未来を創造する組織マネジメント
―違いを価値に変える６段階理論―

Organization Management for Generating the Future:

Six-Stage Theory of

"Turning Differences into Value"

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未来を創造する組織マネジメント—違いを価値に変える6段階理論—

■概要

　未来を創造する組織マネジメントの全体像と特徴は下の通りである。

　①国内外における異文化社員[1]の活用について過去12年以上にわたる実務経験に基づく知識を理論化し、**ダイバーシティを価値に変えるためのプロセス**を提示。

　②同質性の高い組織が**異質性をとり入れる**ことにより、違いを価値に変え、変化を創造する組織となっていくための具体的な方法論。

　③**「理解」「信頼「提案」「展開」「深化」「文化」**の6段階からなる。

　④段階間の変化としては**「①異文化社員の適応」「②ラインマネジメントの高度化」「③制度による創造促進（知識移転)」「④制度の高度化」「⑤組織変革」**の5つからなる。

　⑤縦軸の**学習理論（適応学習と創造学習）、横軸の調整理論（公式化調整と社会化調整）**の2軸から構成されるフレームワークである。

　⑥「事業戦略や人事部門により設計された人事制度の職場における執行者であること」「適応と創造、公式化調整と社会化調整という、管理と支援、組織制度と組織規範というそれぞれ相反するものを束ねることが求められること」「それらを束ねるに際し、段階により使い分けることが求められること」という3つの理由により**ラインマネージャーの役割**が重要視される。

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[1] 文化とは考え方、感じ方、行動の仕方のパターンであり、集合的に人間の心に組み込まれるもの。国籍、地域、民族、宗教、言語、性別、世代、社会階級等のレベルがある。本理論においてはこれらのレベルが組織と異なる人材のことを「異文化社員」としている。

Organization Management for Generating the Future: Six-Stage Theory of "Turning Differences into Value"

■Overview

The characteristics of Organization Management for Generating the Future can be summarized as follows.

(1) Knowledge based on over 12 years of practical experience is developed into a theory concerning the utilization of cross-cultural employees[2] in Japan and overseas. **The process of turning diversity into value** is shown.

(2) Based on **the integration of heterogeneity** by highly homogeneous organizations, a specific methodology is set forth for turning differences into value and developing organizations that support this method.

(3) There are six stages: **"Understanding", "Trust", "Suggestion", "Development", "Deepening" and "Enculturation"**.

(4) There are five changes between these stages: "**(1) Adaptation of cross-cultural employees", "(2) Adaptability of line management", "(3) Transference of knowledge", "(4) Adaptability of system", and "(5) Organization innovation"**.

(5) The framework is composed of two axes: **learning theory** (adaptive learning and generative learning) and **adjustment theory** (formal adjustment and social adjustment).

(6) Three reasons are given to **the importance of the line manager**:
1. At the workplace, the line manager is the executor of the personnel system that has been designed by the human resource department based on business strategies.
2. There is a need to tie together the contradictory elements of: adaptation and creation + formal adjustment and social adjustment; and management and support + organization system and organization norms.
3. When tying together these elements, it is necessary to have separate types of uses based on the stage.
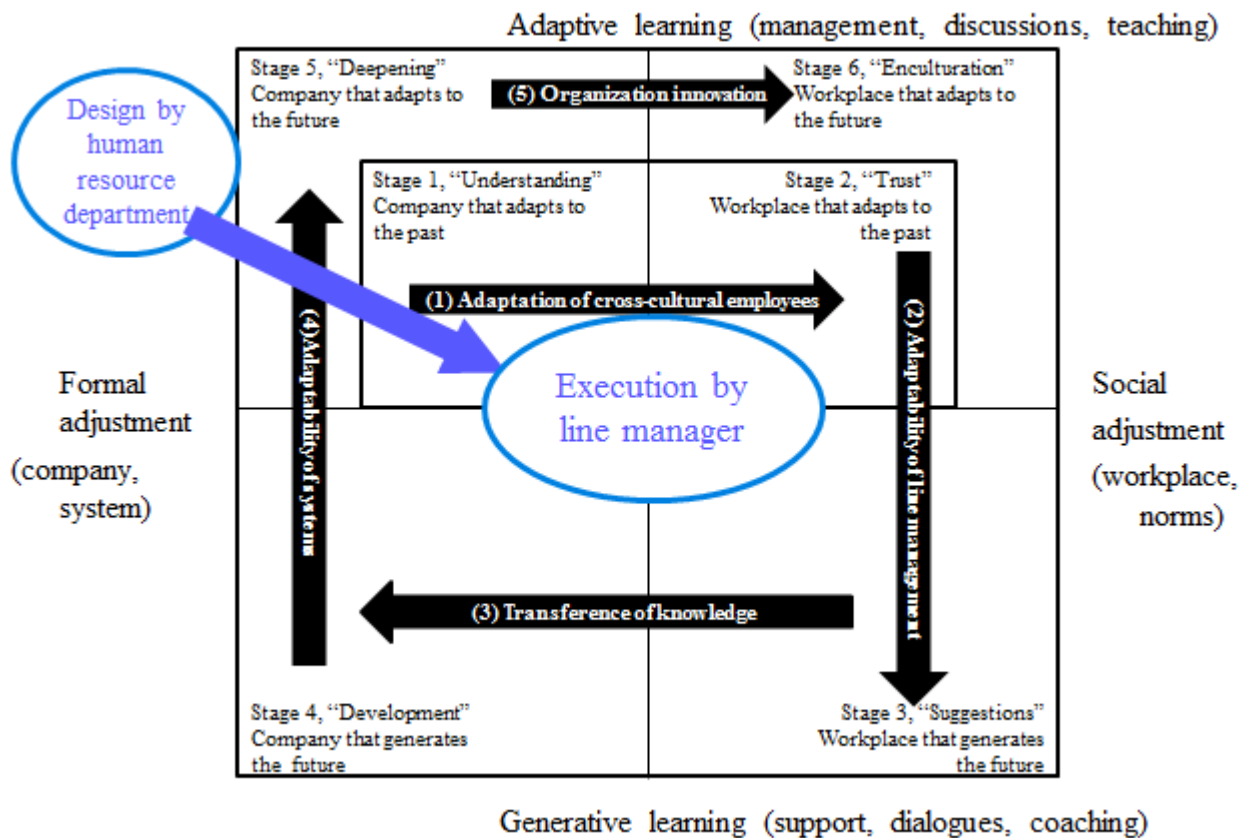
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[2] Cultures are patterns of thinking, feeling, and acting, which are collectively shared with people who are within the same social environment. There are layers of cultural level like national, regional, ethnic, religious, linguistic, gender, generation and social class. In Six-Stage Theory employees whose cultural levels are different from the organization are defined as "cross-cultural employees".
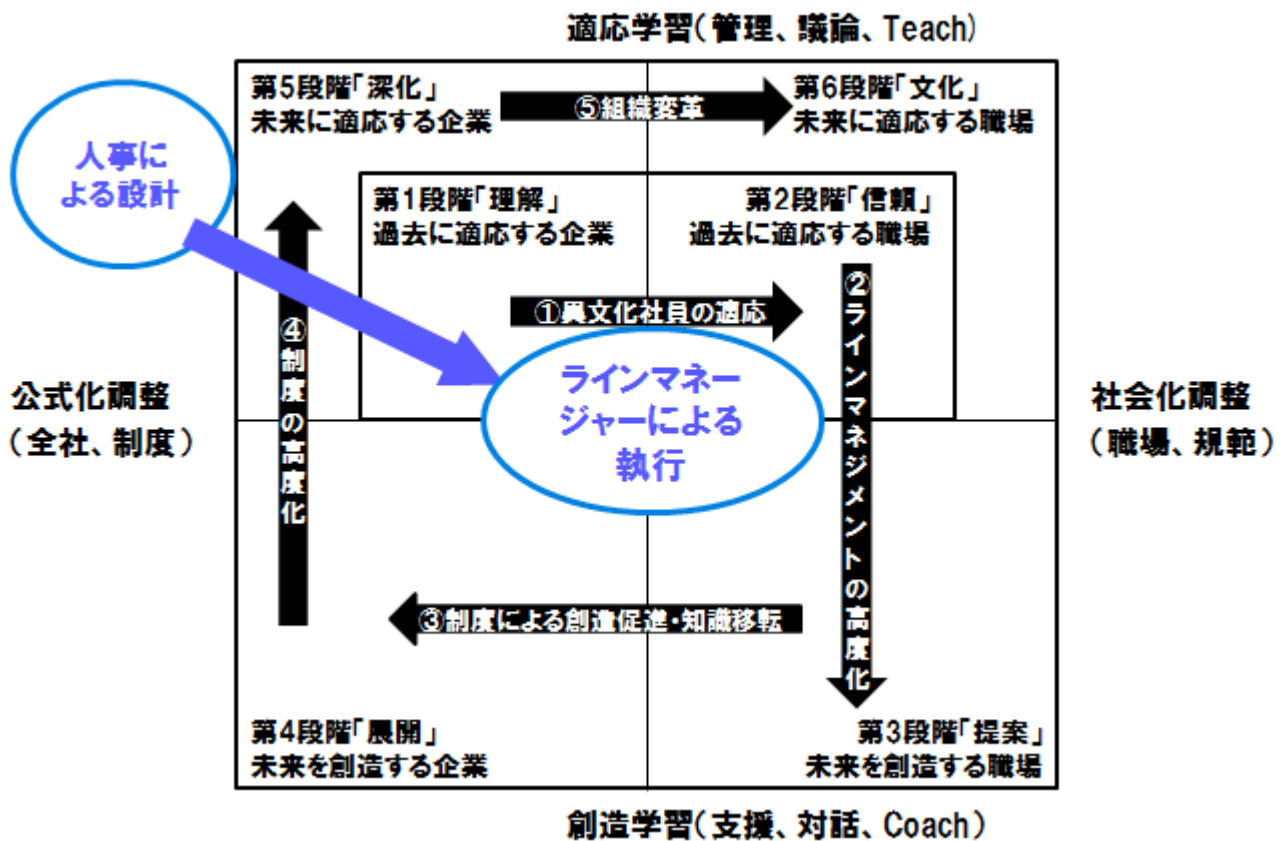
＜図表1. 未来を創造する組織マネジメント―違いを価値に変える6段階理論―の全体像＞

段階	特徴
理解	まずは自社制度について必要最低限の理解を得ることを目的とする段階。
信頼	上司の指示通り仕事を進めることが求められる段階。
提案	上司と異文化社員が互いに議論と対話を通じ、提案し合える段階。
展開	特定の職場において上司と異文化社員が互いに議論と対話を通じ、提案し合えている状態を人事制度や社内情報システムにより、企業全体に展開する段階。
深化	自社制度について理解を得ることを目的としているが、新たに受入れる異文化社員に対しては第1段階と比べ日本人社員を含め出身国による違いはなくなっていくなど、制度が異質性に対してより適応的になる段階。
文化	日本人社員を含め出身国による違いはなくなっていくなど、異質性に対してより適応的な組織文化になる段階。

＜図表2.「理解」「信頼」「提案」「展開」「深化」「文化」の6段階＞

Adaptive learning (management, discussions, teaching)

Stage 5, "Deepening"
Company that adapts to the future

(5) Organization innovation

Stage 6, "Enculturation"
Workplace that adapts to the future

Design by human resource department

Stage 1, "Understanding"
Company that adapts to the past

Stage 2, "Trust"
Workplace that adapts to the past

(1) Adaptation of cross-cultural employees

Execution by line manager

Formal adjustment (company, system)

(4) Adaptability of systems

(2) Adaptability of line management

Social adjustment (workplace, norms)

(3) Transference of knowledge

Stage 4, "Development"
Company that generates the future

Stage 3, "Suggestions"
Workplace that generates the future

Generative learning (support, dialogues, coaching)

<Chart 1. Organization Management for Generating the Future: Six-Stage Theory of "Turning Differences into Value">

Stage	Characteristics
Understanding	Aimed at obtaining the minimum necessary understanding of company policy.
Trust	Requires that work is carried out as directed.
Suggestions	Bosses and cross-cultural employees can make suggestions through discussion and dialogue.
Development	A situation where bosses and cross-cultural employees make suggestions to each other through discussion and dialogue. This is developed and distributed throughout the company, through various media and processes, using personnel and in-house information systems.
Deepening	The system of the organization becomes more tolerant of heterogeneity compared to stage one. Differences based on national origin become a non-issue.
Enculturation	The culture of the organization becomes more tolerant of heterogeneity compared to stage two. Differences based on national origin become a non-issue.

<Chart 2. The Six Stages>

段階間の移動	内容
①異文化社員の適応 （「理解」から「信頼」へ）	異文化社員が組織（企業）の制度や規則を理解し、職場環境および業務プロセスへ適応を果たす。
②ラインマネジメントの高度化 （「信頼」から「提案」へ）	職場においてラインマネージャーと異文化社員の間で仕事を進めるにあたり必要とされる信頼関係を醸成し、その上で議論と対話を通じ、提案をし合えるような関係に導く。
③制度による創造促進・知識移転 （「提案」から「展開」へ）	職場においてラインマネージャーと異文化社員の間で議論と対話を通じ、提案をし合えるような関係を人事制度や社内情報システムにより、企業全体に展開し、あわせて知識移転を促進する。
④制度の高度化 （「展開」から「深化」へ）	制度による創造支援、知識移転を行なっていくことにより、新たに受入れる異文化社員に対しては日本人社員を含め出身国による違いはなくなっていくなど、より適応的な制度になっていく。
⑤組織変革 （「深化」から「文化」へ）	新たに受入れる異文化社員に対しては日本人社員を含め出身国による違いはなくなっていくなど、より適応的な職場となり内外の変化に対応/変化を創造する新たな組織風土が醸成される。

＜図表 3. 段階間の移動＞

以上

Transition between stages	Details
(1) Adaptation of Cross-cultural employees (from "Understanding" to "Trust")	Cross-cultural employees learn the organization (company) systems and rules. They adapt to the workplace environment and processes of operation.
(2) Adaptability of line management (from "Trust" to "Suggestions")	As line managers and cross-cultural employees carry out work together, the necessary relationship of trust is developed. This leads to a relationship where they can make suggestions to each other through discussion and dialogue.
(3) Transference of knowledge (from "Suggestions" to "Development")	A relationship in which line managers and cross-cultural employees can make suggestions to each other through discussion and dialogue is developed throughout the company based on the personnel and in-house information system. This promotes the transfer of knowledge.
(4) Adaptability of system (from "Development" to "Deepening")	As transference of knowledge is facilitated by personnel and in-house system, the more it becomes adaptable. National origin becomes a non-issue from a company process point of view.
(5) Organization innovation (from "Deepening" to "Enculturation")	The workplace becomes more adaptable. A new organizational culture is developed when internal and external influences are handled appropriately. National origin becomes a non-issue from organization culture point of view.

<Chart 3. Changes between the Stages>

END

<div align="center">**＜補足説明＞**</div>

■「適応学習と創造学習」「公式化調整と社会化調整」の２軸

　違いを価値に変える「理解」「信頼」「提案」「展開」「深化」「文化」の 6 段階と、「①異文化社員の適応」「②ラインマネジメントの高度化」「③制度による創造支援・知識移転」「④制度の高度化」「⑤組織変革」という 5 つの変化を構成するフレームは学習理論と調整理論からなる。組織学習は適応学習（既存のパラダイム内における、具体的職務、規則、構造のコントロールの範囲内に留まる受動的な学習）と、創造学習（パラダイム転換や、未来志向の創造を伴う能動的な学習）の２種類に分けられる。それぞれにおいてマネージャーに求められる役割は大きく異なるため、ここでは以下の通り定義をする。

　　＜適応学習と創造学習におけるマネージャーの役割定義＞

・適応学習におけるマネージャーの役割

　管理をする、というアプローチ。既に顕在化している課題をディスカッション（議論）により更に明確にし、階層とシステムを通じて、最大の効率、合理性、利益を追求し、最強の結果を目指す。部下に対しては教える(Teach)というスタンスで臨み、評価には客観性が高い指標や結果を用いる。

・創造学習におけるマネージャーの役割

　支援する、というアプローチ。潜在的な課題をダイアログ（対話）により明確にし、人と企業文化に訴えかけることを通じて、最大の目的である創造を追求し、最高の結果を目指す。部下に対しては引き出す（Coach）というスタンスで臨み、評価には主観性が高い行動や過程を用いる。

<div align="center"><Supplemental Explanation></div>

■ The two axes of "adaptive learning and generative learning" and "formal adjustment and social adjustment"

This framework consists of six stages: Understanding, Trust, Suggestions, Development, Deepening, and Enculturation. Each stage has a transition phase based on the learning and adjustment theory: (1) Adaptation of cross-cultural employees, (2) Adaptability of line management, (3) Transference of knowledge, (4) Adaptability of system, and (5) Organization innovation.

Organization learning can be divided into two categories:
・Adaptive learning - Passive learning that remains within the scope of specific job duties, rules, and structural controls within an existing paradigm.
・Generative learning - Active learning accompanying paradigm changes and future-oriented creation.

The roles required of managers differ greatly for each type of learning. They are thus defined as follows:

<Roles of managers in adaptive learning and generative learning>

• Role of managers in adaptive learning

A management approach. Issues that have already been exposed are further clarified through discussion. The maximum efficiency, rationality, and benefit are pursued through hierarchies and systems and the strongest results are sought. Managers take the stance of teaching subordinates. Highly objective indicators and results are used for evaluation.

• Role of managers in generative learning

A supportive approach. Potential issues are given further clarification through dialogue. Creative approaches and solutions are the top objective and highly valued. This is achieved through and facilitated by in-house personnel and corporate culture. The best results are sought. Managers take the stance of coaching subordinates, and highly subjective actions and processes are used for evaluation.

適応学習にせよ創造学習にせよ、これらを推進する際のアプローチのことを「調整」という。そしてここでは調整を、全社を対象とするような人事制度を「公式化調整」、職場で求められる振る舞いなどの規範を「社会化調整」とし、双方の観点から見てくこととする。本稿では公式化調整を「個人が組織の構成員であるために必要とされる知識、行動、アウトプットに関する規則や基準を制度として標準化・文章化し、その基準・制度に合わせること」、社会化調整を「個人が組織の構成員であるために必要とされる組織の価値観を教育・儀式・慣行や人的交流を通じ共有し、納得の得られた状態にすること」としたうえでそれぞれにおけるマネージャーの役割を以下のように定義する。

＜公式化調整と社会化調整におけるラインマネージャーの役割定義＞

> ・公式化調整におけるラインマネージャーの役割
> 　採用・活用・評価・報酬・処遇・人材育成・福利厚生等、人事マネジメント全般にかかわるものであると同時に、各種手続き等の規定も含まれ、個人がその基準・制度に合わせること。全社を対象とした施策については人事部門が企画するが、各職場における実施についてはラインマネージャーが担う。
>
> 　・社会化調整におけるラインマネージャーの役割
> 　組織の構成員であるために必要な組織の価値観を教育・儀式・慣行や人的交流を通じ共有し、個人が納得の得られた状態にすること。全社を対象とした社内イベント等については人事部門等が担うことがあるが、基本的には各職場のラインマネージャーがその担い手となり、主に OJT を通じて行われる。

For both adaptive learning and generative learning, the approach when promoting learning is called "adjustment". Personnel systems that target an entire company shall be referred to as "formal adjustment" and norms such as behavior that is required at a workplace shall be referred to as "social adjustment". Here, adjustment will be viewed from both perspectives.

In this document, formal adjustment is defined as "standardization and documentation for systems that defines the rules and standards regarding the knowledge, behavior, and output that is expected of an individual in order to be a member of an organization". Social adjustment is defines as "An individual's ability to share the values of an organization through education, rituals, customs, and human interaction; thus creating a situation in which acceptance is obtained.

Based on this, the roles of managers are defined for each type of adjustment.

<Roles of line managers for formal adjustment and social adjustment>

• Roles of line managers for formal adjustment

Line managers have individuals conform to standards and systems, including rules for various types of procedures. This includes elements related to human resource management, such as: recruitment, utilization, evaluation, compensation, treatment, human resource development, and benefits. The human resource department makes plans regarding measures targeting the company overall, while line managers handle implementation.

• Roles of line managers for social adjustment

Line managers share values that are necessary for being a member of the organization through education, rituals, customs, and human interaction. This creates an environment that promotes the acceptance of individuals. The human resource department sometimes oversees in-house events targeting the entire company, while line managers basically serve as the implementers of such events and mainly carry out their roles through OJT.

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日本企業のグローバル展開を組織・人材マネジメントの側面から支援をしている。
厚生労働省、文部科学省ほか政府関係機関の有識者会議座長・委員、大学院講師なども務める。
日本語、英語、中国語の3カ国語でインタラクティブな研修を行うほか、これまでに140以上の寄稿をしており、日本・中国・シンガポールを軸に外国籍社員の活用を価値創造に変えるためのプロセスを提示した「未来を創造する組織マネジメント ―違いを価値に変える6段階理論―」の普及に努めている。明治大学大学院修了。

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Tatsuya has significant experience in the areas of HR/organization and diversity management, specifically within the context of Global business. He has been involved in many human resource projects for multinational companies, public sectors, and universities. He is a graduate school lecturer and a commissioner of the Japanese government (Ministry of Health, Labour and Welfare / Ministry of Education, Culture, Sports, Science and Technology). Tatsuya has written more than 140 articles and given lectures on HRM/HRD.

In his time at Pasona tech, he held various management positions, including the department manager of Global Business Consulting Dept., China Business Consulting Dept., and the director of the subsidiary company in China. Prior to joining the HR consulting industry, he worked for a global SCM trading company.

He advocates his own six-stage theory of how to turn difference into value. Knowledge and practical experience over last 12 years has developed into a theory capitalizing on the influx of cross-cultural talent in Japan and overseas. So far this concept has spread to China and Singapore with prospects of expanding further.

He graduated from Meiji University (MBA) in Tokyo, Japan and has intensive training experience at Xi'an International Studies University, China. He is also proficient in English and Chinese.

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