

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-



nars involving some 400 employees at 35 companies in different fields, to ensure that the program fully reflected the needs of Japanese companies in training marketing executives.

Other programs developed independently by Fuji Xerox and very popular in Japan include HOD (Human and Organization Development) and AMP (Active Management Program). HOD, based on the view that an organization is only as effective as the individuals of which it is comprised, aims to develop the organizational structure by leading individual employees to renewed self-discovery and reactivated personal growth. This program is an excellent example of a training course developed by Fuji Xerox over long years in response to its own corporate culture development needs.

AMP, on the other hand, aims to train leaders who can galvanize the ability of their members into a joint force for achieving corporate targets through their own constructive ideas and energies.

The main feature distinguishing Fuji Xerox's programs from those of other training facilities is the fact that Fuji Xerox's approach has been developed in a spirit of on-the-spot improvisation and trial and error over many years, and is the result of long in-house experience at a considerable cost in resources and funds.

For example, in the field of quality control (QC), Fuji Xerox has developed and markets a wide range of video training materials including the 12-tape QC Seminar Basic Course, the four-tape QC Circle Activation Series, and the 12-tape Practical QC Course for Middle Managers. Fuji Xerox itself received the Deming Prize for QC in 1980, and it was from this actual

in-house experience that the current series of video training materials was born. Another example is the company's technical training programs for individuals, such as Unix, Computer Programming, and Personal Computer Technology, all of which derive from programs developed for internal technical training within Fuji Xerox.

Need for sensitivity

Taking another example from internationalization training, an international joint venture such as Fuji Xerox requires staff with the necessary language skills and international sensitivity to carry out its business in an international environment. Fuji Xerox was thus obliged from a very early stage to develop a wide range of training programs designed to systematically develop such personnel. Not only that, but from the mid-1970s, Fuji Xerox's position within the world group of Xerox companies changed dramatically, as its overall responsibility in the fields of new product development, production and sales increased.

Personnel exchanges increased significantly as activities such as product development, design, production and sales became increasingly multinational, and Fuji Xerox found its existing foreign language training and local area study programs no longer adequate to meet its personnel needs. The company therefore hastened development of new short-term and medium-term training programs designed to maximize language capability by providing staff with the basics necessary to handle actual on-the-job communication and meet the company's

immediate practical needs. The programs thus developed were then incorporated into the company's Intercultural Communication (ICC) program, which has attracted considerable interest as an internationalization training program.

A key consideration in any educational program is to make it 'stick,' to ensure that the skills acquired during the program are maintained. In the case of a business training program, the skills acquired on the program must be put into effect when the employee returns to the workplace. Often on their return to work, employees fail to apply the skills acquired or understood during the training program, and even if the skills are initially applied, over time the impact of what was learned may be whittled away—meaning that the course in the end was a waste of time and money.

For this reason, some method is needed to ensure that the results of the training program 'stick.' Fuji Xerox is acutely aware of the importance of this requirement, and no program is designed without first considering this need.

As the world moves more and more into an information-intensive era of intellectual production, corporations will increasingly need the creativity of individual employees in order to successfully compete. How to promote this individual creativity will become a critical theme. At the same time, as the pace of globalization in business grows, companies will increasingly require employees who can win respect and support in any country—again people with a healthy sense of individuality.

Aware of this need, Fuji Xerox in September 1990 established a research and development team charged with the task of studying this issue to see how the company's actual training programs can best reflect and foster this respect for individuality. Also, as part of the company's long-term management vision for the 21st century, Fuji Xerox aims to become a human resources development think tank by the turn of the century. ■

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