basic education policy provides the basis for our educational programs, and within IBM Japan we look at our particular training needs so as to develop and implement programs to meet them. Through the integration of IBM's education policy and programs based on our training needs, which we call the localization process, we can offer the best possible training programs.

The company's education system is outlined in the chart. The main components of our education system are "OJT" and "Self-Development." There are various group learning programs, which act as support programs for the above. I would like to focus on IBM Japan's management and employee development courses, which are offered at each level, starting with new employee training and continuing with senior personnel, staff/manager and executive training.

The training can be divided into four main areas.

First is the teaching of the basics of management at IBM. It is composed mainly of topics that contribute to a greater understanding of the roles and responsibilities of management philosophy, policy, management and management systems.

Second is the teaching of management skills, which is based on organizational theory and behavioral science theory. It is composed of subjects that contribute directly to management skills, such as organizational development, personnel management and planning/control.

Third, broadening the vision of employees, is concerned with the cultivation of conceptual skills that contribute to having a broad outlook and improved decision-making ability.

Number four is concerned with understanding the internal and external business environment, and management goals, issues and concerns. This element is extremely important in terms of gaining management understanding and consensus so that the company's business strategy can be effectively implemented at every management level.

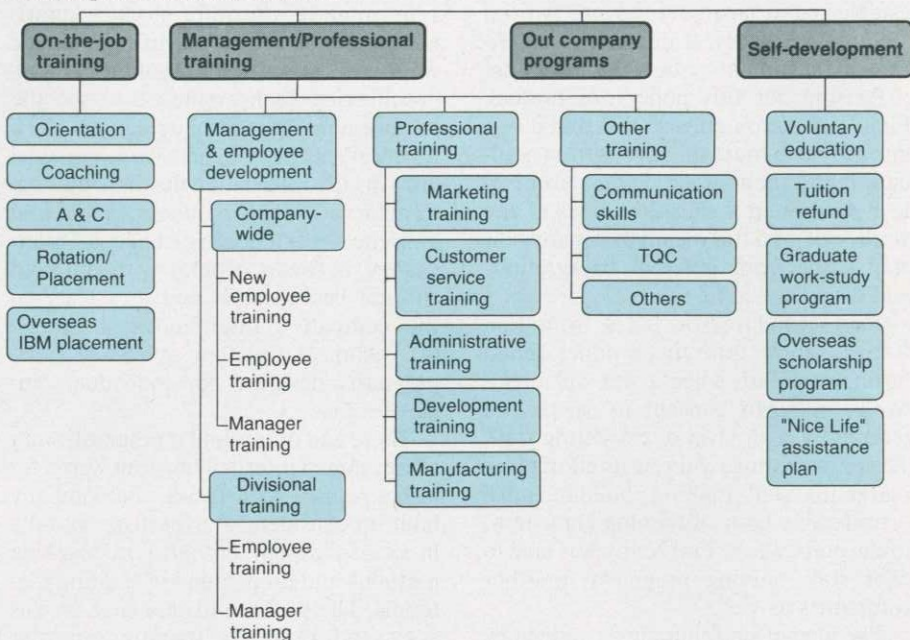
When faced with making a decision on what to choose from among these extensive areas, we have to look at the management development needs of each level and the business environment, business goals and personnel environment.

## Duties and perspectives

There are two development programs for new management which are designed to equip them with the skills required to perform their duties in the shortest time possible. They are called "NMS" (New Managers School) and "NMS F/O" (New Managers School Follow-on). New managers participate in NMS within 90 days of being promoted. The main points covered are management's responsibilities and roles, the management process and the various personnel programs. On the other hand, NMS F/O is to be taken after the manager has had about six months of managerial experience, and covers leadership theory and communication theory. It is intended that managers will master the theoretical basis of management.

New middle managers are expected to participate in MMS (Middle Manager

IBM Japan's Education System



School) within 180 days of being promoted. The curriculum contributes to reinforcing the recognition of the duties and responsibilities of a middle manager, particularly as they relate to organization management, broadening management views and perspectives, and strengthening decision-making ability.

Those who have completed new manager courses join other experienced managers in the yearly AEMT (Annual Experienced Management Training) course to be updated on the changing business environment, so that they can plan how they will vitalize the organization according to their level of manage-

ment. From this perspective, the two complementary elements, general business management and people management, will continue to be integrated into a single curriculum. By doing this, we can avoid the separation of the classroom from the real world, not making the mistake of concentrating on theory at the expense of what is actually happening in the real-life environment. The AEMT program curriculum covers people management skills improvement and is revised yearly in order to deepen understanding of the following areas: internal/external environment, business plan and personnel environment/policies, and to broaden

management views and perspectives.

Management training will undoubtedly be recognized more and more as a useful management tool, and it will have to be responsive to changing trends both in business and society and sensitive to the internal/external business environment. We have to look at the above factors and people's changing values on a constant basis to develop programs that reflect the real world. ■

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## Fuji Xerox: Marketing Know-how

By Kenta Munakata

The development of Fuji Xerox as one of the most successful joint ventures ever established in Japan derives largely from a consistent policy of dedicating significant management resources to training.

Reasons for this policy are twofold. First, Fuji Xerox grew so fast that it was impossible to meet staff needs from graduate recruitment alone. People also had to be recruited from other areas of the work force, and this meant that many new staff came from different backgrounds and corporate cultures.

The second reason dates from Fuji Xerox's entry into the product rental business in 1962, when it was still a relatively unknown concept in Japan and required a high level of marketing staff. The entire company threw its efforts into marketing staff training, building up a considerable body of training know-how, to the point where Fuji Xerox was able to offer staff training programs to other companies as well.

The kind of staff training developed by

Fuji Xerox is mainly focused on four program areas: (1) marketing training, to help employees acquire product knowledge and marketing skills in a systematic way; (2) structural revitalization training, encouraging each employee to see the achievement of company targets as a function of his or her own personal growth; (3) internationalization training to achieve a deeper understanding and awareness of the importance of interchange between peoples with different cultural backgrounds and its effects on the company's international business; (4) technical training, involving video programs designed for individual employees' use.

These and other similar programs were all developed internally by Fuji Xerox for in-house use. As a result, the company built up considerable expertise, not only in course design but also in teaching methods and preparation of training materials. The decision to capitalize on this asset and make its training expertise

available to other companies led Fuji Xerox to take its first step into the staff training industry in 1982.

### Tailored products

In September 1989, in order to offer more timely service and develop flexible products more efficiently tailored to clients' needs, Fuji Xerox spun off its staff training division into a separate company, Fuji Xerox Learning Institute Inc.

The main product in Fuji Xerox's corporate training lineup, the Professional Selling Skills (PSS) program, was launched in October 1982. PSS was originally developed by a subsidiary of U.S. Xerox Inc., Xerox Learning Systems (now Learning International). It has more than a 20-year history of sales in the United States, and is now available in 12 languages and 58 countries worldwide.

In introducing PSS into Japan, Fuji Xerox spent 18 months preparing a Japanese version and carrying out trial semi-