



Making stickers

Isetan Soleil Co., Ltd

(株)伊勢丹ソレイユ



Stamping



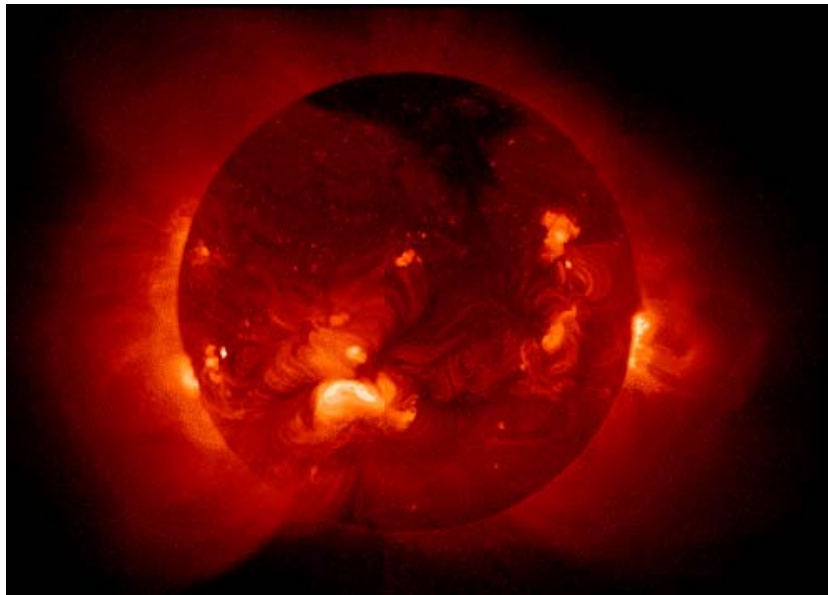
Making gift boxes



Sticking ribbons

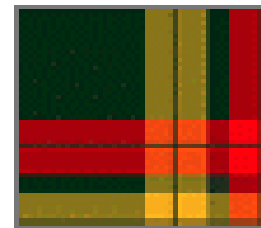
Isetan Soleil Co., Ltd

“Think in a customer-oriented way,
and provide services more than expected.”



- Masakuni Shioden,
President/Representative Director

Isetan's Efforts to Employ Persons with Disabilities before Establishment of the Special Subsidiary "Isetan Soleil"



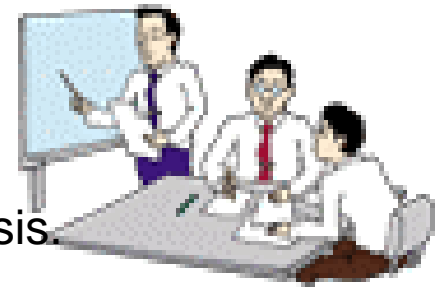
- Project team for employment of persons with disability was organized and started its activities in the 1980s, with initiatives of the Departments of General Affairs and Personnel.
- In 2000, awarded by the Tokyo Governor
- In 2002, awarded by the Minister of Labour

Persons with disabilities were playing a key role in product management, filing, clerical processing, telephone operation, input and output of data using computers, drawing of sales floor plans, health keeper, organizing backyard deliveries and storage control, making business cards, sorting mails, etc.

Transition of Employment Rate in the Isetan Group

	2004 Jun.	2004 Dec.	2005 Jan.	2005 Jun.	2007 Jun.	2007 Dec.
Full-time employees	10,058	10,030	Isetan Soleil was established	9,993	9,842	9,776
Legally required number of employees with disabilities	181	180		179	177	173
Employment rate of persons with disabilities (%)	1.72	1.77		1.72	2.00	2.09
Physical disabilities (severe)	43	43		43	36	35
Intellectual disabilities (severe)	12	15		12	30	33
Physical disabilities (mild)	42	41		41	38	40
Intellectual disabilities (mild)	18	18		18	24	25
(Short-time) Severe physical disabilities	3	3		3	2	2
(Short-time) Severe intellectual disabilities	0	0		0	0	0
(Short-time) Mental disabilities	0	0		0	0	0
Mental disabilities	0	0		0	1	1
Total employees with disabilities (Pts)	173	178		172	197	204

History



- Jun. 2004 Started from the manager's sense of impending crisis.
- Oct. 2004 One employee was assigned to general affairs through personnel changes. (The post of president was held concurrently by the head of the personnel department of the headquarters)
- Dec. One employee in charge of guidance/instruction was selected through internal recruitment.
- 2005 Jan. 10 persons with disabilities started trial employment.
One person, who have experience of job coaching, was hired.
- 2005 Mar. Approved as a special subsidiary
Became a member of the Isetan Group.
- 2007 Mar. Number of employee exceeded 20 persons.
One instructor was hired.
- ~2008 16 more persons were hired.
The working site expanded 2.5 times.

Employment Situation of Persons with Disabilities in Companies

- Why do companies employ persons with disabilities?



Because...

- a company has social responsibility.
- a company can appeal its social contribution activities.
- a company wants to avoid levy and administrative guidance.
- workforce is lacking.
- persons with disabilities have higher abilities.

- Why employment of persons with disabilities in companies is not promoted?

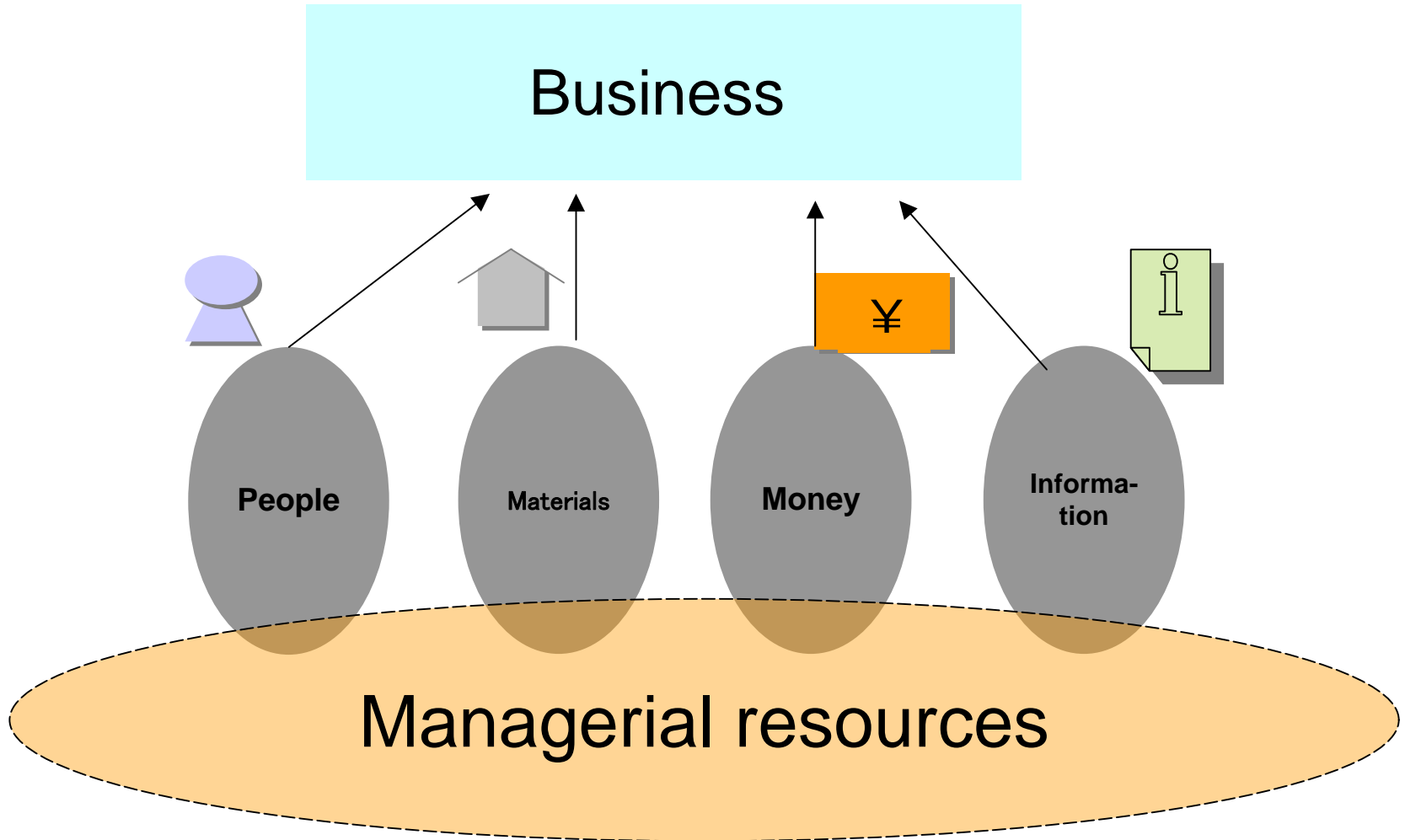


Because...

- recognition of disabilities (persons with disabilities) is lacking.
- work suitable for persons with disabilities is lacking.
- Employees without disabilities expected employees with disabilities to substitute their job.
- there is lack of know-how on management and training of persons with disabilities.
- there is a concern for deterioration of total productivity.
- consciousness to observe the laws is low.

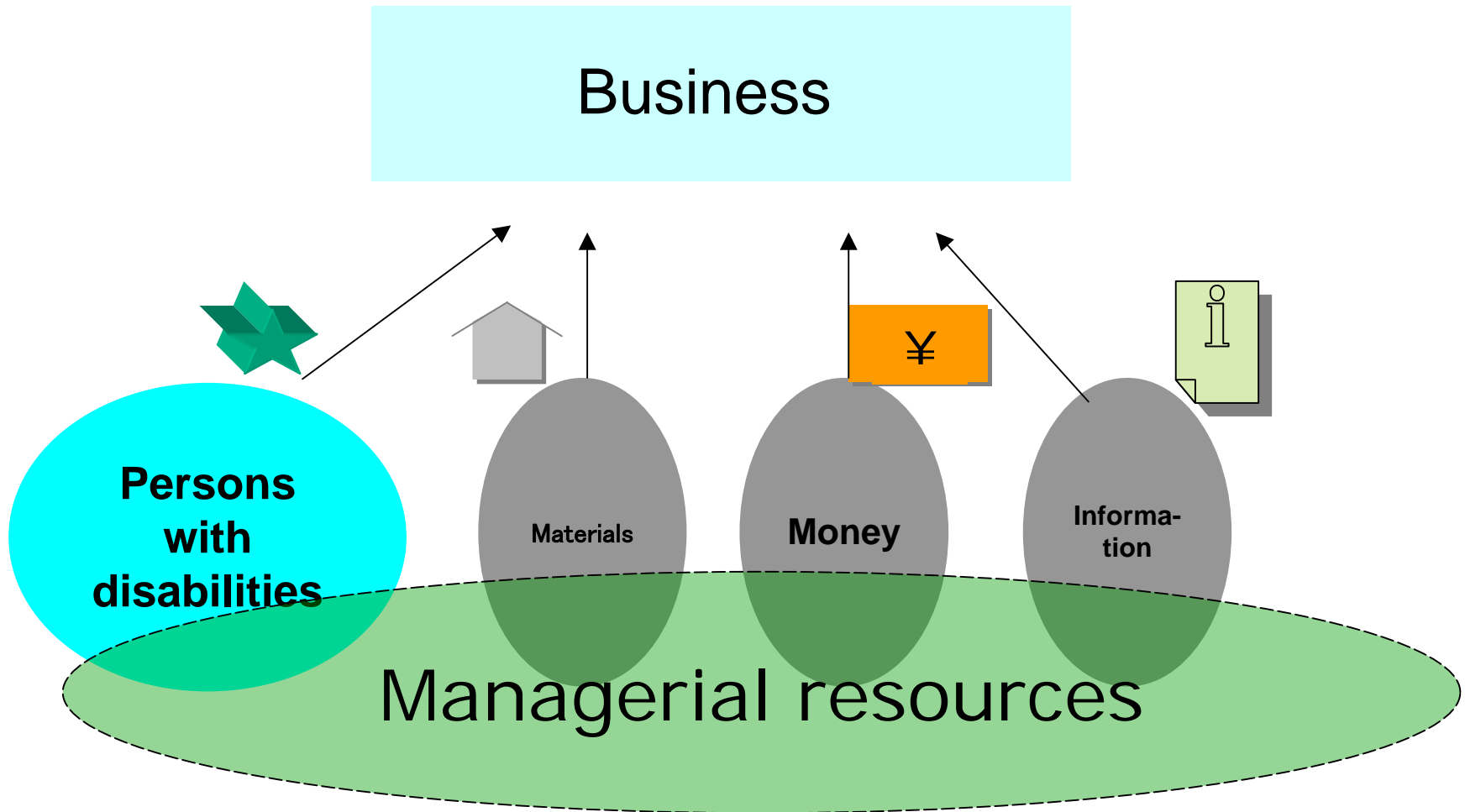
Viewpoint of Corporate Management

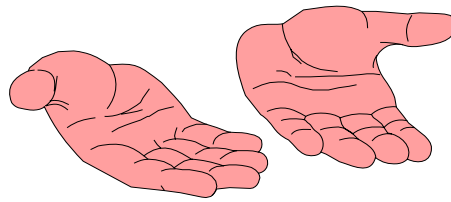
- Regular corporate management = In order to achieve a certain business objective, select and concentrate managerial resources.



Shift in the Viewpoint of Corporate Management

- Employment of persons with disabilities = Human resources consist of persons with disabilities. Start with the managerial resources with specified condition and then decide what business to do.





Business Development → Work Sharing

Taking advantage of individual abilities

©Creation → Persons without disabilities

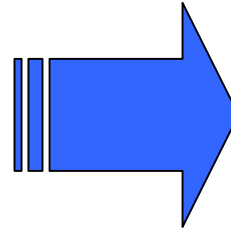
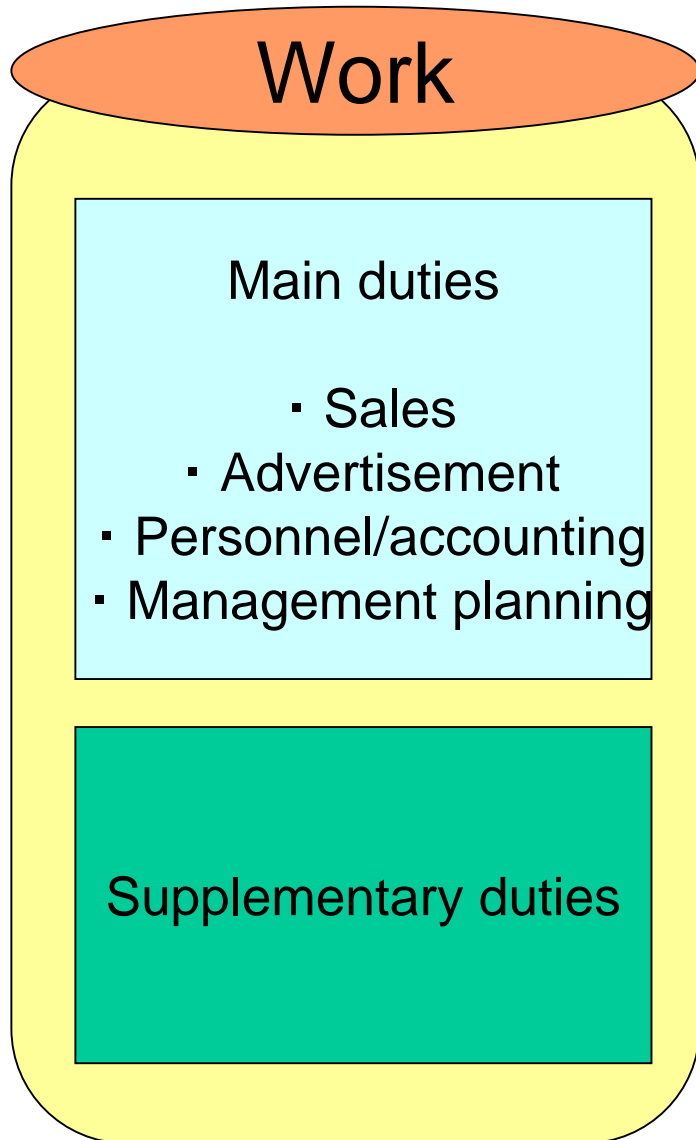
- Instant reaction to changes
- Creativity
- Long-term prospect

©Work → Persons with disabilities

- Simple and repetitive routine
- Accuracy
- Endurance

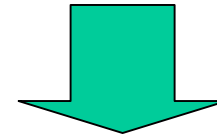
Work Sharing

$$1 + 1 = 3$$



Sales staff at a shop have more time for customer services. Sales services improves, and sales increases.

Other staff can also concentrate on their own creative work.



**Improving
The productivity of the
corporation as a whole**

V (^o^) V

Business Contents 1



<Basic idea>

- Even for a special purpose, it is a subsidiary company. It takes business related to the parent company.
- The main function of a department store is “**Sales.**” By taking over the supplementary duties, salespersons at a store can concentrate on customer services.
- **Make a diversity of jobs available.**

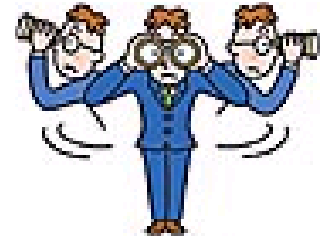
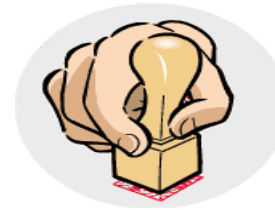
<Key Points>

- **Jobs that can be done only by hands.**
- **Simple and repetitive work**
- **Not many processes**
- **Delivery with no tight schedule or no deadline**
- **Even if one makes mistakes, it is possible to redo**



Business Contents

2



* Various Work Elements (red & bold letters)

- **Stamping** on different slips
- Stamping dates on labels of production date
- **Folding** thin papers for products packaging
- Folding plastic covers for rainy days
- Folding fliers
- **Folding** suit covers
- **Cutting** stickers
- Cutting ribbons
- **Setting** chopsticks and wet paper towels for lunch box
- **Making** gift boxes
- Making gift ribbons
- Making price tags
- **Pasting** stickers to correct errors made on catalogs
- **Filling in** on delivery slips
- **Sorting** credit card sales slips
- Sorting newsletters to be distributed to all departments and divisions
- Sorting invoice accounts
- **Enclosing** letters for accounts payable
- Enclosing direct mails
- Shredding
- Gift wrapping
- and many more

Business Contents 3

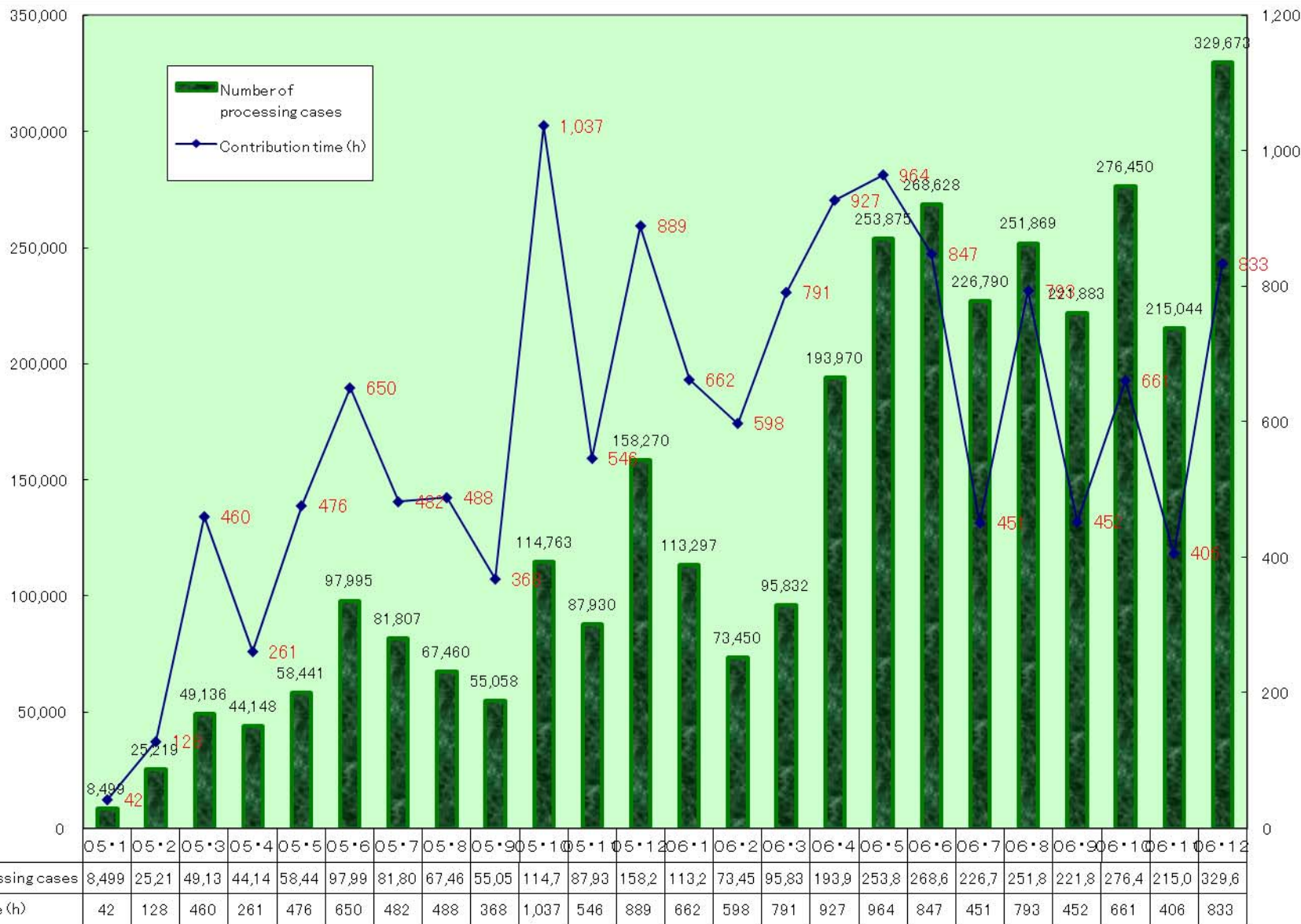
About receiving orders



- 1 Constant orders. No deadlines.
 - 2 Everyday, once a week, once a month, once in a half term...
 - 3 Incidental (irregular) orders
- Daily duties are structured by combination of the above.
 - Even if each work size is small, the works can be put together as a whole.
 - Operating at one location (at special subsidiary) is one of advantages.

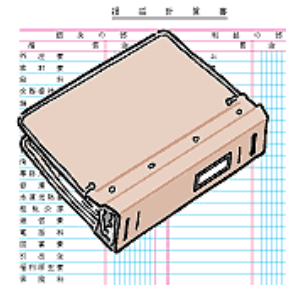
Transition of Workload

	Total cases of processing	Contribution (hours)	Average staff (persons)
2005	848,726	5,827	11.9
2006	2,520,761	8,386	18.5
Against previous year	297.0%	143.9%	155.5%



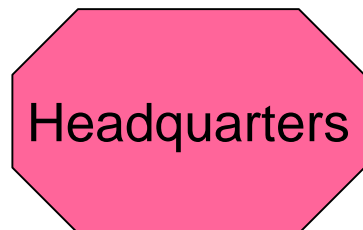
Legend	Number of processing cases	Contribution time (h)
Bar	Number of processing cases	Contribution time (h)
Line	Contribution time (h)	Contribution time (h)

Method of Corporate Management



- Work is entirely subcontracted from the Isetan Group.
- “Subcontract Fee” is not charged to the client.
- As consideration for the work, Soleil sends the bill of labor cost and sales management cost to Isetan Headquarters as “Work contract charge.” This is the “sales” of Soleil.
- Soleil contributes to the parent company by giving benefit in terms of time.

Benefit of reducing supplementary work



Billing for costs of labor and sales management (sales)

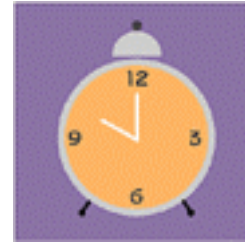


Paid in one lump sum

Stable management



Work Conditions



- Status : Contracted employee
- Business days : Monday, Tuesday, Thursday, Friday and Saturday
- Hours : 9:45~17:00 (16:00 on Saturdays)
- Wage : 770 Japanese yen (per hour)
- Bonus : Twice a year (June and December)
Worth of one month wage each.
- Insurance : Labor Insurance and Employees' pension plan are provided
- Labor union : become a member

Flow until Employment



1. Personal interview
2. On-the-job training I : Two weeks (unpaid)
On-the-job training II : Two months, part-time job (paid)
On-the-job training III: Contracted employee until October 10
3. Final interview: One year contract

Engagement

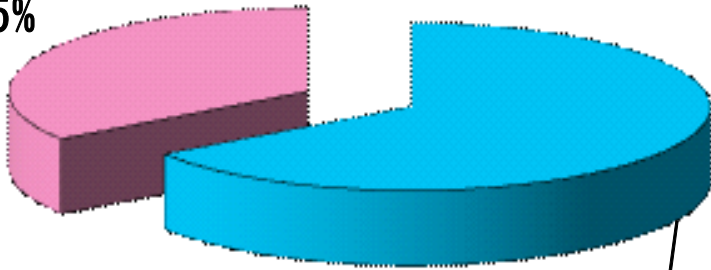
For a corporation, “employing staff” is one of its major decisions. Once the decision is carefully made and employment is finalized, it is an important social responsibility to train him/her into workforce and stabilize his/her status as an employee.

Profile of employees of Isetan Soleil									
	Sex	Age	Type of Disability	Grade	Severe Disability	Address	Graduated from	Previously belonged to	Supporting organization
1	m	56	Physical disorder	2	○	Kunitachi City	TK University	Vocational ability development center for persons with disabilities	WEL'S Tokyo
2	m	25	Hearing	1	○	Tama City	T special school for children with hearing impairment	Ability Development center for persons with physical and intellectual disabilities	Tama Municipal Welfare Association for Persons with Disabilities
3	f	32	Intellectual (autism)	2	○	Nakano-ku	N special school for children with disabilities	DM service company	Nakano Municipal Welfare Organization for Persons with Disabilities
4	m	31	Intellectual (Down Syndrome)	2	○	Nakano-ku	N special school for children with disabilities	Suginoko Workshop #1	Nakano Municipal Welfare Organization for Persons with Disabilities
5	f	20	Intellectual (Lennox Syndrome)	2	○	Nakano-ku	N special school for children with disabilities	Nakano Municipal Welfare Organization for Persons with Disabilities	Nakano Municipal Welfare Organization for Persons with Disabilities
6	m	35	Intellectual (autism) (epilepsy)	2	○	Shinjuku-ku	N special school for children with disabilities	Shinjuku Challenge Work	Shinjuku Challenge Work
7	m	25	Intellectual (autism)	2	○	Shinjuku-ku	N special school for children with disabilities	Shinjuku Challenge Work	Shinjuku Challenge Work
8	m	31	Intellectual (epilepsy), truncal	3, 3	○	Nakano-ku	N special school for children with disabilities	Tokyo Colony	Nakano Municipal Welfare Organization for Persons with Disabilities
9	m	23	Intellectual, upper and lower limbs	3, 3	○	Shinjuku-ku	N special school for children with disabilities	Shinjuku Welfare Workshop	Shinjuku Challenge Work
10	m	50	Intellectual, lower limbs	3, 5	○	Shinjuku-ku	S special school for children with disabilities	Bookbinder	Shinjuku Challenge Work
11	m	22	Intellectual (Down Syndrome)	3	○	Suginami-ku	N special school for children with disabilities	Suginami Kibo No Ie	Work Support Suginami
12	f	24	Intellectual	3	○	Shinjuku-ku	N special school for children with disabilities	Shinjuku Challenge Work	Shinjuku Challenge Work
13	f	20	Intellectual (Down Syndrome)	3	○	Nakano-ku	N special school for children with disabilities	Nakano Municipal Welfare Organization for Persons with Disabilities	Nakano Municipal Welfare Organization for Persons with Disabilities
14	m	21	Intellectual (Down Syndrome)	3	○	Suginami-ku	S special school for children with disabilities	Suginami Kibo no Ie	Work Support Suginami
15	f	24	Intellectual (autism)	3	○	Nerima-ku	G special school for children with disabilities	Restaurant	Nerima Rainbow Work
16	f	20	Intellectual	3	○	Nakano-ku	N special school for children with disabilities		Nakano Municipal Welfare Organization for Persons with Disabilities
17	m	32	Intellectual (autism)	3	○	Nakano-ku	N special school for children with disabilities	Grocery store	Nakano Municipal Welfare Organization for Persons with Disabilities
18	f	28	Intellectual (Down Syndrome)	3	○	Nakano-ku	N special school for children with disabilities	Aiseikai	Nakano Municipal Welfare Organization for Persons with Disabilities
19	f	28	Intellectual	3	○	Nakano-ku	N special school for children with disabilities	Suginoko Workshop #4	Nakano Municipal Welfare Organization for Persons with Disabilities
20	m	22	Intellectual (Wallenberg Syndrome)	4	○	Nakano-ku	N special school for children with disabilities	Nakano Municipal Yayoi Welfare Workshop	Nakano Municipal Welfare Organization for Persons with Disabilities
21	m	45	Intellectual	4	○	Shinjuku-ku	T High school (part-time)	Takadanobaba Welfare Workshop	Shinjuku Challenge Work
22	m	24	Intellectual	4		Shinjuku-ku	D school	Shinjuku Welfare Workshop	Shinjuku Challenge Work
23	f	29	Intellectual (epilepsy)	4		Nakano-ku	H High school	Tokyo Colony	Nakano Municipal Welfare Organization for Persons with Disabilities
24	m	35	Intellectual (autism)	4		Shinjuku-ku	M High school	Suginami Kibo no Ie	Work Support Suginami
25	m	24	Intellectual	4		Arakawa-ku	T Junior College	Job Arakawa	Job Arakawa
26	m	20	Intellectual (autism)	4		Higashimurayama City	K special school for children with disabilities		Higashimurayama City Route

Male - Female Ratio

17:9

Female
35%

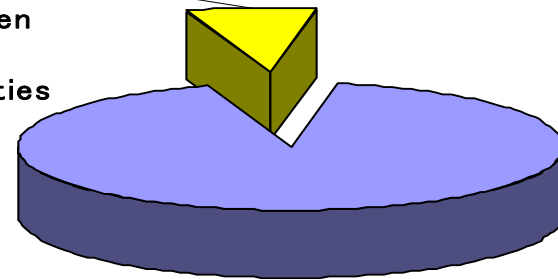


Male
65%

Previous Career/Education

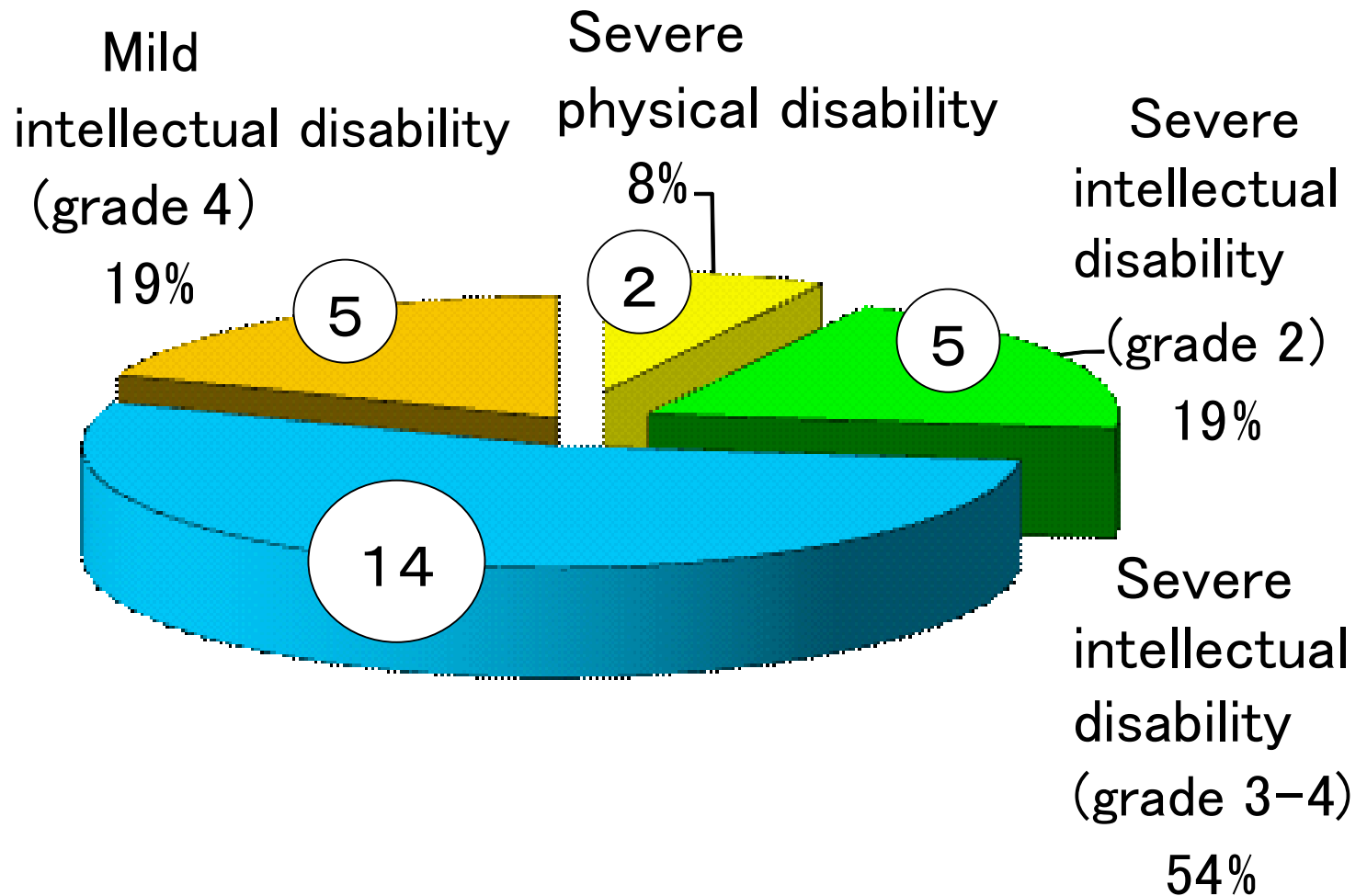
24:2

Newly graduated from special school for children with disabilities
8%

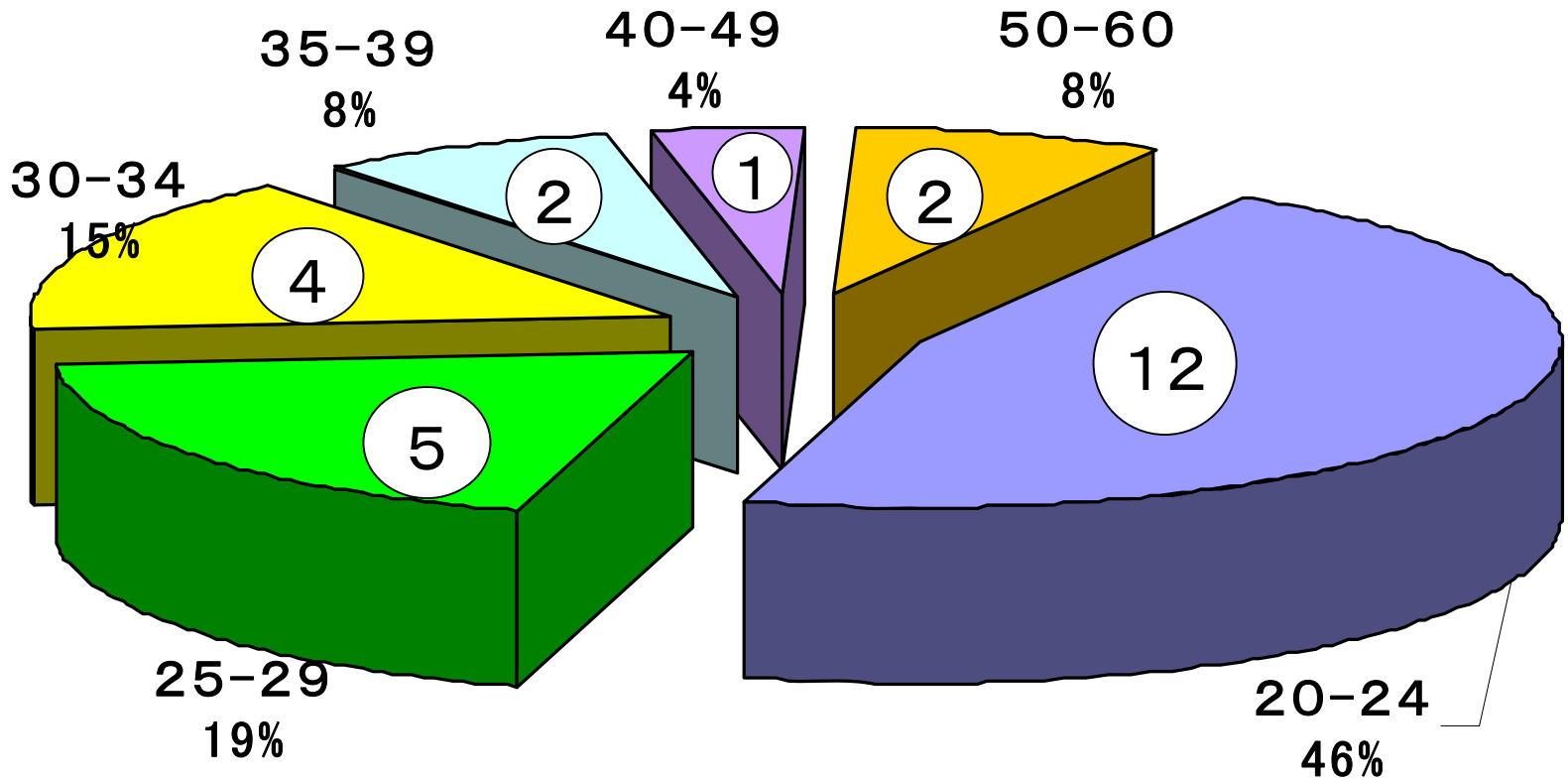


Workshop
92%

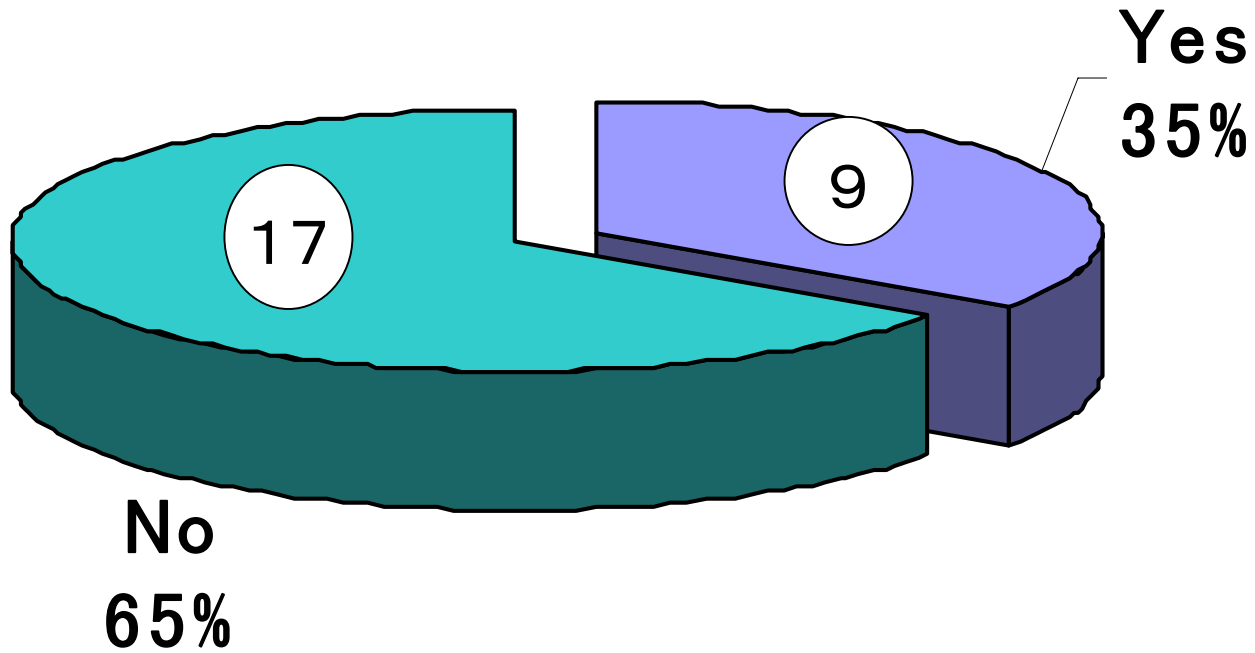
Types of Disabilities



Age Structure

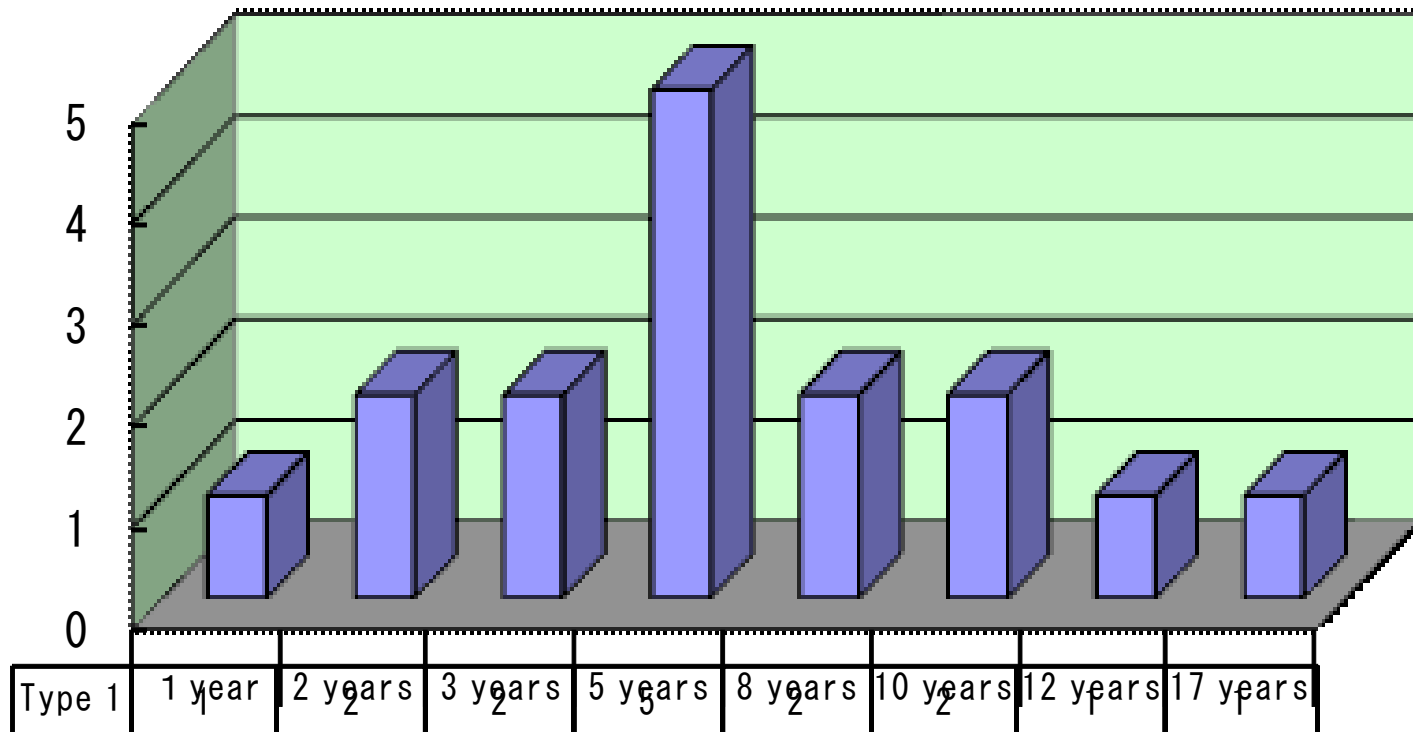


Experience of Working at Corporation

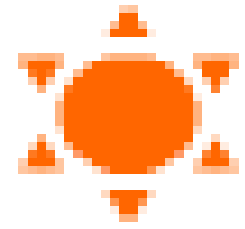


Number of Years Working at a Workshop

Number of persons



years



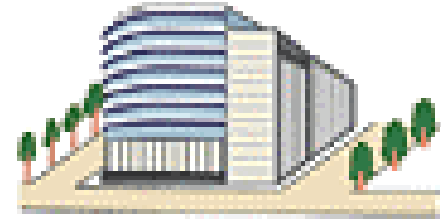
Basic attitude toward persons with disabilities

1. Give consideration, but not special priority.
2. Physical, intellectual or mental disability doesn't mean having disability in "spirits".
3. Anyone can have disability at anytime.

Basic idea of employment

1. Emphasis on the social significance of "special subsidiary".
2. "Severe" disability is power .
3. Challenge the "difficulties".

Establishing the Special Subsidiary



- Employment of persons with disabilities is “contribution to the society” and “contribution to the company”.
 - Management labour = 1 person > 3 persons
 - Lowering cost by balancing with Adjustment Allowance and subsidies.
- ④ Reducing corporate burden by utilizing social resources (government, special schools for children with disabilities, supporting organizations).
- Special gratitude to the support from job coaches.

By working together with Persons with Disabilities...

- Persons with disabilities have special abilities. I can't compete with them.
- Persons with disabilities remain persons with disabilities because of laziness and arrogance of persons without disabilities.
- It is admirable to live without affectation or pretence. I was reminded of something that had been long forgotten.



Please see how our employees are working.

Telecasted on June 26, 2007 in Evening 5 on TBS

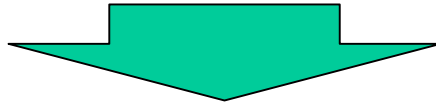
“Persons with Severe Intellectual Disability Are the Company’s Power”



Idea 1 (Review the evaluation)

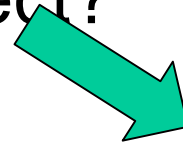


1 . “They ‘CAN NOT DO’ because of intellectual disability.”



- 1 They can not do because of the congenital disorder in brain function.
- 2 They can not do because nobody taught them how to do it.

Which is correct?



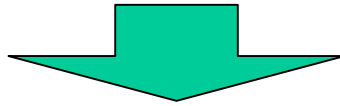
Particular issue of persons with disabilities

Common issue to everyone

Idea 2 (Review the goal)



“The goal is to ‘clear the legal employment quota’ “.



- Draw out the abilities of persons with disabilities, give them a chance to use their abilities, and the company’s performance will improve.
- Recognize their contribution, and persons with disabilities feel encouraged to work.
- Make the abilities of persons with disabilities recognized in the company. Barriers (prejudice, fixed ideas) will be eliminated, they are not special anymore.

Idea 3 (Review the common ideas)



- It's better to leave him/her alone, because he/she is autistic.
- He/she can't cope with changes.
- He/she can't judge the situation, because he/she has Asperger Syndrome.
- Being epileptic, it's too dangerous to work.
- Having hyper-activity syndrome, he/she cannot do tasks which require him/her to remain sitting.
- With squint eyes, he/she can't draw straight lines.
- Persons with disabilities cannot learn.

Reference

Questions to ask for Persons with Disabilities to Keep on Working



- Are you willing to work?
- Are you making efforts earnestly?
- Can you reflect mistakes humbly?
- Can you express oneself honestly with words and attitudes?
- Are you not being passive?
- Are you not spoiled because of disabilities?
- Are you serious about to live?
- Can you express gratitude?
- Are you kind to your coworkers?

Visitors' Voice



- Now I have hopes for future. Even with severe disabilities, we can work! We can be powerful workforce.
- I learned that I don't need to get a job at a company straight after graduating from a special school for children with disabilities. There is another option to receive training at workshop first.
- I used to think getting a job at corporations is very difficult ...
- I thought disciplines and experiences at home are relevant when one starts to work.
- I realized it's important to let the child do chores at home. If parents help too much and do what the child cannot do, it spoils the child, and it's not good for the child in the end.

Visitors' Voice (cont.)

- I realized the pessimism of parents limited the possibility of our child.
- I (parent) was as if I myself had autism but now I feel I am opened up.
- What's important is not the grade of disability but one's attitude such as "willingness" and "efforts".
- I'm impressed to see the employees working seriously without even talking.
- It's "attitudes" and not "skills" that should be acquired at school.
- I was surprised to see how duties are assigned and managed.