

**2021年度**  
**Global MBA Program (GMBA)**  
**講義概要 (シラバス)**



**法政大学**

# 科目一覽

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## Global Management

Global Management

山本 晋也、ヤング 麻里子 [Shinya YAMAMOTO, Mariko YANG]

単位数：2 単位

学期：秋学期後半/Fall(2nd half)

授業分類：専門講義

Global MBA

実務教員：

## [Outline and objectives]

This course focuses on developing the skill sets for effective“Global Management.” In recent years, things are rapidly changing across the world, especially in the science and technology driven industries that compete in the global market. Effective management skills have become the prerequisites for areas including finance, human resource, R&D, regulatory, business and innovation development. The key objective of the course is to acquire theoretical and practical tools so students can evaluate business strategies for start-ups and/or growth of business. Specifically, students will be exposed to the cutting edge skill sets called “System/Design Thinking,” which are critical tools to thrive in the global business environment.

## [Goal]

Students are expected to attain knowledge on topics such as “Effective Brainstorming”, “Leadership”, “Teamwork and Communication”, “Problem Solving” and “Negotiation Rationally”. These are all critical 21st Century skills for competitive labor force. The tools called “System Thinking” and “Design Thinking” are introduced to help the students achieve these goals.

It is important to mention that effective brainstorming skills are necessary components of mathematical modeling tool for simulation.

Lastly, students are expected to understand the cutting edge science and technology driven market environment in the biopharmaceutical industry.

## [Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain“DP1”,“DP2”,“DP3”and“DP5”.

## [Method(s)]

This course combines various forms of instruction including lectures, seminars, practical training, and skill practice. The instructors will hand out copies of texts in each class. In order to ensure the learning of programmatic skills, the exercises are key.

At the end of the course, students are expected to submit and report on “Strategy for business growth”. Students will pick a company of her/his choice, and propose a way to promote its growth using “System/Design Thinking” methods.

## [Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1st	Introduction of Global Management & Biopharmaceutical Industry	1. Global Business Environment 2. Current Industry Trends 3. Biopharmaceutical Industry
2nd	Talent Development in the Global Management	1. Leadership 2. Communication 3. Issue Solving 4. Negotiation Rationally
3rd	Cutting Edge Trends and Methods in the Silicon Valley: Part I	1. Design Thinking - Part I
4th	Cutting Edge Trends and Methods in the Silicon Valley: Part II	1. Design Thinking - Part II
5th	Cutting Edge Methods for Decision Making in the Global Management: Part I	1. System Thinking & Mathematical Modeling Tool for Simulation - Part I
6th	Cutting Edge Methods for Decision Making in the Global Management: Part II	1. System Thinking & Mathematical Modeling Tool for Simulation - Part II
7th	Report out session	Report “Strategy for Growth”

## [Work to be done outside of class (preparation, etc.)]

Review texts/documents and contents of exercises. And then, the most important thing is to create new exercise theme/problem for each exercise, and keep to try using tools as much as possible.

Learned skills would scale linearly with practices.(As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

## [Textbooks]

Will be provided for each lecture.

## [References]

Will be provided for each lecture.

## [Grading criteria]

1. A mark given for a student’s class participation and attitude. (30 pts)
2. Reports of each exercise. (30 pts)
3. Final report “Strategy for Growth”. (40 pts)

## [Changes following student comments]

N/A

## [Equipment student needs to prepare]

Laptop/Tablet for student should be prepared as BYOD (Bring Your Own Device).

## [Others]

This class is geared to both major enterprise, and medium & small sized enterprises.

## [None]

None

## [None]

None

## [None]

None

## [None]

None

## [None]

None

## []

This course focuses on developing the skill sets for effective“Global Management.” In recent years, things are rapidly changing across the world, especially in the science and technology driven industries that compete in the global market. Effective management skills have become the prerequisites for areas including finance, human resource, R&D, regulatory, business and innovation development. The key objective of the course is to acquire theoretical and practical tools so students can evaluate business strategies for start-ups and/or growth of business. Specifically, students will be exposed to the cutting edge skill sets called “System/Design Thinking,” which are critical tools to thrive in the global business environment.

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## Business Communication in Japanese Organization

Business Communication in Japanese Organization

一守 靖 [Yasushi ICHIMORI]

単位数：2 単位

学期：春学期後半/Spring(2nd half)

授業分類：専門講義

Global MBA

実務教員：

### [Outline and objectives]

This course presents communication as a critical component for success in the workplace. To develop yourself as a leader who is capable of decision-making from a global perspective that takes consideration of various viewpoints, who possess thoroughgoing knowledge of Japanese small, mid to large corporations, who is capable of creating connections around the world, you have to become more aware of the differences between yourselves and people from other countries. In this class, you will learn cultural, behavioral and organizational differences between Japan and other countries, including your mother country, to make an effective communication strategy in a workplace.

### [Goal]

Upon successful completion of this class, you will be able to:

- Build an understanding of different organizational cultures, business practices, and social norms to communicate more effectively in Japan and cross-cultural business contexts.
- Employ principles of effective group communication to cultivate trust and understanding, increase open participation, and strengthen decision making in work groups and teams.
- Profile and develop your intercultural competence.

### [Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain“DP1”,“DP2”,“DP3”,“DP4”and“DP5”.

### [Method(s)]

This class is conducted based on a case-method. Some lectures will also be provided to support the class discussion.

I will share my experiences how I communicated effectively in a real working place at a local and a multinational company. I also provide you an opportunity to communicate with non-Japanese people who have an experience in working with Japanese people so that you understand the real situation from a non-Japanese viewpoint

### [Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

### [Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
Class#1 June 5	Understanding the Foundations of Business Communication	Welcome Course overview and policy The Foundations of Business Communication
Class#2 June 5	Cultural Differences	Cultures and Organization Trust Building
Class#3 June 12	Human Resource Management in Japanese and Multi-National Company	Case: “I don’t want to take a new role” Questions Q1. Why the company changes her role so often? Q2. What are main features of Japan employment system and Human Resource management?

Class#4 Individualism  
June 12 (Individualist vs. Collectivist)

Case: “Sense the Atmosphere”  
Questions  
Q1 Why did the procurement manager get angry?  
Q2 If you were Huang Yong, how would you communicate with the procurement manager?  
Q3 If you were the procurement manager, how would you communicate with Huang Young?  
Case: “Expensive Signboard”  
Questions

Q1 Why did the marketing manager complete the sign-board setting by himself?  
Q2 If you were the marketing manager, how would you proceed the task?  
Q3 If you were president Sugiyama, how would you communicate with the marketing manager?

Class#5 Uncertainty Avoidance  
June 19 (Weak vs. Strong)

Case: Still 9:30 am!  
Questions  
Q1. How did Maha feel?  
Q2. Why did Mr. Tanaka check the progress in the (too) early stage?  
Q3. If you were Mr. Tanaka (Maha), how would you communicate?

Case: “Ho-Ren-So

Questions  
Q1.What is a “Ho-Ren-So” and what are benefits to do so?  
Q2.Why Alili and Yama didn’t report the situation to Hamada-san?  
Q3. How do you advise Hamada-san to improve the situation?

Class#6 Long-Term Orientation  
June 19 (Short-term vs. Long-term)

Case: “I can’t change it”  
Questions  
Q1.Why did Mr. Takagi get angry?  
Q2.If you were Ann, how would you reply to Mr. Tanaka?  
Q3 How do you advise for Ann to improve the situation?

Case: Sales Incentive Program  
Questions

Q1. Why do Japanese employees think a sales incentive program was not effective for Japan office?  
Q2. Do you like the program or not? Why?  
Q3. How do you modify the program for Japan office?

Class#7 High / Low context  
June 26 culture

Case: “I was delegated …”

Questions  
Q1.What was Mr. Ichikawa’s expectation for Kumar?  
Q2.How did Kumar think when he got a request from Mr. Ichikawa?  
Q3. Please give Mr. Ichikawa and Kumar advice about how to avoid miscommunication next time.

Case: “Please complete it like what you do with other Japanese company”

Questions  
Q1.Why did Japan team do sightseeing within the city before the meeting?  
Q2. How do you understand what Mr. Takahashi said at the last time?

Q3. Why were Panda’s expectations disappointed?

Class#8 June 26	Masculinity (Feminine vs Masculine)	Case: "Nominucation 1" Questions Q1. How do you think the president's behavior? Q2. If you were Yumi, how would you behave under the situation? Case: "Nominucation 2" Questions Q1.How does Japanese young business person see a "Nominucation"? Why? Q2.Companies in the case try to encourage "Nominucation" for their employees - why? Q3. How do you think about "Nominucation"?	Class#14 July 17	Intercultural Competence	Profile and develop an intercultural competence 1.Analyze your intercultural competency. 2.Create three personal development targets. 3.Share your personal development targets with class mates and get insights
Class#9 July 3	Power Distance (Small vs. Large)	Case "New Japanese president in Korea" Questions Q1. Why did president Tanaka behave like that? Q2. Why Korean employees didn't accept Tanaka's behavior? Q3. If you were president Tanaka, how would you behave? Case: "A capable boss" Questions Q1.Why does Mr. Ueda get a good reputation from his subordinates? Q2.Why does Mr. Ueda get a low evaluation from Peter? Q3.How do you advise for Mr. Ueda if he needs to change his behavior? Why?			
Class#10 July 3	Business Communication - Japanese point of view	Lecture 1 Reality of business communication in large traditional Japanese company Lecture 2 How to work effectively with Non-Japanese colleagues			
Class#11 July 10	Managing conflict	Case: "No submission" Questions Q1. What is the problem from Jack's point of view? Q2.How well do you think Jack understands the reasons for Akash's behavior? Q3. What is Jack's proposal to solve the problem? What other solutions could be there? Case "Same conclusion" Questions Q1.Why did the customer get angry against Kamara's reply? Q2. Why did the customer ask the same question to Nisha? Q3. Why did the customer get satisfaction from the reply by Nisha, although it was the same reply as one Kamara did?			
Class#12 July 10	Business Communication - Non Japanese point of view	Lecture How to work effectively with Japanese colleagues as a Non-Japanese [Guest Speaker] Seiya Raiju, VP Global QA/RA at HOYA K,K.			
Class#13 July 17	Level of Rigidness	Case: "Delivery at an interim stage" Questions Q1.Why did the Japanese company test and point out a defect for incomplete product? Q2. What are problems at this stage? Q3. If you were Dill, how would you do to improve the situation? Case: "Beautiful Format" Questions Q1.Do you agree with the explanation Mr. Yamashita did? Q2. Why is Japanese meticulous about the format? Q3. If you were Sharm, how would you do for the request?			
					<p>【Work to be done outside of class (preparation, etc.)】 You are required to read a case which will be provided in advance of the class, and prepare your thoughts on questions delivered together with the case.(As a standard, 1 hours for preparation and 1 hours for review: a total of 2 hours.)</p> <p>【Textbooks】 近藤彩ほか著『ビジネスコミュニケーションのためのケース学習 職場のダイバーシティで学び合う【教材編】』コロ出版 ISBN978-4-904595-37-4 JPY1,728 (Cases in the book will be translated and distributed by lecturer - Translation was permitted by authors for the purpose of this class)</p> <p>【References】</p> <ul style="list-style-type: none"> <li>Hofstede, G. et al. (2010) Cultures and Organizations: software of the mind: intercultural cooperation and its importance for survival 3rd edition, McGraw-Hill</li> <li>Trompenaars, F. and Hampden-Turner, C. (2012) Riding the waves of culture - Understanding Diversity in Global Business, Clerkenwell, London</li> <li>Meyer, E. (2015) The Culture Map - Decoding how people think, lead, and get things done across cultures, International edition, PublicAffairs, New York.</li> </ul> <p>【Grading criteria】 Assignments Grade Weights Participation 20% Contribution to class discussion 60% Excellent(E)60% Good(G) 40% Average(A) 20% Poor(P) 0% Final report 20% Excellent(E)20% Good(G) 10% Average(A) 5% Poor(P) 0% Total 100%</p> <p>【Changes following student comments】 Encourage students to share their opinion so that all of the participants learn from others, learn diversity.</p> <p>【Equipment student needs to prepare】 N/A</p> <p>【Others】 I have a long experience as a HR Head at several multi-national/local companies and I can lead our discussion both theoretically and practically.</p> <p>【】 You will learn not only business communication in Japanese organizations but also cross cultural management.</p>

MAN550F2

## Management Strategy

Management Strategy

玄場 公規 [Kiminori GEMBA]

単位数：2 単位

学期：秋学期前半/Fall(1st half)

授業分類：専門講義

Global MBA

実務教員：

### [Outline and objectives]

An effective management strategy is absolutely necessary for companies to create innovation. Student will learn the basic knowledge and essential skills to plan and practice management strategy.

### [Goal]

By planning strategies for specific case companies, students learn the process of planning a detailed strategy. Based on the basic knowledge and concepts such as the “five forces,” SWOT, and the Balanced Scorecard, students improve their skill at analyzing companies’ practical innovations. It is very important for students to have a thorough, structured, and consistent understanding of basic concepts and theories of strategic management.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP1”, “DP2”, “DP3” and “DP4”.

### [Method(s)]

Basic concepts and theories for planning strategies are provided briefly in each lecture. Students must apply them to specific companies and plan the detailed strategies in their group work. Students will be expected to formulate an agenda for group work, develop a presentation file, and make a presentation and lead the subsequent discussion in the next lecture.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
1st	Guidance	What is management strategy? Process of planning a strategy; selection of specific case companies
2nd	Strategy	Definition of strategy Management strategy and innovation
3rd	Domain	Definition of domain Domain setting
4th	Competitive Strategy	Five forces Competitive Advantage
5th	Resource Strategy	Resource-based view VRIO
6th	Business Model	Business model creation Balanced Scorecard Guest Speaker
7th	Discussion	Final presentation

[Work to be done outside of class (preparation, etc.)]

Each class included a detailed agenda for group work. Students must prepare a presentation file going over the results of group work in each lecture. (As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

### [Textbooks]

Koichi Kurihara and Kiminori Gemba, Basic of Management Strategy, 2019, Amazon Kindle.

### [References]

Michael E. Porter, Competitive strategy : techniques for analyzing industries and competitors : with a new introduction, Free Press ,1998  
Jay Barney, Gaining and sustaining competitive advantage, Prentice Hall, 2002

### [Grading criteria]

Class Participation:50%

Presentation:20%

Report:30%

[Changes following student comments]

The process of planning a strategy will be explained in detail.

[]

Management strategy is decision making necessary to achieve the company's goal. The purpose of this course is to systematically learn the basic knowledge and the theory which are necessary for planning management strategy, through case study and group discussions.

MAN550F2

## Strategic Organizational Management

Strategic Organizational Management

伊東 久美子 [Kumiko ITO]

単位数：2 単位

学期：春学期前半/Spring(1st half)

授業分類：専門講義

Global MBA

実務教員：

### [Outline and objectives]

This is a basic MBA course of Strategic Organizational Management, designed to give students basic knowledge and skills of management.

As a business leader, In order to flexibly adapt the fast changing business environment, it is essential to have options learnt through a variety of experiences. In this class, you will have them and will understand the 'real' businesses. 'Experiencing' will be put the utmost emphasis by having lectures, group-works, field researches, and discussions with members of enterprises in order to deeply understand the Japanese businesses by looking at the Japan specific characteristics (such as its organizational management) from the global standard point of view.

You are expected to maximize this opportunity by taking this class for your own promising future career development.

### [Goal]

#### Course Objectives and Goals

By the end of this course, students are expected to be able to;

- 1) develop to understand the basics of managing people and organizations
- 2) be able to formulate basic strategies
- 3) recognize the various challenges faced by today's managers and organizations in Japan

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP1", "DP2", "DP3", "DP4" and "DP5".

### [Method(s)]

To understand real businesses, this class will focus on having experiences by integrating lectures, group-works, field researches, and discussions with members of enterprises.

In this class, in order to deeply understand what the real Japanese organizations are, you will work with a company which has 150 year history in Japan, and will be required to deliver a final presentation to management members of the company.

You are expected to actively participate in all classes and make your utmost efforts into the presentation delivered to enterprises.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

### [Schedule]

No.	Theme	Contents
Session 1-2	-Introduction -What is OB? -What is Strategy?	-Introduction of the concept and the requirement in this course -Essential factors of organizational management -How to prepare business presentations including formulating strategy. -In-class activity and short quiz
Session 3-4	-Individual behavior -Team	-Attitudes, Personality, Motivation, Trust -In class activity and short quiz
Session 5-6	-Current issues in Japanese organization -Diversity management	-Case study -Guest speaker 1 -In-class activity and short quiz
Session 7-8	-Career development -Sponsorship and Mentorship	-Case study and role play -Sponsorship and Mentorship
Session 9-10	-Career session -Leadership	-Guest speaker 2 -Career strategy -Leadership
Session 11-12	-What is well-being in work place?	-Group-work and presentation -Feedback and evaluation of presentation
Session 13-14	-Final quiz -Feedback	-Final written test 90 min -Feedback and lecture

[Work to be done outside of class (preparation, etc.)]

Group works and one-page paper for next class are required.

Preparation 2 hours, review 2 hours, a total of 4 hours per week.

### [Textbooks]

To be confirmed. Handouts and/or URLs to reference materials will be provided

### [References]

"Fundamentals of Management" Global Edition, 2014 or 2013, by S. Robbins, D. DeCenzo and M. Coulter, published by Prentice Hall.

### [Grading criteria]

Course grades are calculated according to the following method

< 50%> : class attendance and submission of one-page paper answering a question assigned at each class session and small quiz at end of the class. The both paper work as a proof of your attendance and understanding.

< 30%> : active participation in class discussions and presentations.

< 20%> : final exam

More detailed information including schedule will be provided at the first class

### [Changes following student comments]

No previous class

### [Others]

Despite of COVID-19, if the situation allows, we will have visits to historical Japanese company and international company operating in Japan to have discussion in person with their employees. If this is the case, the syllabus above could be modified accordingly.

[]

This is a basic MBA course of Strategic Organizational Management, designed to give students basic knowledge and skills of management.

As a business leader, In order to flexibly adapt the fast changing business environment, it is essential to have options learnt through a variety of experiences. In this class, you will have them and will understand the 'real' businesses. 'Experiencing' will be put the utmost emphasis by having lectures, group-works, field researches, and discussions with members of enterprises in order to deeply understand the Japanese businesses by looking at the Japan specific characteristics (such as its organizational management) from the global standard point of view.

You are expected to maximize this opportunity by taking this class for your own promising future career development.



MAN550F2

**Business Practice in Japan**

Business Practice in Japan

高田 朝子、KENNETH G PECHTER、米倉 誠一郎

単位数：2 単位

学期：秋学期前半/Fall(1st half)

授業分類：専門講義

Global MBA

実務教員：

**[Outline and objectives]**

This course provides an introduction to standard business practice in Japan. The purpose of this introduction is to provide general preparation for working in Japan, as well as specific preparation for the practical learning opportunities students will encounter in the form of internships or field research. Accordingly, this course also provides an overview of these practical learning opportunities, internship and field research. In the process, students will discuss and be exposed to key traits and behaviors that will help them to successfully navigate the GMBA program.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

**[Goal]**

The goal of this course is to develop understanding of standard business practice in Japan, in order for students to make the most of their practical learning experiences via internships or field research. In the process, students work on developing key traits and behaviors to support successful completion of the GMBA program, as well as future careers both in and out of Japan.

Upon completion of the course, students should have a basic knowledge of standard business practice in Japan, including:

- Business Professionalism in Japan
- Business Communication in Japan
- Organizational Behavior and Japan Regional Government
- Business Strategy in Japan
- Legal Compliance for Internships in Japan
- Business Manners in Japan

This learning is relevant to work in both large corporations as well as small & medium enterprises in Japan.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain“DP1”,“DP2”,“DP3”and“DP5”.

**[Method(s)]**

The primary approach of this course is in-class discussion – in the form of both lectures and guided discourse – supported by outside readings. Students are expected to actively participate in this discussion, and be prepared to ask questions of concern based on their own experiences.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

**[Schedule]**

No.	Theme	Contents
1	Overview	Overview of Business Practice in Japan and Practical Learning Opportunities

2	Business Professionalism in Japan	Integrity, accountability and business professionalism in Japan
3	Organizational Behavior and Japan Regional Government	Regional government structure, organizational behavior and business practice in Japan
4	Business Communication in Japan	Strategic business communication and reporting in Japan
5	Business Strategy in Japan	Business systems, management structure and strategy in Japan
6	Legal Compliance for Internships in Japan	Legal and regulatory compliance while doing an internship in Japan
7	Business Manners in Japan	Business manners and culture in Japan

**[Work to be done outside of class (preparation, etc.)]**

For the most part, each week will be conducted as a separate unit, and so material will be provided in class. In the case that readings are required for a specific week's class, they will be assigned before, during or after class by individual instructors. Assignments may be assigned as needed in the form of short reports, presentations or take-home exams.

(In general students may expect few if any reading or other assignments outside of class.)

**[Textbooks]**

No textbook will be used. Handouts and reading material will be provided. Access to the internet will be needed both during and outside of class, as well as a computer for access and writing.

**[References]**

Handouts or URLs to reference materials will be provided. Access to the internet will be needed both during and outside of class, as well as a computer for access and writing.

**[Grading criteria]**

Students will be assessed based on their overall professional attitude, and completion of assignments should any be assigned.

Professional attitude will be judged on characteristics including the following:

- Positive and cooperative attitude during class
- Active participation during class
- Proper and business-like communications in email and other submissions
- Critical assessment and decision-making
- Punctuality during class and with regard to communications and any required submissions

Overall assessments are made in consideration of the three core learning objectives of the GMBA Program, which are instilling the following competencies:

1 Practical Management Competency

Learning Outcome 1a. Management Planning:

Student demonstrates competency in the application of the principles of management theory & practice to the planning of new business and/or the assessment of existing business

Learning Outcome 1b. Strategy Execution:

Student demonstrates competency in the application of the principles of management strategy to the planning of new business and/or the assessment of existing business

2 Critical Analytical Competency

Learning Outcome 2a. Hypothesis Setting:

Demonstrates competency in the formulation of hypotheses used to validate the planning of new business and/or the assessment of existing business

Learning Outcome 2b. Hypothesis Testing:

Demonstrates competency in the evaluation of hypotheses used to validate the planning of new business and/or the assessment of existing business

### 3 Communication Competency

#### Learning Outcome 3a. Written Communication

Demonstrates competency in professional written communication

#### Learning Outcome 3b. Spoken Communication

Demonstrates competency in professional spoken communication

[Changes following student comments]

Not applicable

[Equipment student needs to prepare]

Students should have use of a computer for internet access and writing, should bring the computer to class, and have access to the internet outside of class as well.

[Others]

Due to the COVID-19 pandemic, courses this year will be held either in person or online according to the decisions of Hosei University, the Business School of Innovation Management, and the GMBA Program. Please check the university website and communications from the university for the final decision each quarter. In case of online course, please check the HOPPII system (学習支援システム) for specific online instructions of each course.

[None]

None

[None]

None

[None]

None

[None]

None

[None]

None

[ ]

This course provides an introduction to standard business practice in Japan. The purpose of this introduction is to provide general preparation for working in Japan, as well as specific preparation for the practical learning opportunities students will encounter in the form of internships or field research. Accordingly, this course also provides an overview of these practical learning opportunities, internship and field research. In the process, students will discuss and be exposed to key traits and behaviors that will help them to successfully navigate the GMBA program.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

1 Practical Management Competency

2 Critical Analysis Competency

3 Communication Competency

MAN560F2

## Accounting

Accounting

鳥飼 裕一 [Yuichi TORIKAI]

単位数：2 単位

学期：秋学期後半/Fall(2nd half)

授業分類：専門講義

Global MBA

実務教員：

[Outline and objectives]

In this course, we study financial accounting. We start from basic accounting theory, i.e. what is accounting, who is the user of accounting information etc., and study how to prepare the financial statements and provide an analysis on the accounting information. We also study key areas in the financial accounting including business combination, consolidation for understanding the financial statements of listed companies. The objective of the class is to understand the basic accounting theory and improve the ability to analyze the accounting information provided by the listed companies.

[Goal]

The students will be able to read the accounting information of listed companies, provide the analysis, and achieve a base for discussing the accounting treatment in the complex area. The students will also be able to know the structure and management of accounts by using the accounting information. Through this class, the students are expected to achieve the basic level for the various accounting license examination.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain“DP1”and“DP2”.

[Method(s)]

This is a lecture type class. However, some part of the class is allocated to a group discussion on topics related to the lecture.

At each class quizzes and exams are also provided to confirm the students' understanding about the lecture.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Session 1	Introducing Accounting and Financial Statements	What is accounting? Who are the users of accounting information? Financial statements.
Session 2	Generally Accepted Accounting Principles	Who are the SEC, AICPA, FASB, and IASB? What are Generally Accepted Accounting Principles(GAAP)?
Session 3	The Balance Sheet and its Components	Understanding the balance sheet. Components of the balance sheet.
Session 4	The Income Statement	Understanding the income statement. The presentation of income statement.
Session 5	The Double-Entry Accounting	The general ledger. Trial balance. Adjusting journal entries.
Session 6	The Corporation	The definition of corporation. What is capital stock? Capital structure.
Session 7	Using Financial Statements for Short-term Analysis	Using short-term ratios. Current and quick ratio. Working Capital.
Session 8	Using Financial Statements for Long-term Analysis	Earning data. Quality of earnings. Rate of return on investment. Sales-based ratios or percentage. Rate of return on investment.
Session 9	Preparing and Using a Statement of Cash Flows	What is a statement of cash flows? The presentation of the statement of cash flows.
Session 10	Consolidated Financial Statements	Basis for consolidation. Consolidation procedure. Asset valuation. Non controlling interest
Session 11	Accounting for Mergers	What is business combination? Acquisition method.

Session 12	Budgeting	What is a budget? Planning and control. Advantage of budgeting. Master budget.
Session 13	Audit and Auditors	What is an audit? Types of auditors. What is an internal control? Why audits are useful to you?
Session 14	Last Examination	Examination is set out of the subjects studied at this course.

**[Work to be done outside of class (preparation, etc.)]**  
The students are expected to prepare by reading the corresponding area of the textbook before each class and review the handouts after each class(As a standard, 2 hours for preparation and 2 hours for review are required).

**[Textbooks]**  
Wayne A. Label, Accounting for Non-Accountants 3rd Edition, 2018.

**[References]**  
Wayne A.Label and Cheryl Kennedy Henderson, Study Guide and Workbook for Accounting for Non-Accountants 4th Edition, 2019.  
IASB,International Financial Reporting Standards: Bound Volume, 2020.

**[Grading criteria]**  
Contribution to the class through participating to the discussion 30%, Short test 30%, Last examination 40%.

**[Changes following student comments]**  
Not applicable.

**[ ]**  
In this course, we study financial accounting. We start from basic accounting theory, i.e. what is accounting, who is the user of accounting information etc., and study how to prepare the financial statements and provide an analysis on the accounting information. We also study key areas in the financial accounting including business combination, consolidation for understanding the financial statements of listed companies. The objective of the class is to understand the basic accounting theory and improve the ability to analyze the accounting information provided by the listed companies.

MAN560F2

## Logical Thinking vs Intuition

Logical Thinking vs Intuition

西出 香 [Kaori NISHIDE]

単位数：2 単位

学期：秋学期前半/Fall(1st half)

授業分類：専門講義

Global MBA

実務教員：

**[Outline and objectives]**

The course consists of three main parts every time: a short lecture, an individual work and a group work. In the group work, students work on idea creation, discussions, drawing up solutions, presentations and feedback to one another.

**[Goal]**

The goal of this course is to get familiar with logical thinking processes so that it becomes your natural thinking process. We will practice logical thinking in more complex situations, starting from the logical point of view, considering surrounding aspects such as human factors, and rationalize the best possible solutions.

**[Which item of the diploma policy will be obtained by taking this class?]**

Will be able to gain“DP1”,“DP2”,“DP3”,“DP4”and“DP5”.

**[Method(s)]**

Lesson method

- Basic logical thinking quizzes
- Application of logical thinking in more complex situations
- Individual and group works whereby a person in one position may have different logical solutions from others in different positions
- Simulation game in a complex situation setting
- The lessons involve short lectures of ca. 30 minutes, followed by individual/group works and presentations
- The final lesson will mainly consist of writing an individual report

**[Active learning in class (Group discussion, Debate.etc.)]**

あり / Yes

**[Fieldwork in class]**

なし / No

**[Schedule]**

No.	Theme	Contents
1	Introduction	Course guideline, getting to know one another by means of logical talks why we are attending this course and what we want to achieve through the GMBA
2	Basic logical thinking	Course materials and suggested readings, introductory case studies
3	Problem breakdown	Lecture, individual work in a case study
4	Questioning your level of success	Group work in a simulation game: Fisherman
5	Analytical approach	Lecture, individual work in a case study
6	What-if analysis	Group work in a simulation game: Opening a coffee shop
7	Hypothesis verification	Lecture, individual work in a case study
8	Selling your products	Group work in a simulation game: Product marketing
9	Decision making in innovation	Lecture, individual work in a case study
10	Commitment of various stakeholders	Group work in a simulation game: Sustainable operation
11	Design-based thinking part 1 (Guest lecturer)	Lecture, individual work in a case study
12	Design-based thinking part 2 (Guest lecturer)	Workshop
13	Overall review	Group work in a simulation game: Community network
14	Writing a report	Evaluation of students' abilities to propose creative solutions based on logical thinking.

**[Work to be done outside of class (preparation, etc.)]**

Assignments 2 hours, review 2 hours, a total of 4 hours per week.

**[Textbooks]**

Slides in pdf will be distributed by email before each course day.

## [References]

Barbara Minto, The Pyramid Principle : Logic in Writing and Thinking, ISBN-10:0273710516, 2008

## [Grading criteria]

Interaction in group works (Presentations and discussions) 80%  
Final exam (read a story of a given situation and discuss the solution in a report during the lesson) 20%

## [Changes following student comments]

Interactive and rather practice-oriented than theory-oriented.

## [Equipment student needs to prepare]

PC and internet.

## [Prerequisite]

Willingness to change your normal thinking process towards a more logical yet creative way.

## []

In this course, students will be given a number of case studies with multiple conditions how to make decisions in complex situations. We will discuss possible solutions and the reasoning. In real life, we often have to cope with conflicting interests and uncertainties, whereby flexible and creative solutions are also required based on logical thinking. Students will be challenged to consider taking unprecedented solutions, compromising the logical thinking and other aspects such as team performance, effective leadership and different interests of stakeholders.

MAN560F2

## Financial Management

Financial Management

単位数：2 単位

学期：秋学期後半/Fall(2nd half)

授業分類：専門講義

Global MBA

実務教員：

## [Outline and objectives]

In order to become a successful entrepreneur or a business leader, to understand and to be able to apply key finance theories and concepts in real business life is of paramount importance. This course will provide you with the indispensable theories in finance as well as their application to business with special focus on entrepreneurial finance. Financial management spans from working capital management, capital budgeting, business risk management and corporate valuations. All these essential areas are to be covered in the class. Cases are to be used to practice real life applications. To facilitate your understanding of valuing assets and businesses, Excel financial functions as well as HP 12C calculators will be used.

## [Goal]

Upon completion of the module, you will be able to:

1. Summarise key theories, principles, trends and tools in corporate finance
2. Demonstrate effective approaches to the analysis of corporate finance structure and corporate financial statements, using applicable ratio analysis tools and techniques
3. Assess the practical application of models and theories to decisions on corporate financing
4. Create a business plan to maximize profit with the balance sheet, profit and loss statement, and cash flow statement, all in harmony.
5. Create a reliable cash flow forecast and manage corporate liquidity.
6. Understand how corporate values are evaluated in the capital market, and to be able to maximize the entrepreneur ownership values in the venture company.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP1", "DP2", "DP3" and "DP4".

## [Method(s)]

Lecturing, reading the textbook, case discussions, and practical financial calculation practices.

[Active learning in class (Group discussion, Debate.etc.)]

## [Fieldwork in class]

## [Schedule]

No.	Theme	Contents
第 1 回	Financial Management Overview - Chapter 1 & 2	A general guidance on the method of teaching and evaluation of the study outcome. Understand the difference between corporate finance and entrepreneurial finance. Basic financial calculation would be done by using Excel and financial calculator HP 12C. Understand the overall picture of the relationships amongst financial statements, profitability plan, cash flow plan, investment plan, financing plan, and the corporate valuation.
第 2 回	How to Calculate Present Values - Chapter 2	Understand the basics of net present value calculation. Understand the time value of money and the term structure of interest rate. Understand and practice the HP-12C PV or NPV calculations.
第 3 回	Valuing Bonds - Chapter 3	Using present value formula and HP-12C to value bonds.
第 4 回	Valuing Common Stocks - Chapter 4	Understand the valuation method of equities including DCF, IRR, MVA, and EVA
第 5 回	Capital Budgeting - Chapter 5	Understand meaning, definitions and types of evaluating the project on the basis of payback period, NPV, IRR, etc.

第 6 回	Capital Budgeting - Capital investment decision making - Chapter 6	Understand the investment decision making criteria
第 7 回	Risk Return and Cost of Capital - Chapter 7	Understand what 'risk' is, and understand the concept of 'cost of capital'.
第 8 回	Portfolio Theory and Capital Asset Pricing Model (CAPM) - Chapter 8	Understand risk as the dispersion of returns. Understand the relationship between risk and return in the market. Understand the implication of beta as the expected return by the investor and the impact on the corporate value calculation.
第 9 回	Risk and Cost of Capital - Chapter 9	Understand how to measure cost of equity. Able to compare and evaluate projects with different life spans.
第 10 回	Project Analysis - Chapter 10	Able to apply sensitivity analysis, scenario analysis, and simulation to projects.
第 11 回	Dividend Policy Debt Policy and firm valuation - Chapter 16-17	Understand the optimum level of debt and dividend payout.
第 12 回	Capital Structure and firm valuation - Chapter 18-19	Understand the MM theory and impact of capital structure on the corporate valuation. In the real life environment, consider the implication of capital structure on the value of the shares retained by the entrepreneur.
第 13 回	Derivatives and Options Chapter 20-21	The ways in managing currency, interest, credit, settlement, market, liquidity and business risks through the active use of derivatives, options and real options.
第 14 回	Real Options - Chapter 22	Understand how to value the follow on projects, timing option, abandonment option, flexible production and procurement.

【】

All fundamental financial theories and their practical applications are reviewed and understood by the course participants. In particular, knowledge about time value of money, corporate beta, weighted average cost of capital will need to be acquired in order to understand the mechanism and process in evaluating corporate value.

**[Work to be done outside of class (preparation, etc.)]**

Those who are not familiar with the basics of finance and accounting would need some self-study to enhance the level of basic understanding. Lecture notes would be provided in the form of power point presentation. Please refer to the content in advance in going through the text to facilitate your understanding. Cases to be used in the module would require some preparation in order for you to contribute to the class.(As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

**[Textbooks]**

Brealey, R., Meyers, S., & Allen, F., "PRINCIPLES OF CORPORATE FINANCE" 12e., McGraw-Hill, (2017)  
ISBN-10: 0077151569 ISBN-13: 978-0077151560 ¥6,700.-  
(excluding tax - at Co-op)

Lecture notes in a form of power point presentation would be provided in advance together with necessary cases.

**[References]**

Smith, J.K., Smith, R.L, & Bliss, R.T. "Entrepreneurial Finance: Strategy, Valuation, and Deal Structure" Stanford University Press (2011)

**[Grading criteria]**

Method of evaluation

Final Exam or Assignments 40 %

Case reports and interim assignments 40%

Contribution to the class 20 %

**[Changes following student comments]**

I appreciate active feedbacks from the class.

**[Equipment student needs to prepare]**

PC is required to use excel and HP 12C. HP12C could be downloaded onto smartphones or PCs. Downloading method would be explained during the first lecture.

**[Others]**

Please go through the lecture notes before the class to identify areas of ambiguity. Cases would need to be prepared to form your own opinions or identify questions.

Individual questions will be answered after each lecture or Tuesdays 18:30~.

MAN560F2

## Advanced Finance -Global Economic Development - Policy Issues and Japan's Role-

Advanced Finance

谷口 和繁

単位数：2 単位

学期：春学期後半/Spring(2nd half)

授業分類：専門講義

Global MBA

実務教員：

### [Outline and objectives]

In order to become a successful policy maker and/or a business leader, it is critical to understand the state of global economic development and policy issues such as sustainable development goals (climate change, global health and gender equality, etc.). This course will provide you with knowledge and methodology to identify issues and find possible policy options. You will learn cross-country analysis and cross-sectoral approach to make your proposal convincing and operational. You will also learn Japan's experiences and expected roles.

### [Goal]

Upon completion of the class, you will be able to:

1. Understand and evaluate the current global economic developments and key policy issues such as climate change, global health and gender equalities;
2. Understand Japan's economic and social experiences after the collapse of bubble and rapid aging as a reference for other countries;
3. Design policy options and operational measures with cross-country analysis and cross-sectoral approach that are commonly used in the managerial/operational decision making in the World Bank;

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP1", "DP2", "DP3" and "DP4".

### [Method(s)]

Lecturing, reading/researching relevant info/data through websites, class discussions, and individual and group presentations.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
第 1 回	Current developments of global economies	Increased role of developing countries. Importance of demographic trend.
第 2 回	Current developments of Japanese economy	Rapid growth after the war, sluggish economy after the bubble. Huge budget deficit and demographic challenge
第 3 回	Sustainable development goals	Understanding SDGs and use of cross-sectoral approach and cross-country analysis.
第 4 回	Sustainable development goals	Class discussion on SDG policy options using cross-sectoral approach and cross-country analysis
第 5 回	Development Assistance -Options of interventions	Increasing number of donors. Increased role of private sector. From charity to investment. Grant, loan and investment. Multilateral and bilateral.
第 6 回	Multilateralism – Agenda and implementation.	Key international schemes for multilateral cooperation - United Nations and World Bank.
第 7 回	Role of private sectors	Importance of direct Investment and measures to promote it. Importance of small and medium enterprises.
第 8 回	Ethics of development	Negative factors of development such as corruption, and harmful tax practices. Role of safeguard.
第 9 回	Technology, innovation and economic development	Importance of technology and innovation to avoid bottlenecks and generate rapid growth
第 10 回	Specific issues - gender	Mainstreaming of gender as development agenda
第 11 回	Specific issues - quality infrastructure	Infrastructure as means of sustainable development including disaster risk management.

第 12 回	Specific issues - global health	Global health - cross-sectoral approach (sometimes clean water is more important than medicine) and role of finance.
第 13 回	Individual presentation and discussion – health and education	Individual presentation - Cross-country analysis and cross-sectoral approach are recommended
第 14 回	Group presentation and discussion – social entrepreneur and technological solutions	Group will pick one sector/issue and design innovative solutions with new technology or new application of existing technology

[Work to be done outside of class (preparation, etc.)]

Those who are not familiar with the basics of development economics or international relations would need some self-study to enhance the level of basic understanding. Lecture notes would be provided in the form of power point presentation and/or short memo. Websites of the World Bank and other relevant institutions are critical to understand the issue. (As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

### [Textbooks]

Textbook will not be used.

### [References]

Websites of World Bank and other relevant institutions including Japanese ministry of finance will be used. These include:

<https://www.worldbank.org/en/home>

<https://data.worldbank.org/>

<https://www.mof.go.jp/english/>

### [Grading criteria]

Method of evaluation

Group presentation 40 %

Individual presentation 30%

Contribution to the class discussion 30 %

### [Changes following student comments]

I appreciate active feedback from the class.

### [Equipment student needs to prepare]

PC or other devices to view websites of relevant institutions and prepare presentation.

[]

In order to become a successful policy maker and/or a business leader, it is critical to understand the state of global economic development and policy issues such as sustainable development goals (climate change, global health and gender equality, etc.). This course will provide you with knowledge and methodology to identify issues and find possible policy options. You will learn cross-country analysis and cross-sectoral approach to make your proposal convincing and operational. You will also learn Japan's experiences and expected roles.

MAN560F2

## Human Resource Management in Japan

Human Resource Management in Japan

藤村 博之 [Hiroyuki FUJIMURA]

単位数：2 単位

学期：秋学期後半/Fall(2nd half)

授業分類：専門講義

Global MBA

実務教員：

### [Outline and objectives]

Human Resource Management (HRM) means utilizing human resources for the purpose of achieving the company's mission. After the World War II, Japanese companies have developed rapidly. The main reason of the expansion came from a unique way of Japanese HRM.

However, Japanese companies are facing many challenges such as coping with globalization, declining labor population, changing consciousness of working people and so on.

This movement forces Japanese companies to rectify their traditional ways of HRM.

In this course, we study the basis of Japanese HRM and the direction of amendments of HRM in order to follow present situation of the labor environments.

### [Goal]

We study the basis and directions of Japanese HRM. This will be useful for students who expect to be an employee of Japanese companies or will make a deal with them.

Also, as Japanese HRM is strongly related to Japanese history and culture, comprehending Japanese HRM makes use of understanding Japan.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain“DP1”,“DP2”,“DP3”and“DP4”.

### [Method(s)]

Lecture / Group discussion / Presentation

1 Lecture of the theme from instructor.

2 Group discussion

3 Group presentation

Students are expected to read a pre-assignment.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

### [Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
1	Introduction & the basis of HRM	Self-introduction of the instructor and students Theory of human resource management
2	Changes of the Japanese society	Impacts of the aging society Advancing into society of female workers
3	Characteristics of HRM in Japanese companies 1	Myths of a Japanese style of human resource management Membership-based employment
4	Characteristics of HRM in Japanese companies 2	Gap between regular employees and non-regular employees Wages and salaries
5	Characteristics of HRM in Japanese companies 3	Recruitment of new graduates and mid-careers Evaluation system
6	Characteristics of HRM in Japanese companies 4	Employment of senior workers Female labor force participation
7	Tasks facing Japanese companies	Long overtime work without pay Work style reform in Japan

[Work to be done outside of class (preparation, etc.)]

The students are expected to read the handouts provided before class.(As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

### [Textbooks]

Hand outs will be provided.

### [References]

None

### [Grading criteria]

Class participation and attitude 40%

Group discussion and presentation 40%

Final report 20%

[Changes following student comments]

Feedback from students have not arrived because of the new subject.

[Others]

Office hour: after each lecture

[]

Human Resource Management(HRM) means that utilizing the human resources for the purpose of achieving the company's mission. After the World War II, Japanese companies have developed rapidly. The main reason of the expansion comes from a unique way of Japanese HRM.

However, Japanese companies are facing many challenges such as coping with globalization, declining labor population, changing consciousness of working people and so on.

This movement forces Japanese companies to rectify their traditional ways of HRM.

In this course, we study the basis of Japanese HRM and the direction of amendments of HRM in order to follow present situation of the labor environments.

MAN560F2

## Managing Talent

Managing Talent

豊嶋 晴美、白石 清仁 [Harumi TOYOSHIMA, Kiyohito SHIRAISHI]

単位数：2 単位

学期：秋学期前半/Fall(1st half)

授業分類：専門講義

Global MBA

実務教員：

### [Outline and objectives]

The goal of this course is to understand and be able to explain Japanese work society and its globalization particularly from different aspects, such as business communicating across cultures in workplace, organizational behavior, human capital management, general local recruiting process, and learning and development. This course helps students apply the knowledge to achieve preparation for working in Japan with various nationalities of people and managing organizational people who are critical to achieve their mission. Class will be conducted closely with instructor. This course is applicable to the both cooperate size and small size of company, but if we had to choose one, then corporate is more suitable to practice.

### [Goal]

1. Students are able to practice and develop their business communications skills to communicate with people who have Japanese cultural background, as well as others with various different cultural backgrounds.
2. Students are able to understand what managing talent means today on the front lines.
3. Students are able to understand the importance of the basic concepts of recruiting, training, OJT (On the Job Training), feedback and counselling in managing talent.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain“DP1”,“DP2”,“DP3”,“DP4”and“DP5”.

### [Method(s)]

#### IN-CLASS ACTIVITY WORKSHEETS:

This course uses In-Class Activity Worksheets as a way to facilitate students' in-class discussion activities (e.g., group discussions) as an important learning activity of this course. This worksheet lists several open-ended questions relevant to the main topic of the class and provide some space for each question in which to handwrite the answer.

#### LECTURES WITH POWERPOINT SLIDES:

Each lecture is delivered with a set of PowerPoint presentation slides that will be projected in the classroom.

Over the course of this semester, students are required to take notes on all major information delivered through the PowerPoint lecture slides in each class.

#### PRESENTATION AND FINAL PAPER:

The topic to be announced in the early stage of this course. The topic of both the final paper and the presentation will be the same.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
1	Welcome to this course (Lectured by Harumi Toyoshima)	-Course & Class Introduction

2	What is managing talent? (Lectured by Harumi Toyoshima)	-Human Capital Management
3	Japan business uniqueness (Lectured by Harumi Toyoshima)	-Japan labor environment -Japan organization structure and behavior -Retention
4	What does talent value? (Lectured by Harumi Toyoshima)	- Competency - Specialty
5	How can we measure? (Lectured by Harumi Toyoshima)	- Social skills
6	Communications (Lectured by Harumi Toyoshima)	-Communications style with people who have Japanese cultural background
7	What are key concepts for talent managing by recruiting leader/learning and development leader? (Lectured by Kiyohito Shiraishi)	- Recruiting - Learning - On the job training(counseling/feedback)
8	What are you being expected by recruiter from company? (Lectured by Harumi Toyoshima)	-Recruiting process and placement
9	What is effective way of communications? (Lectured by Harumi Toyoshima)	- Diversity and Inclusiveness - Work ethic
10	Comparisons between Japanese working style and other country's (Lectured by Harumi Toyoshima)	-Students will be allowed to choose one country to compare with Japan work society
11	Presentation by students (Lectured by Harumi Toyoshima)	-Topic to be announced
12	Presentation by students(Lectured by Harumi Toyoshima)	-Topic to be announced
13	Human Resources technology today at front line (Lectured by Harumi Toyoshima)	-People data analytics -People engagement -Digital HR
14	Course wrap-up (Lectured by Harumi Toyoshima)	Course wrap-up

[Work to be done outside of class (preparation, etc.)]

Students are expected to prepare their assignments, presentation, and final paper by the due date. Students' preparation and review time will be 4 hours per course. Further details will be announced in the course.

### [Textbooks]

For this course, students are NOT required to purchase any textbook. Instead, students are expected to research by their own outside of class for paper.



**[References]**

Again Students are NOT expected to buy any books. The books are only references.

GALLUP and Tom Rath  
StrengthsFinder 2.0

The new book has your unique access code to take the assessment. This access code is valid for one use only. Do not buy this book if this packet has been opened, therefore the used book is not suitable.

Erin Meyer  
Culture Map

**[Grading criteria]**

1. Class Attendance: 20%
2. Class Participation: 30%
3. In-class Paper Presentation: 10 %
4. Final Research Paper: 40 %

**[Changes following student comments]**

More case studies to be included to practice

**[Equipment student needs to prepare]**

N/A

**[Others]**

N/A

**[Contact]**

Contact: If you have questions or other needs for communication with the instructors, please send email to;

Harumi Toyoshima's email :

harumi.toyoshima.33@hosei.ac.jp

Kiyohito Shiraishi's email: kiyoinstrutor@gmail.com

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**[ ]**

The goal of this course is to understand and be able to explain Japanese work society and its globalization particularly from different aspects, such as business communicating across cultures in workplace, organizational behavior, human capital management, general local recruiting process, and learning and development. This course helps students apply the knowledge to achieve preparation for working in Japan with various nationalities of people and managing organizational people who are critical to achieve their mission. Class will be conducted closely with instructor. This course is applicable to the both cooperate size and small size of company, but if we had to choose one, then corporate is more suitable to practice.

MAN560F2

**Opportunity and Entrepreneurship in Japan**

Opportunity and Entrepreneurship in Japan

KENNETH G PECHTER [Kenneth Gordon PECHTER]

単位数：2 単位

学期：春学期後半/Spring(2nd half)

授業分類：専門講義

Global MBA

実務教員：

**[Outline and objectives]**

This course provides an introduction to entrepreneurship and related opportunities in Japan. This is done in the context of lessons from the study of the innovation process, which at its core seeks to link the power of emerging ideas to the development of profitable business. Entrepreneurship is a key mode for this linkage. The Japan specific context for entrepreneurship is explored, along with the evolving nature of work and the career opportunities and challenges connected to this evolution.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

**[Goal]**

The goal of this course is to develop understanding of the opportunities and challenges related to entrepreneurship in Japan, and the forces driving them. Upon completion of the course, students should be able to answer the question, What is entrepreneurship and why does it matter? Students should understand the specific context for entrepreneurship in Japan, and the major constraints driving change in this context. Students will be able to use concepts from the study of innovation to assess these constraints, and appreciate the opportunities afforded by entrepreneurship – both to the entrepreneurs themselves and to the broader workforce – for both large corporations as well as small & medium enterprises.

**[Which item of the diploma policy will be obtained by taking this class?]**

Will be able to gain“DP1”,“DP2”and“DP5”.

**[Method(s)]**

The primary approach of this course is in-class discussion – in the form of both lectures and guided discourse – supported by outside readings. Students are expected to actively participate in this discussion based on knowledge gained from the readings, and will be tested on their knowledge via presentations, assignments, quizzes and exams.

**[Active learning in class (Group discussion, Debate.etc.)]**

あり / Yes

**[Fieldwork in class]**

なし / No

**[Schedule]**

No.	Theme	Contents
1	Introduction	What is entrepreneurship, and what opportunities does it create?
2	Innovation & Organizations	The interaction between organizational dynamics and the innovation process
3	Entrepreneurship	The role of entrepreneurship in innovation

4	Entrepreneurship in Japan	Long-term postwar growth, the bubble economy, the lost decades, 311 and the Olympics
5	Escalators vs Elevators	Models for career advancement
6	Work, Love, Play and The Gig Economy	New opportunities for work in the Gig Economy
7	What's Next?	Outlook for opportunity & entrepreneurship

**[Work to be done outside of class (preparation, etc.)]**

Readings will be assigned during class, either via handouts or URLs for downloads. These materials are to be read thoroughly, and the student ready for discussion during the next class meeting and a quiz. Assignments in the form of short reports, presentations and take-home exams will be given as needed. A final exam, report and/or presentation will be required at the end of the course.

(In general students may expect 1 to 3 hours per week required outside of class for reading and assignments.)

**[Textbooks]**

No textbook will be used. Handouts and reading material will be provided. Access to the internet will be needed both during and outside of class, as well as a computer for access and writing.

**[References]**

Handouts or URLs to reference materials will be provided. Access to the internet will be needed both during and outside of class, as well as a computer for access and writing.

**[Grading criteria]**

Participation and ability to use concepts 50%

Mid-term assignments 20%

Final assignments 30%

Overall assessments are made in consideration of the three core learning objectives of the GMBA Program, which are instilling the following competencies:

1 Practical Management Competency

Learning Outcome 1a. Management Planning:

Student demonstrates competency in the application of the principles of management theory & practice to the planning of new business and/or the assessment of existing business

Learning Outcome 1b. Strategy Execution:

Student demonstrates competency in the application of the principles of management strategy to the planning of new business and/or the assessment of existing business

2 Critical Analytical Competency

Learning Outcome 2a. Hypothesis Setting:

Demonstrates competency in the formulation of hypotheses used to validate the planning of new business and/or the assessment of existing business

Learning Outcome 2b. Hypothesis Testing:

Demonstrates competency in the evaluation of hypotheses used to validate the planning of new business and/or the assessment of existing business

3 Communication Competency

Learning Outcome 3a. Written Communication

Demonstrates competency in professional written communication

Learning Outcome 3b. Spoken Communication

Demonstrates competency in professional spoken communication

**[Changes following student comments]**

Not applicable

**[Equipment student needs to prepare]**

Students should have use of a computer for internet access and writing, should bring the computer to class, and have access to the internet outside of class as well.

**[Others]**

Office Hours:

Class Days (Friday) 18:00-18:30

Due to the COVID-19 pandemic, courses this year will be held either in person or online according to the decisions of Hosei University, the Business School of Innovation Management, and the GMBA Program. Please check the university website and communications from the university for the final decision each quarter. In case of online course, please check the HOPPII system (学習支援システム) for specific online instructions of each course.

**[ ]**

This course provides an introduction to entrepreneurship and related opportunities in Japan. This is done in the context of lessons from the study of the innovation process, which at its core seeks to link the power of emerging ideas to the development of profitable business. Entrepreneurship is a key mode for this linkage. The Japan specific context for entrepreneurship is explored, along with the evolving nature of work and the career opportunities and challenges connected to this evolution.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

1 Practical Management Competency

2 Critical Analysis Competency

3 Communication Competency

MAN560F2

**Media and Entertainment**

Media and Entertainment

KENNETH G PECHTER [Kenneth Gordon PECHTER]

単位数：2 単位

学期：春学期前半/Spring(1st half)

授業分類：専門講義

Global MBA

実務教員：

**[Outline and objectives]**

This course provides an introduction to the Media & Entertainment industries. This is done in the context of lessons from the study of the innovation process, which at its core points to a major challenge of such industries: developing profitable business out of creative activity. These industries include TV, film, animation, gaming, publishing and other creative industries, with an emphasis on the situation in Japan.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

1 Practical Management Competency

2 Critical Analysis Competency

3 Communication Competency

**[Goal]**

The goal of this course is to develop understanding of the Media & Entertainment industries, and the forces driving them. Upon completion of the course, students should have a basic knowledge of the main components of these industries in Japan and overseas, of the specific characteristics of these industries in Japan, and of the major constraints driving change in these industries. Students will be able to use concepts from the study of innovation to assess these constraints, and appreciate the strategies for competition and growth suitable to these industries for both large corporations as well as small & medium enterprises.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP1”, “DP2”, “DP3” and “DP5”.

**[Method(s)]**

The primary approach of this course is in-class discussion – in the form of both lectures and guided discourse – supported by outside readings. Students are expected to actively participate in this discussion based on knowledge gained from the readings, and will be tested on their knowledge via presentations, assignments, quizzes and exams.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

**[Schedule]**

No.	Theme	Contents
1	Introduction	What are the media & entertainment industries, and why do they matter?
2	Media & Economic Development	The role of the media & entertainment industries in economic development
3	Media & Innovation	Creative industries and innovation in Japan
4	Film & TV Industries	Film industry, TV industry, etc.

5	Entertainment & Other Visual Media Industries	Visual media entertainment, manga, anime, games, etc.
6	Music & Media Industries	Music industry, distribution & payment models
7	What's Next?	Outlook for media & entertainment

[Work to be done outside of class (preparation, etc.)]

Readings will be assigned during class, either via handouts or URLs for downloads. These materials are to be read thoroughly, and the student ready for discussion during the next class meeting and a quiz. Assignments in the form of short reports, presentations and take-home exams will be given as needed. A final exam, report and/or presentation will be required at the end of the course.

(In general students may expect 1 to 3 hours per week required outside of class for reading and assignments.)

**[Textbooks]**

No textbook will be used. Handouts and reading material will be provided. Access to the internet will be needed both during and outside of class, as well as a computer for access and writing.

**[References]**

Handouts or URLs to reference materials will be provided. Access to the internet will be needed both during and outside of class, as well as a computer for access and writing.

**[Grading criteria]**

Participation and ability to use concepts 50%

Mid-term assignments 20%

Final assignments 30%

Overall assessments are made in consideration of the three core learning objectives of the GMBA Program, which are instilling the following competencies:

1 Practical Management Competency

Learning Outcome 1a. Management Planning:

Student demonstrates competency in the application of the principles of management theory & practice to the planning of new business and/or the assessment of existing business

Learning Outcome 1b. Strategy Execution:

Student demonstrates competency in the application of the principles of management strategy to the planning of new business and/or the assessment of existing business

2 Critical Analytical Competency

Learning Outcome 2a. Hypothesis Setting:

Demonstrates competency in the formulation of hypotheses used to validate the planning of new business and/or the assessment of existing business

Learning Outcome 2b. Hypothesis Testing:

Demonstrates competency in the evaluation of hypotheses used to validate the planning of new business and/or the assessment of existing business

3 Communication Competency

Learning Outcome 3a. Written Communication

Demonstrates competency in professional written communication

Learning Outcome 3b. Spoken Communication

Demonstrates competency in professional spoken communication

[Changes following student comments]

Not applicable

[Equipment student needs to prepare]

Students should have use of a computer for internet access and writing, should bring the computer to class, and have access to the internet outside of class as well.

[Others]

Office Hours:

Class Days (Friday) 18:00-18:30

Due to the COVID-19 pandemic, courses this year will be held either in person or online according to the decisions of Hosei University, the Business School of Innovation Management, and the GMBA Program. Please check the university website and communications from the university for the final decision each quarter. In case of online course, please check the HOPPII system (学習支援システム) for specific online instructions of each course.

【】

This course provides an introduction to the Media & Entertainment industries. This is done in the context of lessons from the study of the innovation process, which at its core points to a major challenge of such industries: developing profitable business out of creative activity. These industries include TV, film, animation, gaming, publishing and other creative industries, with an emphasis on the situation in Japan.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

MAN560F2

## Marketing in Japan

Marketing in Japan

大澤 裕 [Yutaka OSAWA]

単位数：2 単位

学期：秋学期後半/Fall(2nd half)

授業分類：専門講義

Global MBA

実務教員：

### 【Outline and objectives】

The objectives of this course are to learn practical marketing in Japan and to gain a deeper understanding of its theory.

Specifically, the students will learn how to effectively attract interest in products/services, and how to build win-win relationships with sales partners in Japan.

(Each student will choose a product or service that he/she would like to market in Japan.)

### 【Goal】

The goals of this course are as follows;

- 1) To master how to advertise products/services attractively, how to create marketing materials, and how to make presentations.
- 2) To master negotiation skills for creating win-win relationships with sales partners in Japan.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain“DP1”,“DP2”,“DP3”and“DP5”.

### 【Method(s)】

Lecture / Presentation / Discussion

Each student will create marketing materials and make presentations to market a product of his/her choice in Japan.

Presentations will be made several times. By getting feedback from other students and outside guests, you will come to understand your strengths and weaknesses.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

### 【Fieldwork in class】

なし / No

### 【Schedule】

秋学期後半

No.	Theme	Contents
1	Lecture	<ul style="list-style-type: none"> <li>・ Types of sales partners</li> <li>・ Win-win relationships with sales partners</li> </ul>
2	Self-Introduction	<ul style="list-style-type: none"> <li>・ Self-introduction and introduction of a friend to another person</li> </ul>
3	Lecture	<ul style="list-style-type: none"> <li>・ Difficulties of marketing in Japan</li> <li>・ Business practice in Japan</li> </ul>
4	Presentation / Discussion	<ul style="list-style-type: none"> <li>・ Presentation and discussion of what products/services you want to sell in Japan</li> </ul>
5	Lecture	<ul style="list-style-type: none"> <li>・ Catalogs and marketing materials</li> <li>・ Tradeshow</li> </ul>
6	Presentation / Discussion	<ul style="list-style-type: none"> <li>・ Presentation to end-users in Japan</li> </ul>
7	Lecture	<ul style="list-style-type: none"> <li>・ Sales Promotion</li> <li>・ Increasing brand recognition by using SNS, etc.</li> </ul>
8	Presentation / Discussion	<ul style="list-style-type: none"> <li>・ Presentation to distributors in Japan</li> </ul>
9	Lecture	<ul style="list-style-type: none"> <li>・ Pricing Strategy</li> <li>・ Trademark/Registered mark</li> </ul>
10	Presentation / Discussion	<ul style="list-style-type: none"> <li>・ Presentation to manufacturers in your country</li> </ul>
11	Presentation / Discussion	<ul style="list-style-type: none"> <li>・ Presentation of a product, simulating negotiations with a sales partner.</li> <li>・ Discussion regarding marketing materials and presentations</li> </ul>
12	Presentation / Discussion	<ul style="list-style-type: none"> <li>・ Presentation of a product, simulating negotiations with a sales partner.</li> <li>・ Discussion regarding marketing materials and presentations</li> </ul>
13	Presentation / Discussion	<ul style="list-style-type: none"> <li>・ Presentation of a product, simulating negotiations with a sales partner.</li> <li>・ Discussion regarding marketing materials and presentations</li> </ul>

- 14 Presentation / Discussion
- ・ Presentation of a product, simulating negotiations with a sales partner.
  - ・ Discussion regarding marketing materials and presentations
- [Work to be done outside of class (preparation, etc.)]  
Each student will prepare six PowerPoint presentations.(As a standard, 2 hours for preparation and 1 hour for review: a total of 3 hours.)
- [Textbooks]  
None
- [References]  
None
- [Grading criteria]  
Class participation 33%  
1-6th presentation 33%  
Final presentation 34%
- [Changes following student comments]  
The restriction on the amount of presentation materials has been removed. This is for reducing the burden of homework.
- [Equipment student needs to prepare]  
Personal computer
- []  
The objectives of this course are to learn practical marketing in Japan and to gain a deeper understanding of its theory. Specifically, the students will learn how to effectively attract interest in products/services, and how to build win-win relationships with sales partners in Japan.  
(Each student will choose a product or service that he/she would like to market in Japan.)

MAN560F2

## Service Management in Japan

Service Management in Japan

KENNETH G PECHTER [Kenneth Gordon PECHTER]

単位数：2 単位

学期：秋学期後半/Fall(2nd half)

授業分類：専門講義

Global MBA

実務教員：

### [Outline and objectives]

This course provides an introduction to Service Management in Japan. This is done in the context of lessons from the study of the innovation process, for which the service sector is a key and growing platform, and which also provides a framework for understanding challenges to service sector growth in Japan. The Japan-specific context for Service Management is explored, with special attention on such cultural artifacts as “omotenashi” - Japanese style hospitality - which is playing a prominent role in the staging of the 2020 Tokyo Olympics (tentatively postponed till 2021).

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

### [Goal]

The goal of this course is to develop understanding of Service Management in Japan, and the forces driving it. Upon completion of the course, students should have a basic knowledge of the main components of and expectations for the service sector in Japan and overseas, of the specific characteristics of services in Japan, and of the major constraints driving change in them. Students will be able to use concepts from the study of innovation to assess these constraints, and appreciate the word “Omotenashi” (Japanese style hospitality), which has become the focal point for the discussion of services and Service Management in Japan for both large corporations as well as small & medium enterprises.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP1”, “DP2”, “DP3”, “DP4” and “DP5”.

### [Method(s)]

The primary approach of this course is in-class discussion – in the form of both lectures and guided discourse – supported by outside readings. Students are expected to actively participate in this discussion based on knowledge gained from the readings, and will be tested on their knowledge via presentations, assignments, quizzes and exams.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
1	Introduction	What is service management?
2	Global Promise of Services	Economic development and the service sector
3	Promise of Services in Japan	Economic development and Japan's service sector
4	Services & Innovation	Problem solving, organizational dynamics and service management

5	Inside the Black Box of Service Businesses	Japanese-style communication and the service business value chain
6	Tourism and the Olympics of Omotenashi	What is Omotenashi, and does it make an industry?
7	What's Next?	Outlook for service management

**[Work to be done outside of class (preparation, etc.)]**

Readings will be assigned during class, either via handouts or URLs for downloads. These materials are to be read thoroughly, and the student ready for discussion during the next class meeting and a quiz. Assignments in the form of short reports, presentations and take-home exams will be given as needed. A final exam, report and/or presentation will be required at the end of the course.

(In general students may expect 1 to 3 hours per week required outside of class for reading and assignments.)

**[Textbooks]**

No textbook will be used. Handouts and reading material will be provided. Access to the internet will be needed both during and outside of class, as well as a computer for access and writing.

**[References]**

Handouts or URLs to reference materials will be provided. Access to the internet will be needed both during and outside of class, as well as a computer for access and writing.

**[Grading criteria]**

Participation and ability to use concepts 50%

Mid-term assignments 20%

Final assignments 30%

Overall assessments are made in consideration of the three core learning objectives of the GMBA Program, which are instilling the following competencies:

1 Practical Management Competency

Learning Outcome 1a. Management Planning:

Student demonstrates competency in the application of the principles of management theory & practice to the planning of new business and/or the assessment of existing business

Learning Outcome 1b. Strategy Execution:

Student demonstrates competency in the application of the principles of management strategy to the planning of new business and/or the assessment of existing business

2 Critical Analytical Competency

Learning Outcome 2a. Hypothesis Setting:

Demonstrates competency in the formulation of hypotheses used to validate the planning of new business and/or the assessment of existing business

Learning Outcome 2b. Hypothesis Testing:

Demonstrates competency in the evaluation of hypotheses used to validate the planning of new business and/or the assessment of existing business

3 Communication Competency

Learning Outcome 3a. Written Communication

Demonstrates competency in professional written communication

Learning Outcome 3b. Spoken Communication

Demonstrates competency in professional spoken communication

**[Changes following student comments]**

Not applicable

**[Equipment student needs to prepare]**

Students should have use of a computer for internet access and writing, should bring the computer to class, and have access to the internet outside of class as well.

**[Others]**

Office Hours: Class Days (Thursday) 18:00-18:30

Due to the COVID-19 pandemic, courses this year will be held either in person or online according to the decisions of Hosei University, the Business School of Innovation Management, and the GMBA Program. Please check the university website and communications from the university for the final decision each quarter. In case of online course, please check the HOPPII system (学習支援システム) for specific online instructions of each course.

**[ ]**

This course provides an introduction to Service Management in Japan. This is done in the context of lessons from the study of the innovation process, for which the service sector is a key and growing platform, and which also provides a framework for understanding challenges to service sector growth in Japan. The Japan-specific context for Service Management is explored, with special attention on such cultural artifacts as "omotenashi" - Japanese style hospitality - which is playing a prominent role in the staging of the 2020 Tokyo Olympics (tentatively postponed till 2021).

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

1 Practical Management Competency

2 Critical Analysis Competency

3 Communication Competency

MAN560F2

## Innovation in Global business

Innovation in Global business

米倉 誠一郎

単位数：2 単位

学期：秋学期前半/Fall(1st half)

授業分類：専門講義

Global MBA

実務教員：

## 【Outline and objectives】

In this course, we will study two very important issues in the 21st Century; innovation and globalization. As to innovation, we will focus on "social innovation," in particular. As to globalization, two very interesting cases will be picked up; Juchheim and Toraya in confectionery industry.

- 1) What is innovation? and what is social innovation?
- 2) How traditional companies try to global their business?

## 【Goal】

- 1) To understand the theoretical framework on innovation
- 2) To understand of a historical development of the global business
- 3) To create your own innovative business ideas

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP1", "DP2", "DP3", "DP4" and "DP5".

## 【Method(s)】

- 1) Class discussion
- 2) Group work and group discussion
- 3) Group presentation and direct discussion with real global business leaders

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
6/8	Introduction	Why you study in Japan? Why we need innovation? What globalization is.
6/8	A theoretical framework of innovation	Innovation: Schumpeter's 5 factors and Abernathy's four cell model. What is social innovation?
6/15	What is globalization? How to compete with global giants.	Lectured by Kazuki Moribe.
6/15	What is globalization? How to compete with global giants.	Lectured by Dr. Yonekura
6/22	How a Japanese sweets company should globalize and win a certain market share.	Three teams will compete for the best strategic presentation
6/22	A presentation competition for Mr. Hideo Kawamoto, CEO of Juchheim.	Three teams will compete for the best strategic presentation
6/29	Students will present their strategic proposal to Mr. Hideo Kawamoto,	How a Japanese sweets company should globalize and win a certain market share.
6/29	A special lecture from Mr. Kawamoto on global strategy of Juchheim.	By using a AI, Robotics and platform how Juchheim tries to globalize.
7/6	A presentation competition for the best strategic proposal to Toraya: How a Japanese traditional company can penetrate into Asian Market?	Can Toraya, a 1500 year old company, penetrate into Asian market?
7/6	A presentation competition for the best strategic proposal to Toraya: How a Japanese traditional	Can Toraya, a 1500 year old company, penetrate into Asian market?

7/13	Students presentation to Mr. Kurokawa and comments on the proposals by him	Proposal presentations by students and discussion with CEO
7/13	A special lecture by Mr. Hitsuharu Kurokawa, CEO of Toraya	Dialogue with Mr. Kurokawa.
7/20	Final lecture on Innovation in Global Business.	Guest to be announced
7/20	Final lecture on Innovation in Global Business.	Guest to be announced

【Work to be done outside of class (preparation, etc.)】

In order to prepare a group presentation to invited business leaders, Approximately 4-6 hours group works are required. It will be a little bit hard, but will be worthwhile. (As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

## 【Textbooks】

Seiichiro Yonekura and Anis Uzzaman, "A great reset of Japanese companies"

Kazuki Moribe, "グローバル・マーケティング戦略の基本"

## 【References】

## 【Grading criteria】

- 1) Class participation (30%)
- 2) Group work participation and leadership (30%)
- 3) A final term paper (40%)

## 【Changes following student comments】

More class discussion

【】

In order to understand innovation in global business, we study theoretical framework of innovation and globalization. Also we will study what is social innovation and why it is so important and where did it come from?

We will study a global process of traditional or domestic companies and a theoretical framework of globalization.

MAN560F2

## Innovators and Leaders

Innovators and Leaders

米倉 誠一郎 [Seiichiro YONEKURA]

単位数：2 単位

学期：春学期後半/Spring(2nd half)

授業分類：専門講義

Global MBA

実務教員：

## [Outline and objectives]

In order to create a new economic development, it is necessary for any countries and regions to facilitate innovative activities by innovators. Innovation itself, however, cannot have a greater impact on economic development. There must be a business leader who can establish a business model by using innovation and innovative ideas. In this course, we would learn relationships between innovation, innovators and leaders through book readings, case studies and dialogue with real innovators and leaders.

## [Goal]

- 1) To understand a theoretical relationship between innovation and innovators.
- 2) To understand necessary capabilities to carry out innovation.
- 3) To understand a theoretical relationship between innovation and leaders.
- 4) To understand necessary capabilities to create a concrete business model by using innovation.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP1", "DP2", "DP3", "DP4" and "DP5".

## [Method(s)]

The class learning method is consisted of reading assignment, class discussion/participation, report writing, group work and dialogue with innovators and business leaders.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

## [Schedule]

No.	Theme	Contents
1: Sep 13	Introduction	Why we need innovators and business leaders?
2: Sep 13	Innovation and Innovator	A theoretical relationship between innovation and innovators
3: Sep 20	Leadership and organizational change	A theoretical frame work of leadership.
4: Sep 20	Leadership Practice	8 steps to change the organization.
5: Sep 27	Preparation for a pitch presentation for Guest speaker ①	Class competition for the best preparation for Guest ①
6: Sep 27	Preparation for a pitch presentation for Guest speaker ①	Class competition for the best preparation for Guest speaker ①
7: Oct 4	Strategic presentation to Guest speaker Dr. Anis Uzzaman, CEO of Pegasus Tech Venture ①	Dialogue with Dr. Uzzaman
8: Oct 4	Dialogue with Guest ①	Class discussion with Guest speaker ①
9: Oct 11	Preparation for a pitch presentation for Guest speaker ②	Class competition for the best preparation for Guest ②
10: Oct 11	Competition for the CEO presentation to guest speaker ②	Class presentations and team competition
11: Oct 18	Strategic presentation for Guest ②	Guest Dialogue
12: Oct 18	Dialogue with Guest ②	Class discussion with Guest speaker ②
13: Oct 25	Summary Lecture	What is the essence of innovators, entrepreneurship and leaders?
14: Oct 25	Summary Lecture	What is the essence of innovators, entrepreneurship and leaders?

[Work to be done outside of class (preparation, etc.)]

- 1) Group work for a case analysis
- 2) Group presentation preparation
- 3) Participation to the 2017 Nikkei BP Innovators Award

(As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

## [Textbooks]

J.A.Schumpeter, A Theory of Economic Development  
Kenichi Ohmae, A creative thought from Zero to one

## [References]

Cusumano, Microsoft Secrete

米倉誠一郎「企業家の条件」

米倉誠一郎『イノベーターたちの日本史』

## [Grading criteria]

- 1) Class participation/discussion (30%)
- 2) Group work participation and leadership(30%)
- 3) A quality of presentation by Group work (40%)

Grade A:80-100%, Grade B:60~80%, Grade C:40-60%, Grade F: under 40%

[Changes following student comments]

more basic lectures from professors

[]

In order to create a new economic development, it is necessary for any countries and regions to facilitate innovative activities by innovators. Innovation itself, however, cannot have a greater impact on economic development. There must be a business leader who can establish a business model by using innovation and innovative ideas. In this course, we would learn relationships between innovation, innovators and leaders through book readings, case studies and dialogue with real innovators and leaders.



MAN560F2

## Digital Marketing

Digital Marketing

柿原 正郎 [Masao KAKIHARA]

単位数：2 単位

学期：春学期後半/Spring(2nd half)

授業分類：専門講義

Global MBA

実務教員：

## [Outline and objectives]

This course addresses the core value and the impact of digital technologies on marketing planning and execution. Business environments are now more dynamic and rapidly changing than ever, largely driven by the rapid diffusion and implementation of Internet-enabled digital technologies. Digital Marketing is not just about pure online marketing activities such as search engine marketing and social media marketing. It also makes traditional marketing 'analyzable' and 'measurable' by the power of the digital. This course explores the fundamental concepts and frameworks of Digital Marketing through various real case studies.

## [Goal]

The main goal of this course is to help students:

- 1) understand fundamental concepts and frameworks of data-driven, digital marketing
- 2) get foundational knowledge to apply them to various business and industry settings.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP1", "DP2", "DP3" and "DP4".

## [Method(s)]

Lecturing and in-class discussion

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
第 1 回	Introduction	Course overview, intro of group project, some house-keeping works
第 2 回	Digital Landscape in Asia	An overview of key developments of Internet technologies and their impact on business in Asia
第 3 回	Data-driven Thinking	An overview of the impact of data-rich marketing methods and approaches
第 4 回	Marketing Metrics	Exploring key marketing metrics - CAC, CLV, ROI, Churn, Segmentation etc.
第 5 回	Analytics for Digital Marketing	Introducing data analytics methods and tools
第 6 回	Business Models in the Digital Age	Discussions emerging business models in the digital fields
第 7 回	Online Advertising (1)	Exploring key concepts and framework of online advertising
第 8 回	Online Advertising (2)	Discussing how to design and execute online advertising campaigns
第 9 回	Social Network	Exploring business value and impact of social network services
第 10 回	Measurement	Exploring key frameworks and issues for marketing measurement by data
第 11 回	Team & Organization Issues for Digital Marketing	Discussing how to build and manage digital-savvy marketing teams and organizations
第 12 回	Capital Structure and firm valuation - Chapter 18-19	Understand the MM theory and impact of capital structure on the corporate valuation. In the real life environment, consider the implication of capital structure on the value of the shares retained by the entrepreneur.
第 13 回	Future of Digital Marketing	Exploring emerging new technology trends of digital marketing such as AI, IoT, Automation, etc.
第 14 回	Wrap-up	A summary of the course and final discussions

[Work to be done outside of class (preparation, etc.)]

Basic-level understanding of marketing is required. Students who have not been exposed to marketing at all are strongly advised to take basic Marketing courses beforehand. (As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

## [Textbooks]

No textbook will be used in this course.

## [References]

Mark Jeffery (2010), "Data-Driven Marketing: The 15 Metrics Everyone in Marketing Should Know", Wiley.

Wayne L. Winston (2014), "Marketing Analytics: Data-Driven Techniques with Microsoft Excel", Wiley.

Craig S. Fleisher, Babette E. Bensoussan (2015), "Business and Competitive Analysis: Effective Application of New and Classic Methods" (2nd Edition), Pearson FT Press.

Farris, Neil Bendle, Phillip E. Pfeifer, David J. Reibstein (2015), "Marketing Metrics: The Manager's Guide to Measuring Marketing Performance" (3rd Edition), Pearson FT Press.

## [Grading criteria]

Method of evaluation

Group project: 40%

Contribution to the class: 60 %

## [Changes following student comments]

More practical knowledge for digital marketing will be offered, e.g. online ad marketing operation, data analytics tools, etc.

[]

This course addresses the core value and the impact of digital technologies on marketing planning and execution. Business environments are now more dynamic and rapidly changing than ever, largely driven by the rapid diffusion and implementation of Internet-enabled digital technologies. Digital Marketing is not just about pure online marketing activities such as search engine marketing and social media marketing. It also makes traditional marketing 'analyzable' and 'measurable' by the power of the digital. This course explores the fundamental concepts and frameworks of Digital Marketing through various real case studies.

MAN560F2

## MBA Special Lecture

MBA Special Lecture

CHANG WEI-LUN [CHANG WEI-LUN]

単位数：2 単位

学期：夏期集中/Intensive(Summer)

授業分類：専門講義

Global MBA

実務教員：

## 【Outline and objectives】

This module aims to offer an entertaining course for Information Technology and Management. It provides students opportunities to appreciate what the essentials of the Information Technology and Management are and how to analyze cases from practices. This course can help us understand the essentials of the Information Technology and Management and action in real-life organizational contexts. Through an appreciation of existing cases, this module seeks to help students to respond to some of these questions and to become familiar with the principles for the Information Technology and Management and evaluation of a business application.

## 【Goal】

This module aims to offer an entertaining course for Information Technology and Management. It provides students a chance to appreciate what are the essentials of the Information Technology and Management and how to analyze selected cases. In recent years, innovative types of Information Technology have emerged as an important indicator for IT field. This course can help us to understand the essentials of the Information Technology and Management and action in real-life organizational contexts; it has the potential to produce deep insights into organizational phenomena. As the interest in managing an innovative business has increased over time, however, many people have raised questions about what innovative Business Information Systems are and how their qualities can be assessed. Through an appreciation of existing cases, this module seeks to help students to respond to some of these questions and to become familiar with the principles for the Information Technology and Management and evaluation of a business application.

1. Understand the concept of information technology and management and the applications (e.g., business process re-engineering, enterprise resource planning, customer relationship management, and supply chain management).
3. Analyze certain benchmarks of information technology and management.
4. Apply and evaluate the cases of information technology and management by case analysis.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP1”, “DP3” and “DP4”.

## 【Method(s)】

This class will be lectured by Case-Based Teaching (case analysis). Students have to read required materials and prepare questions/comments in order to facilitate the discussion. Active participation and interaction is required during the class. The used method aims to achieve:

1. Searching for answers
2. Flexible application
3. Rich contexts
4. Two-way dialogue

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
8 月 30 日	Introduction & Orientation	Introduce the concept and requirements
8 月 30 日	The importance of ICT	Understand the pros and cons of ICT.
8 月 30 日	The competition of ICT in enterprises	Understand the competitive advantage ICT
8 月 30 日	Case: Case-Cirque du Soleil	Case discussion
8 月 31 日	Business Process Reengineering	Understand the basic idea of BPR and steps to conduct it
8 月 31 日	Case: Amsterdam Airport	Case discussion
8 月 31 日	Enterprise Resource Planning (ERP)	Understand what ERP is in enterprises
8 月 31 日	Case: VLF Hospital	Case discussion
9 月 1 日	Customer relationship management (CRM)	Understand the concept and key factors of CRM
9 月 1 日	Case: HEC Montréal	Case discussion
9 月 1 日	Supply chain management (SCM)	Understand the new ICT on SCM.
9 月 1 日	Case: Amazon	Case discussion
9 月 2 日	Final Presentation	Each student will need to select a local case related to IT industry for final presentation.
9 月 2 日	Final Presentation	Each student will need to select a local case related to IT industry for final presentation.

## 【Work to be done outside of class (preparation, etc.)】

Group participation and discussion are required in the class. individual presentation is needed for final case analysis in the last class. (As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

## 【Textbooks】

Handouts and reading materials will be provided by lecturer.

## 【References】

The supplemental material will be randomly provided in the first class (powerpoint files and cases).

## 【Grading criteria】

In-class group discussion: 50%

Final presentation: 50%

## 【Changes following student comments】

No records.

## 【Equipment student needs to prepare】

Students may have own laptops in the class in case the needs of Internet access for group work.

## 【Others】

Students can contact the lecturer regarding the course details if needed (wlchang@ntut.edu.tw).

【】

This module aims to offer an entertaining course for Information Technology and Management. It provides students opportunities to appreciate what the essentials of the Information Technology and Management are and how to analyze cases from practices. This course can help us understand the essentials of the Information Technology and Management and action in real-life organizational contexts. Through an appreciation of existing cases, this module seeks to help students to respond to some of these questions and to become familiar with the principles for the Information Technology and Management and evaluation of a business application.

MAN650F2

## Project 1-A (Internship)

Project 1-A(Internship)

KENNETH G PECHTER、米倉 誠一郎、高田 朝子

単位数：6 単位

学期：秋学期授業/Fall

授業分類：専門演習

Global MBA

実務教員：

### 【Outline and objectives】

Project 1-A is an internship (referred to as Internship 1), which generally takes place at a regional government office in Japan. (At the discretion of the faculty, however, in certain cases according to the background of the individual student, placements may be made instead to private sector, non-profit sector or – in rare cases – overseas organizations.) The internship takes place for at least 160 hours over approximately 4 weeks in the January-February time period of the Global MBA (GMBA) Program Academic Year 1.

The purpose of Internship 1 is to provide a real-world business learning experience, while also providing the opportunity for students to be exposed to intensive Japanese language and cultural learning, and to real-world workplace conditions. (In cases where the student is a native Japanese speaker, alternative placements may be made to provide equivalent learning opportunities in a non-Japanese environment.) The internships are arranged and assigned by the GMBA program faculty.

In certain special cases, students may be accepted into the GMBA program with the understanding that they are unable to participate in Internship 1 for the following specific reasons (to be pre-approved by the faculty):

- People with concurrent full-time jobs who are unable to take leave of absence
  - People with full-time childcare duties who are unable to be away from home
  - Special institutional arrangements requiring a field research project
  - Special company dispatches requiring a field research project
- In these cases, students may be permitted to take Project 1-B (Field Research) instead of 1-A, with the specific project to be carried out under supervision of the faculty in order to provide an equivalent experience. (Such cases result from GMBA program decisions, not simply because the student prefers to do a field research project.)

In case of a time conflict during Academic Year 1, it is possible though not recommended that Project 1-A may be taken in Year 2 along with Project 2-A.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

**【Goal】**

Internship 1 provides a real-world business learning experience. This serves as a complement to the project-based learning approach promoted in the Hosei Business School of Innovation Management, in which classroom learning is facilitated through the exploration of practical, real-world problem solving. Internship 1 (and later Internship 2 in Academic Year 2) corresponds to the “project method” used in the Japanese MBA programs residing in the Business School along side the English-language GMBA program. This enables the student to acquire working knowledge and develop critical assessment abilities that form a solid foundation for a career as a management professional.

As the majority of students in the GMBA program are anticipated to be non-native Japanese speakers, Internship 1 also provides the opportunity for students to be exposed to intensive Japanese language and cultural learning while experiencing real-world workplace conditions in Japan. This enables the student to cultivate the global perspective that the GMBA program values.

Student interns perform as if they were regular employees of the organization, including expectations of neatness, punctuality, productivity, and openness to supervision. The primary job responsibility of interns is to work on projects assigned to them by their host organization, as well as on their own individual project on topics assigned by the GMBA program, such as the improvement of inbound tourism. Interns are also expected to do routine tasks and clerical work.

**Goals:**

- To acquire real-world working knowledge of innovation practitioners grounded in management theory and practice
- To experience real-world work conditions in Japan, in order to cultivate the critical thinking skills of innovation practitioners
- To cultivate the global perspective that the GMBA program values, through exposure to intensive Japanese language and cultural learning, in order to become innovation practitioners grounded in effective communication

**【Which item of the diploma policy will be obtained by taking this class?】**

Will be able to gain “DP1”, “DP2”, “DP3”, “DP4” and “DP5”.

**【Method(s)】**

In order to clarify the purpose and procedures, and to explain the specific goal and deliverables of Internship 1, orientation meetings are provided in the months prior to the internship, and this is furthermore supported by individual discussions with the internship coordinators.

The internship itself is a required over 160 hours, during which the student works in the internship organization under the direction of a supervisor in the assigned organization.

This amount of time is generally 8 hours a day, 5 days a week, for 4 weeks, plus time spent after-hours and on weekends participating in local activities.

Periodic internship reports in English are required based on regular journals to be kept by the student, as will be specified during the orientation and assignment period, with the final report of the same format due within a week of finishing the internship.

Towards the end of the internship students will make a Summary Presentation to their host organizations at the internship location. Upon returning to Tokyo, a Final Presentation will be made at the Internship Presentation Conference.

**【Active learning in class (Group discussion, Debate.etc.)】**

あり / Yes

**【Fieldwork in class】**

あり / Yes

**【Schedule】**

No.	Theme	Contents
1	Internship 1 Orientation Period Week 1	General information on Internship 1
2	Internship 1 Orientation Period Week 2	General information on Internship 1
3	Internship 1 Orientation Period Week 3	General information on Internship 1
4	Internship 1 Planning Period Week 1	Familiarization with host region and organization
5	Internship 1 Planning Period Week 2	Familiarization with host region and organization
6	Internship 1 Planning Period Week 3	Familiarization with host region and organization
7	Internship 1 Preparation Week 1	Determination of individual internship project and preparation for move to region
8	Internship 1 Preparation Week 2	Determination of individual internship project and preparation for move to region
9	Internship 1 Preparation Week 3	Determination of individual internship project and preparation for move to region
10	Internship 1 Internship Week 1	Work at assigned regional organization
11	Internship 1 Internship Week 2	Work at assigned regional organization
12	Internship 1 Internship Week 3	Work at assigned regional organization
13	Internship 1 Internship Week 4	Work at assigned regional organization, and make Summary Presentation at internship location
14	Internship 1 Final Week	Final Presentation in Tokyo

**【Work to be done outside of class (preparation, etc.)】**

The student must attend the orientation meetings (dates to be announced).

During the term of the internship, the student will participate in the activities of the host organization, as well as work on an individual project (such as improvement of inbound tourism to the region).

During the term of the internship, students must create and maintain a journal of their work and experiences. Details of the format will be described during the orientation period prior to the internship, but generally speaking will include:

- a summary of each day’s activities
- observations and brief reflections about the functioning of the office (e.g. work-supervisor relations; leadership and management practices; interactions with outside agencies, groups and constituents/clients)
- placement of the observations in the perspective of the lessons learned in the GMBA courses.

It is important that interns set aside regular time to record these journal entries.

Periodic internship reports in English are required based on regular journals to be kept by the student, as will be specified during the orientation and assignment period, with the final report of the same format due within a week of finishing the internship.

Towards the end of the internship, the student will make a presentation to their host organization summarizing their assigned duties during the internship, their own individual project (for example, promotion of inbound tourism), and their feelings on the overall internship experience. The student is encouraged to do this Summary Presentation in Japanese (or bilingual Japanese and English) if at all possible, both as a goal for improving Japanese ability, and as an expression of gratitude to hosts who have so kindly accepted the student for the internship.

After returning to Tokyo a Final Presentation will be made at the Internship Presentation Conference. This presentation is generally in English, although students for whom their English is stronger than their Japanese may challenge themselves to presenting in Japanese if they desire.

(In general students may expect 2 to 4 hours per week of preparation prior to the internship, full time work during the internship, and then 5 to 10 hours per week in preparation for the Final Presentation after the internship.)

**[Textbooks]**

Not applicable

**[References]**

Not applicable

**[Grading criteria]**

Students will be judged on their overall professional attitude and completion of assigned tasks.

The assigned tasks include:

- Attendance at orientation and training sessions
- Creation and maintenance of a regular journal (detailed instructions to be provided during the orientation period)
- On-time submission of regular reports in English (detailed instructions to be provided during the orientation period)
- Submission of final weekly report, and a Summary Presentation (in Japanese if possible) at the internship location, and a Final Presentation (usually in English but Japanese also possible) at the Internship Presentation Conference following the internship (detailed instructions to be provided during the orientation period)

Professional attitude will be judged on characteristics including the following:

- Positive and cooperative attitude during the orientation and assignment period
- Active participation in training
- Proper and business-like communications in email and report submissions
- Critical assessment and decision-making during the internship
- Collegial relationships with colleagues in both the GMBA program and at the internship locations
- Responsible communication with the GMBA program office, GMBA faculty, and adherence to rules and guidelines

In making the assessments, the GMBA faculty also works closely with the internship hosting organizations, so that the overall grade will also take account of the intern's performance as assessed by the intern's supervisor in the organization.

Overall assessments are made in consideration of the three core learning objectives of the GMBA Program, which are instilling the following competencies:

**1 Practical Management Competency**

**Learning Outcome 1a. Management Planning:**

Student demonstrates competency in the application of the principles of management theory & practice to the planning of new business and/or the assessment of existing business

**Learning Outcome 1b. Strategy Execution:**

Student demonstrates competency in the application of the principles of management strategy to the planning of new business and/or the assessment of existing business

**2 Critical Analytical Competency**

**Learning Outcome 2a. Hypothesis Setting:**

Demonstrates competency in the formulation of hypotheses used to validate the planning of new business and/or the assessment of existing business

**Learning Outcome 2b. Hypothesis Testing:**

Demonstrates competency in the evaluation of hypotheses used to validate the planning of new business and/or the assessment of existing business

**3 Communication Competency**

**Learning Outcome 3a. Written Communication**

Demonstrates competency in professional written communication

**Learning Outcome 3b. Spoken Communication**

Demonstrates competency in professional spoken communication

**[Changes following student comments]**

The internship term has been shortened from 5 weeks to 4 weeks in order to account for intern work after hours and on weekends.

The course Business Practice in Japan has been added in the Fall-1 quarter in part in response to student requests for more preparation prior to the internship.

Assignment to internship locations has also been moved up earlier in the Fall in order to allow more time to plan for living arrangements, travel and project topics.

It is possible that the internship format may change to a group internship at a limited number of locations, as was done in 2020-21 academic year due to the COVID-19 pandemic. Please speak to the Innovation Management Office for details.

**[Equipment student needs to prepare]**

Students should have use of a computer for internet research, communication and writing, should bring the computer to their internships, and have access to the internet as well.

**[Others]**

Due to the COVID-19 pandemic, courses this year will be held either in person or online according to the decisions of Hosei University, the Business School of Innovation Management, and the GMBA Program. Please check the university website and communications from the university for the final decision each quarter. In case of online course, please check the HOPPII system (学習支援システム) for specific online instructions of each course.

Specifically in the case of internship courses, the internship may be changed to a full online or hybrid online/face-to-face format.

**[ ]**

Project 1-A is an internship (referred to as Internship 1), which generally takes place at a regional government office in Japan. (At the discretion of the faculty, however, in certain cases according to the background of the individual student, placements may be made instead to private sector, non-profit sector or – in rare cases – overseas organizations.) The internship takes place for at least 160 hours over approximately 4 weeks in the January-February time period of the Global MBA (GMBA) Program Academic Year 1.

The purpose of Internship 1 is to provide a real-world business learning experience, while also providing the opportunity for students to be exposed to intensive Japanese language and cultural learning, and to real-world workplace conditions. (In cases where the student is a native Japanese speaker, alternative placements may be made to provide equivalent learning opportunities in a non-Japanese environment.)

The internships are arranged and assigned by the GMBA program faculty.

In certain special cases, students may be accepted into the GMBA program with the understanding that they are unable to participate in Internship 1 for the following specific reasons (to be pre-approved by the faculty):

- People with concurrent full-time jobs who are unable to take leave of absence

- People with full-time childcare duties who are unable to be away from home
- Special institutional arrangements requiring a field research project
- Special company dispatches requiring a field research project

In these cases, students may be permitted to take Project 1-B (Field Research) instead of 1-A, with the specific project to be carried out under supervision of the faculty in order to provide an equivalent experience. (Such cases result from GMBA program decisions, not simply because the student prefers to do a field research project.)

In case of a time conflict during Academic Year 1, it is possible though not recommended that Project 1-A may be taken in Year 2 along with Project 2-A.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

MAN650F2

## Project 1-B (Field Research)

Project 1-B(Field Research)

KENNETH G PECHTER [Kenneth Gordon PECHTER]

単位数：6 単位

学期：秋学期授業/Fall

授業分類：専門演習

Global MBA

実務教員：

### [Outline and objectives]

Project 1-B (Field Research) and Project 2-B (Field Research), for Global MBA (GMBA) Program students in Year 1 and Year 2 respectively, is offered only in special cases for GMBA students who have been permitted to take these courses instead of Project 1-A (Internship) and Project 2-A (Internship) for the following reason.

In certain special cases, students may be accepted into the GMBA program with the understanding that they are unable to participate in Project 1-A (Internship) and Project 2-A (Internship) for the following specific reasons (to be pre-approved by the faculty):

- People with concurrent full-time jobs who are unable to take leave of absence
- People with full-time childcare duties who are unable to be away from home

- Special institutional arrangements requiring a field research project
- Special company dispatches requiring a field research project

In these cases, students may be permitted to take Project 1-B (Field Research) and Project 2-B (Field Research) instead, with the specific Field Research project to be carried out under supervision of the faculty in order to provide an equivalent experience to the internship courses. (Such cases result from GMBA program decisions, not simply because the student prefers to do a Field Research project.)

The purpose of the Project 1-A & 2-A (Internship) and the Project 1-B & 2-B (Field Research) courses is to provide a real-world business learning experience known as Project-based Learning or Active Learning, in support of the course work encountered in the GMBA program.

As the mission of the Business School of Innovation Management is to foster innovation practitioners in companies, organizations and society at large, grounded in management theory & practice, critical thinking, and effective communication, the emphasis of this Field Research project work is not purely academic. Rather, the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals. Accordingly the reports and presentations of this course do not constitute a standard Master's Thesis, nor do they necessarily guarantee advancement to further doctoral study such as PhD.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

### [Goal]

Field Research provides real-world business learning experiences. Project 1-B (Field Research) in Academic Year 1 and Project 2-B (Field Research) in Academic Year 2 correspond to the "project method" (also known as Project-based Learning) used in the Japanese MBA programs residing in the Business School along side the English-language GMBA program, in which learning is facilitated through the exploration of practical, real-world problem solving. This enables the student to acquire working knowledge and develop critical assessment abilities that form a solid foundation for a career as a management professional. The emphasis of this project work is not purely academic, but rather the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals, especially those in Japanese organizations or organizations based in Japan.

It is permissible but not required for the Project 2-B (Field Research) project in Year 2 to build on the work done in Year 1 for the Project 1-B (Field Research) project

### Goals:

- To acquire real-world working knowledge of innovation practitioners grounded in management theory and practice
- To experience real-world work conditions in Japan, in order to cultivate the critical thinking skills of innovation practitioners
- To cultivate the global perspective that the GMBA program values, through exposure to intensive Japanese language and cultural learning, in order to become innovation practitioners grounded in effective communication

[Which item of the diploma policy will be obtained by taking this class?]  
Will be able to gain "DP1", "DP2", "DP3", "DP4" and "DP5".

**[Method(s)]**

The student is to develop and carry out a Field Research project plan in consultation with and under the guidance of a faculty advisor or advisors. In order to do this, the student will first identify a general area or areas of interest based on past and current work experience and career interest. Then with this as a starting point, the student will meet with the faculty advisor(s) to be determined by the GMBA faculty.

The project is to be identified through the literature search and consultation with the faculty adviser(s) to identify a company or topic for the project. Appropriate methods of inquiry both qualitative and quantitative will be used, including but not limited to interviews, survey questionnaires and data analysis. The findings of the project should be synthesized into business recommendations and summarized in a project report. Upon approval by the faculty adviser(s), the report will be submitted to the GMBA Administrative office.

In the process of the above consultation, specific goals and procedures will be identified, and specific deliverables clarified. While the exact form and format of these deliverables is up to the faculty advisor(s), they will likely include development in turn of a problem statement, project thesis, project plan, and initial, midterm, and final reports.

It is permissible but not required for the Project 2-B (Field Research)h project in Year 2 to build on the work done in Year 1 for the Project 1-B (Field Research) project.

The emphasis of this project work is not purely academic, but rather the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals, especially those in Japanese organizations or organizations based in Japan.

Although the Field Research project is not strictly comparable to the Internships on an hourly basis, the student should keep in mind that the internships require over 160 hours. Using that as a general baseline, over the course of a 4-6 month project, the student will likely spend at least 5-10 hours per week minimum on the project.

The deliverables ( problem statement, project thesis, project plan, and initial, midterm, and final report) will be written in English, and based on regular (weekly-to-monthly) meetings with the faculty advisor(s). The final report is due a week prior to the Internship Presentation Conference to be held about February of each year, and will be accompanied by a Final Faculty Presentation to the faculty advisor(s) and other relevant faculty.

A Final Presentation will be made at the Internship Presentation Conference in Tokyo (usually in English but Japanese also possible for students whose English ability is stronger than their Japanese ability).

**[Active learning in class (Group discussion, Debate.etc.)]**

あり / Yes

**[Fieldwork in class]**

あり / Yes

**[Schedule]**

No.	Theme	Contents
1	Orientation	General guidance on the process of Field Research project
2	Research Methods Overview	Overview of general Field Research methodology
3	Problem Identification	Identification of general problem
4	Problem Development	Development of problem issues
5	Presentation of Problem Statement	Presentation of arrived at problem statement for discussion by faculty advisor(s)
6	Project Planning	Discussion and development of project approach
7	Literature Review	Review of literature relevant to the project topic, problem, and methodology
8	Project Design	Bring together project approach and findings from the literature search into a design of the project
9	Presentation of Project Plan	Presentation of arrived at project design for discussion by faculty advisor(s)
10	Field Work 1	Planning of field work (company visits, survey questionnaires, etc)
11	Field Work 2	Carrying out of field work
12	Project Conclusion	Synthesis of problem findings into business recommendations
13	Faculty Presentation	Presentation of project findings and recommendations to faculty advisor(s)
14	Final Presentation	General Presentation of project findings and recommendations at Internship Presentation Conference

**[Work to be done outside of class (preparation, etc.)]**

The student is to develop and carry out a field research project plan in consultation with and under the guidance of a faculty advisor or advisors.

In order to do this, the student will first identify and general areas of interest based on past and current work experience and career interest, and with this as a starting point, faculty advisor(s) will be determined by the GMBA faculty (but will include the faculty assigned to this course). The field research is to be conducted through the literature search, and in consultation with the faculty adviser(s) to identify a company and/or topic for the project. Appropriate methods of inquiry both qualitative and quantitative will be used, including but not limited to interviews, survey questionnaires, and data analysis. All of this will be supported by the management principles being learned in the GMBA courses. The findings of the project should be synthesized into business recommendations and summarized in a project report. Upon approval by the faculty adviser(s), the report will be submitted to the GMBA Administrative office.

In the process of the above consultation, specific goals and procedures will be identified, and specific deliverables clarified. While the exact form and format of these deliverables is up to the faculty advisor(s), they will likely include development in turn of a problem statement, project thesis, project plan, and initial, midterm, and final reports.

These deliverables will be written in English, and based on regular (weekly-to-monthly) meetings with faculty advisor(s). The final report is due a week prior to the Internship Presentation Conference to be held about February of each year.

Towards the end of the project, the student will make a Final Faculty Presentation to the faculty advisor(s) and any other relevant faculty members, in which the student presents the field research topic, problem, analytical approach, findings and field research conclusion. This is done in English.

After the Field Research is finished, a Final Presentation will be made at the Internship Presentation Conference in Tokyo. This is a simplified version of the Faculty Presentation, suited for a general audience. This presentation is generally in English, although students for whom their English is stronger than their Japanese may challenge themselves to presenting in Japanese if they desire.

It is permissible but not required for the Project 2-B (Field Research)h project in Year 2 to build on the work done in Year 1 for the Project 1-B (Field Research) project.

The emphasis of this project work is not purely academic, but rather the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals, especially those in Japanese organizations or organizations based in Japan.

Although the Field Research project is not strictly comparable to the Internships on an hourly basis, the student should keep in mind that the internships require over 160 hours. Using that as a general baseline, over the course of a 4-6 month project, the student will likely spend at least 5-10 hours per week minimum on the project.)

**[Textbooks]**

Not applicable

**[References]**

Not applicable

**[Grading criteria]**

Students will be judged on their overall professional attitude, completion of assigned tasks, development the Field Research project, and findings resulting from the project.

The assigned tasks include:

- Attendance at orientation and regular meetings with the faculty advisor(s)
  - Creation of a problem statement, research thesis, and research plan (detailed instructions to be provided during the orientation period)
  - On-time submission of initial, midterm, and final reports (detailed instructions to be provided during the orientation period)
  - Presentation of Field Research project at the Final Faculty Presentation (in English) and at the Internship Presentation Conference (usually in English but Japanese also possible for students whose English ability is stronger than their Japanese ability)
- Detailed instructions on the above task will be provided during the orientation period and via the regular faculty advisor meetings. Professional attitude will be judge on characteristics including the following:
- Positive and cooperative attitude during the orientation and assignment period
  - Active participation in all aspects of the Field Research Project
  - Proper and business-like communications in email and report submissions, etc.
  - Critical assessment and decision-making during the internship
  - Collegial relationships with faculty advisor(s) and other faculty
  - Responsible communication with the GMBA program office, GMBA faculty, and adherence to rules and guidelines

For Project 1-B students, assessment of the Field Research project will place greater weight on the planning and the implementation of the project than it will for the project results.

For Project 2-B students, assessment of the Field Research project will weight the planning/implementation of the project and the development of project results evenly.

Overall assessments are made in consideration of the three core learning objectives of the GMBA Program, which are instilling the following competencies:

#### 1 Practical Management Competency

##### Learning Outcome 1a. Management Planning:

Student demonstrates competency in the application of the principles of management theory & practice to the planning of new business and/or the assessment of existing business

##### Learning Outcome 1b. Strategy Execution:

Student demonstrates competency in the application of the principles of management strategy to the planning of new business and/or the assessment of existing business

#### 2 Critical Analytical Competency

##### Learning Outcome 2a. Hypothesis Setting:

Demonstrates competency in the formulation of hypotheses used to validate the planning of new business and/or the assessment of existing business

##### Learning Outcome 2b. Hypothesis Testing:

Demonstrates competency in the evaluation of hypotheses used to validate the planning of new business and/or the assessment of existing business

#### 3 Communication Competency

##### Learning Outcome 3a. Written Communication

Demonstrates competency in professional written communication

##### Learning Outcome 3b. Spoken Communication

Demonstrates competency in professional spoken communication

[Changes following student comments]

Not applicable

[Equipment student needs to prepare]

Students should have use of a computer for internet research, communication and writing, should bring the computer to their internships, and have access to the internet as well.

[Others]

As the mission of the Business School of Innovation Management is to foster innovation practitioners in companies, organizations and society at large, grounded in management theory & practice, critical thinking, and effective communication, the emphasis of this Field Research project work is not purely academic. Rather, the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals, especially those in Japanese organizations or organizations based in Japan. Given this objective, Field Research reports and presentations are not modeled after typical academic papers, but instead should take the form and style of standard business materials. It does not constitute a standard Master's Thesis.

Moreover, the Business School of Innovation Management is a Professional School, not a research-oriented Master's degree program. For these reasons, the completion of the Field Research project and the attainment of the MBA degree itself do not necessarily guarantee advancement to further doctoral study such as PhD. The decision as to whether the Field Research work supports such advancement is solely at the discretion of the academic program the student may apply to in the future.

Due to the COVID-19 pandemic, courses this year will be held either in person or online according to the decisions of Hosei University, the Business School of Innovation Management, and the GMBA Program. Please check the university website and communications from the university for the final decision each quarter. In case of online course, please check the HOPPII system (学習支援システム) for specific online instructions of each course.

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Project 1-B (Field Research) and Project 2-B (Field Research), for Global MBA (GMBA) Program students in Year 1 and Year 2 respectively, is offered only in special cases for GMBA students who have been permitted to take these courses instead of Project 1-A (Internship) and Project 2-A (Internship) for the following reason.

In certain special cases, students may be accepted into the GMBA program with the understanding that they are unable to participate in Project 1-A (Internship) and Project 2-A (Internship) for the following specific reasons (to be pre-approved by the faculty):

- People with concurrent full-time jobs who are unable to take leave of absence
- People with full-time childcare duties who are unable to be away from home
- Special institutional arrangements requiring a field research project
- Special company dispatches requiring a field research project

In these cases, students may be permitted to take Project 1-B (Field Research) and Project 2-B (Field Research) instead, with the specific Field Research project to be carried out under supervision of the faculty in order to provide an equivalent experience to the internship courses. (Such cases result from GMBA program decisions, not simply because the student prefers to do a Field Research project.)

The purpose of the Project 1-A & 2-A (Internship) and the Project 1-B & 2-B (Field Research) courses is to provide a real-world business learning experience known as Project-based Learning or Active Learning, in support of the course work encountered in the GMBA program.

As the mission of the Business School of Innovation Management is to foster innovation practitioners in companies, organizations and society at large, grounded in management theory & practice, critical thinking, and effective communication, the emphasis of this Field Research project work is not purely academic. Rather, the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals. Accordingly the reports and presentations of this course do not constitute a standard Master's Thesis, nor do they necessarily guarantee advancement to further doctoral study such as PhD.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

1 Practical Management Competency

2 Critical Analysis Competency

3 Communication Competency



MAN650F2

## Project 2-A (Internship)

Project 2-A(Internship)

KENNETH G PECHTER、米倉 誠一郎

単位数：6 単位

学期：年間授業/Yearly

授業分類：専門演習

Global MBA

実務教員：

## 【Outline and objectives】

Project 2-A is an internship (referred to as Internship 2), which generally takes place at a private sector company in Japan. (At the discretion of the faculty, however, in certain cases according to the background of the individual student, placements may be made instead to other organizations or – in rare cases – overseas organizations). The internship takes place for at least 160 hours sometime in the summer-fall-winter time period of the Global MBA (GMBA) Program Academic Year 2.

The purpose of Internship 2 is to provide a real-world business learning experience, while also providing the opportunity for students to be exposed to intensive Japanese language and cultural learning, and to real-world workplace conditions. (In cases where the student is a native Japanese speaker, alternative placements may be made to provide equivalent learning opportunities in a non-Japanese environment.)

The internships are generally found by the students themselves, but the GMBA program faculty also help support this process and will make appropriate introductions for students in need.

In certain special cases, students may be accepted into the GMBA program with the understanding that they are unable to participate in Internship 2 for the following specific reasons (to be pre-approved by the faculty):

- People with concurrent full-time jobs who are unable to take leave of absence
- People with full-time childcare duties who are unable to be away from home
- Special institutional arrangements requiring a field research project
- Special company dispatches requiring a field research project

In these cases, students may be permitted to take Project 2-B (Field Research) instead of 2-A, with the specific project to be carried out under supervision of the faculty in order to provide an equivalent experience. (Such cases result from GMBA program decisions, not simply because the student prefers to do a field research project.)

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

## 【Goal】

Internship 2 provides a real-world business learning experience. This serves as a complement to the project-based learning approach promoted in the Hosei Business School of Innovation Management, in which classroom learning is facilitated through the exploration of practical, real-world problem solving. Internship 2 (and Internship 1 in Academic Year 1) corresponds to the “project method” used in the Japanese MBA programs residing in the Business School along side the English-language GMBA program. This enables the student to acquire working knowledge and develop critical assessment abilities that form a solid foundation for a career as a management professional.

As the majority of students in the GMBA program are anticipated to be non-native Japanese speakers, Internship 2 also provides the opportunity for students to be exposed to intensive Japanese language and cultural learning while experiencing real-world workplace conditions in Japan. This enables the student to cultivate the global perspective that the GMBA program values.

Student interns perform as if they were regular employees of the organization, including expectations of neatness, punctuality, productivity, and openness to supervision. The primary job responsibility of interns is to work on projects assigned to them by their host organization, as well as on their own individual project on topics assigned by the GMBA program, such as a competitiveness assessment. Interns are also expected to do routine tasks and clerical work.

## Goals:

- To acquire real-world working knowledge of innovation practitioners grounded in management theory and practice
- To experience real-world work conditions in Japan, in order to cultivate the critical thinking skills of innovation practitioners
- To cultivate the global perspective that the GMBA program values, through exposure to intensive Japanese language and cultural learning, in order to become innovation practitioners grounded in effective communication

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP1”, “DP2”, “DP3”, “DP4” and “DP5”.

## 【Method(s)】

In order to clarify the purpose and procedures, and to explain the specific goal and deliverables of Internship 2, orientation meetings are provided in the months prior to the internship, and this is furthermore supported by individual discussions with the internship coordinators.

The internship itself is a required over 160 hours, during which the student works in the internship organization under the direction of a supervisor in the assigned organization.

Based on a maximum full-time work schedule, the internships are expected to last longer than a single month but will often be completed within 2 months. However, the internship may also take longer than 2 months if the work schedule is fewer than 8 hours a day, 5 days a week; this is fine.

In general students are not permitted to finish the internship in less than a single month. In cases where the student has a valid reason for wanting to finish the internship within a single month, permission may be granted on a case-by-case basis. The student is required to bring such requests to the Office in advance for consideration of a grant of permission.

Periodic internship reports in English are required based on regular journals to be kept by the student, as will be specified during the orientation and assignment period, with the final report of the same format due within a week of finishing the internship.

Towards the end of the internship the student will make a Summary Presentation to their host organizations at the internship location, A Final Presentation will be made at the Internship Presentation Conference in Tokyo following the internships.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1	Internship 2 Orientation Period Week 1	General information on Internship 2
2	Internship 2 Orientation Period Week 2	General information on Internship 2

3	Internship 2 Orientation Period Week 3	General information on Internship 2
4	Internship 2 Search & Negotiation Week 1	Student searches for internship leads, approaches potential host company, and negotiates for internship placement
5	Internship 2 Search & Negotiation Week 2	Student searches for internship leads, approaches potential host company, and negotiates for internship placement
6	Internship 2 Search & Negotiation Week 3	Student searches for internship leads, approaches potential host company, and negotiates for internship placement
7	Internship 2 Internship Week 1	Work at company
8	Internship 2 Internship Week 2	Work at company
9	Internship 2 Internship Week 3	Work at company
10	Internship 2 Internship Week 4	Work at company
11	Internship 2 Internship Week 5	Work at company, make Summary Presentation
12	Internship 2 Follow-up Week 1	Finalizing internship matters and preparing final report and presentation
13	Internship 2 Follow-up Week 2	Finalizing internship matters and preparing final report and presentation
14	Internship 2 Final Week	Final Presentation in Tokyo

[Work to be done outside of class (preparation, etc.)]

The student must attend the orientation meetings (dates to be announced).

During the term of the internship, the student will participate in the activities of the host organization, as well as work on an individual project (such as conducting a competitiveness assessment of the organization).

During the term of the internship, students must create and maintain a journal of their work and experiences. Details of the format will be described during the orientation period prior to the internship, but generally speaking will include:

- a summary of each day's activities
- observations and brief reflections about the functioning of the office (e.g. work-supervisor relations; leadership and management practices; interactions with outside agencies, groups and constituents/clients)
- placement of the observations in the perspective of the lessons learned in the GMBA courses.

It is important that interns set aside regular time to record these journal entries.

Periodic internship reports in English are required based on the regular journals to be kept by the student, as will be specified during the orientation and assignment period, with the final report of the same format due within a week of finishing the internship.

Towards the end of the internship, the student will make a Summary Presentation to their host organization summarizing their assigned duties during the internship, their own individual project (for example, competitiveness assessment, assuming the organization welcomes such an assessment), and their feelings on the overall internship experience. The student is encouraged to do this Summary Presentation in Japanese (or bilingual Japanese and English) if at all possible, both as a goal for improving Japanese ability, and as an expression of gratitude to hosts who have so kindly accepted the student for the internship (unless of course the organization uses English as their standard language).

After the internships are finished, a Final Presentation will be made at the Internship Presentation Conference in Tokyo. This presentation is generally in English, although students for whom their English is stronger than their Japanese may challenge themselves to presenting in Japanese if they desire. (In general students may expect 2 to 4 hours per week of preparation prior to the internship, just the internship hours worked during the internship, and then 5 to 10 hours per week in preparation for the Final Presentation after the internship.)

[Textbooks]  
Not applicable

[References]  
Not applicable

[Grading criteria]  
Students will be judged on their overall professional attitude and completion of assigned tasks.

The assigned tasks include:

- Attendance at orientation and training sessions
- Creation and maintenance of a regular journal (detailed instructions to be provided during the orientation period)
- On-time submission of regular reports (detailed instructions to be provided during the orientation period)
- Submission of final weekly report, and a Summary Presentation (in Japanese if possible) at the internship location, and a Final Presentation (usually in English but Japanese also possible) at the Internship Presentation Conference following the internship (detailed instructions to be provided during the orientation period)

Professional attitude will be judge on characteristics including the following:

- Positive and cooperative attitude during the orientation and assignment period
- Active participation in training
- Proper and business-like communications in email and report submissions, etc.
- Critical assessment and decision-making during the internship
- Collegial relationships with colleagues in both the GMBA program and at the internship locations
- Responsible communication with the GMBA program office, GMBA faculty, and adherence to rules and guidelines

In making the assessments, the GMBA faculty also works closely with the internship hosting organizations, so that the overall grade will also take account of the intern's performance as assessed by the intern's supervisor in the organization.

Overall assessments are made in consideration of the three core learning objectives of the GMBA Program, which are instilling the following competencies:

#### 1 Practical Management Competency

##### Learning Outcome 1a. Management Planning:

Student demonstrates competency in the application of the principles of management theory & practice to the planning of new business and/or the assessment of existing business

##### Learning Outcome 1b. Strategy Execution:

Student demonstrates competency in the application of the principles of management strategy to the planning of new business and/or the assessment of existing business

#### 2 Critical Analytical Competency

Learning Outcome 2a. Hypothesis Setting:

Demonstrates competency in the formulation of hypotheses used to validate the planning of new business and/or the assessment of existing business

Learning Outcome 2b. Hypothesis Testing:

Demonstrates competency in the evaluation of hypotheses used to validate the planning of new business and/or the assessment of existing business

3 Communication Competency

Learning Outcome 3a. Written Communication

Demonstrates competency in professional written communication

Learning Outcome 3b. Spoken Communication

Demonstrates competency in professional spoken communication

**[Changes following student comments]**

Not applicable

**[Equipment student needs to prepare]**

Students should have use of a computer for internet research, communication and writing, should bring the computer to their internships, and have access to the internet as well.

**[Others]**

Due to the COVID-19 pandemic, courses this year will be held either in person or online according to the decisions of Hosei University, the Business School of Innovation Management, and the GMBA Program. Please check the university website and communications from the university for the final decision each quarter. In case of online course, please check the HOPPII system (学習支援システム) for specific online instructions of each course.

Specifically in the case of internship courses, the internship may be changed to a full online or hybrid online/face-to-face format.

**[ ]**

Project 2-A is an internship (referred to as Internship 2), which generally takes place at a private sector company in Japan. (At the discretion of the faculty, however, in certain cases according to the background of the individual student, placements may be made instead to other organizations or – in rare cases – overseas organizations). The internship takes place for at least 160 hours sometime in the summer-fall-winter time period of the Global MBA (GMBA) Program Academic Year 2.

The purpose of Internship 2 is to provide a real-world business learning experience, while also providing the opportunity for students to be exposed to intensive Japanese language and cultural learning, and to real-world workplace conditions. (In cases where the student is a native Japanese speaker, alternative placements may be made to provide equivalent learning opportunities in a non-Japanese environment.)

The internships are generally found by the students themselves, but the GMBA program faculty also help support this process and will make appropriate introductions for students in need.

In certain special cases, students may be accepted into the GMBA program with the understanding that they are unable to participate in Internship 2 for the following specific reasons (to be pre-approved by the faculty):

- People with concurrent full-time jobs who are unable to take leave of absence
- People with full-time childcare duties who are unable to be away from home
- Special institutional arrangements requiring a field research project
- Special company dispatches requiring a field research project

In these cases, students may be permitted to take Project 2-B (Field Research) instead of 2-A, with the specific project to be carried out under supervision of the faculty in order to provide an equivalent experience. (Such cases result from GMBA program decisions, not simply because the student prefers to do a field research project.)

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

MAN650F2

## Project 2-B (Field Research)

Project 2-B(Field Research)

KENNETH G PECHTER、米倉 誠一郎

単位数：6 単位

学期：年間授業/Yearly

授業分類：専門演習

Global MBA

実務教員：

## 【Outline and objectives】

Project 1-B (Field Research) and Project 2-B (Field Research), for Global MBA (GMBA) Program students in Year 1 and Year 2 respectively, is offered only in special cases for GMBA students who have been permitted to take these courses instead of Project 1-A (Internship) and Project 2-A (Internship) for the following reason.

In certain special cases, students may be accepted into the GMBA program with the understanding that they are unable to participate in Project 1-A (Internship) and Project 2-A (Internship) for the following specific reasons (to be pre-approved by the faculty):

- People with concurrent full-time jobs who are unable to take leave of absence
- People with full-time childcare duties who are unable to be away from home

- Special institutional arrangements requiring a field research project

- Special company dispatches requiring a field research project

In these cases, students may be permitted to take Project 1-B (Field Research) and Project 2-B (Field Research) instead, with the specific Field Research project to be carried out under supervision of the faculty in order to provide an equivalent experience to the internship courses. (Such cases result from GMBA program decisions, not simply because the student prefers to do a Field Research project.)

The purpose of the Project 1-A & 2-A (Internship) and the Project 1-B & 2-B (Field Research) courses is to provide a real-world business learning experience known as Project-based Learning or Active Learning, in support of the course work encountered in the GMBA program.

As the mission of the Business School of Innovation Management is to foster innovation practitioners in companies, organizations and society at large, grounded in management theory & practice, critical thinking, and effective communication, the emphasis of this Field Research project work is not purely academic. Rather, the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals. Accordingly the reports and presentations of this course do not constitute a standard Master's Thesis, nor do they necessarily guarantee advancement to further doctoral study such as PhD.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

## 【Goal】

Field Research provides real-world business learning experiences. Project 1-B (Field Research) in Academic Year 1 and Project 2- B (Field Research) in Academic Year 2 correspond to the “project method” (also known as Project-based Learning) used in the Japanese MBA programs residing in the Business School along side the English-language GMBA program, in which learning is facilitated through the exploration of practical, real-world problem solving. This enables the student to acquire working knowledge and develop critical assessment abilities that form a solid foundation for a career as a management professional.

The emphasis of this project work is not purely academic, but rather the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals, especially those in Japanese organizations or organizations based in Japan.

It is permissible but not required for the Project 2-B (Field Research) project in Year 2 to build on the work done in Year 1 for the Project 1-B (Field Research) project

Goals:

- To acquire real-world working knowledge of innovation practitioners grounded in management theory and practice
- To experience real-world work conditions in Japan, in order to cultivate the critical thinking skills of innovation practitioners
- To cultivate the global perspective that the GMBA program values, through exposure to intensive Japanese language and cultural learning, in order to become innovation practitioners grounded in effective communication

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP1”, “DP2”, “DP3”, “DP4” and “DP5”.

## 【Method(s)】

The student is to develop and carry out a Field Research project plan in consultation with and under the guidance of a faculty advisor or advisors. In order to do this, the student will first identify a general area or areas of interest based on past and current work experience and career interest. Then with this as a starting point, the student will meet with the faculty advisor(s) to be determined by the GMBA faculty.

The project is to be identified through the literature search and consultation with the faculty adviser(s) to identify a company or topic for the project. Appropriate methods of inquiry both qualitative and quantitative will be used, including but not limited to interviews, survey questionnaires and data analysis. The findings of the project should be synthesized into business recommendations and summarized in a project report. Upon approval by the faculty adviser(s), the report will be submitted to the GMBA Administrative office.

In the process of the above consultation, specific goals and procedures will be identified, and specific deliverables clarified. While the exact form and format of these deliverables is up to the faculty advisor(s), they will likely include development in turn of a problem statement, project thesis, project plan, and initial, midterm, and final reports.

It is permissible but not required for the Project 2-B (Field Research)h project in Year 2 to build on the work done in Year 1 for the Project 1-B (Field Research) project.

The emphasis of this project work is not purely academic, but rather the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals, especially those in Japanese organizations or organizations based in Japan.

Although the Field Research project is not strictly comparable to the Internships on an hourly basis, the student should keep in mind that the internships require over 160 hours. Using that as a general baseline, over the course of a 4-6 month project, the student will likely spend at least 5-10 hours per week minimum on the project.

The deliverables ( problem statement, project thesis, project plan, and initial, midterm, and final report) will be written in English, and based on regular (weekly-to-monthly) meetings with the faculty advisor(s). The final report is due a week prior to the Internship Presentation Conference to be held about February of each year, and will be accompanied by a Final Faculty Presentation to the faculty advisor(s) and other relevant faculty.

A Final Presentation will be made at the Internship Presentation Conference in Tokyo (usually in English but Japanese also possible for students whose English ability is stronger than their Japanese ability).

**[Active learning in class (Group discussion, Debate.etc.)]**

あり / Yes

**[Fieldwork in class]**

あり / Yes

**[Schedule]**

No.	Theme	Contents
1	Orientation	General guidance on the process of Field Research project
2	Research Methods Overview	Overview of general Field Research methodology
3	Problem Identification	Identification of general problem
4	Problem Development	Development of problem issues
5	Presentation of Problem Statement	Presentation of arrived at problem statement for discussion by faculty advisor(s)
6	Project Planning	Discussion and development of project approach
7	Literature Review	Review of literature relevant to the project topic, problem, and methodology
8	Project Design	Bring together project approach and findings from the literature search into a design of the project
9	Presentation of Project Plan	Presentation of arrived at project design for discussion by faculty advisor(s)
10	Field Work 1	Planning of field work (company visits, survey questionnaires, etc)
11	Field Work 2	Carrying out of field work
12	Project Conclusion	Synthesis of problem findings into business recommendations
13	Faculty Presentation	Presentation of project findings and recommendations to faculty advisor(s)
14	Final Presentation	General Presentation of project findings and recommendations at Internship Presentation Conference

**[Work to be done outside of class (preparation, etc.)]**

The student is to develop and carry out a field research project plan in consultation with and under the guidance of a faculty advisor or advisors.

In order to do this, the student will first identify and general areas of interest based on past and current work experience and career interest, and with this as a starting point, faculty advisor(s) will be determined by the GMBA faculty (but will include the faculty assigned to this course).

The field research is to be conducted through the literature search, and in consultation with the faculty adviser(s) to identify a company and/or topic for the project. Appropriate methods of inquiry both qualitative and quantitative will be used, including but not limited to interviews, survey questionnaires, and data analysis. All of this will be supported by the management principles being learned in the GMBA courses. The findings of the project should be synthesized into business recommendations and summarized in a project report. Upon approval by the faculty adviser(s), the report will be submitted to the GMBA Administrative office.

In the process of the above consultation, specific goals and procedures will be identified, and specific deliverables clarified. While the exact form and format of these deliverables is up to the faculty advisor(s), they will likely include development in turn of a problem statement, project thesis, project plan, and initial, midterm, and final reports.

These deliverables will be written in English, and based on regular (weekly-to-monthly) meetings with faculty advisor(s). The final report is due a week prior to the Internship Presentation Conference to be held about February of each year.

Towards the end of the project, the student will make a Final Faculty Presentation to the faculty advisor(s) and any other relevant faculty members, in which the student presents the field research topic, problem, analytical approach, findings and field research conclusion. This is done in English.

After the Field Research is finished, a Final Presentation will be made at the Internship Presentation Conference in Tokyo. This is a simplified version of the Faculty Presentation, suited for a general audience. This presentation is generally in English, although students for whom their English is stronger than their Japanese may challenge themselves to presenting in Japanese if they desire.

It is permissible but not required for the Project 2-B (Field Research)h project in Year 2 to build on the work done in Year 1 for the Project 1-B (Field Research) project.

The emphasis of this project work is not purely academic, but rather the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals, especially those in Japanese organizations or organizations based in Japan.

(Although the Field Research project is not strictly comparable to the Internships on an hourly basis, the student should keep in mind that the internships require over 160 hours. Using that as a general baseline, over the course of a 4-6 month project, the student will likely spend at least 5-10 hours per week minimum on the project.)

**[Textbooks]**

Not applicable

**[References]**

Not applicable

**[Grading criteria]**

Students will be judged on their overall professional attitude, completion of assigned tasks, development the Field Research project, and findings resulting from the project.

The assigned tasks include:

- Attendance at orientation and regular meetings with the faculty advisor(s)
- Creation of a problem statement, research thesis, and research plan (detailed instructions to be provided during the orientation period)
- On-time submission of initial, midterm, and final reports (detailed instructions to be provided during the orientation period)
- Presentation of Field Research project at the Final Faculty Presentation (in English) and at the Internship Presentation Conference (usually in English but Japanese also possible for students whose English ability is stronger than their Japanese ability)

Detailed instructions on the above task will be provided during the orientation period and via the regular faculty advisor meetings.

Professional attitude will be judge on characteristics including the following:

- Positive and cooperative attitude during the orientation and assignment period
- Active participation in all aspects of the Field Research Project
- Proper and business-like communications in email and report submissions, etc.
- Critical assessment and decision-making during the internship
- Collegial relationships with faculty advisor(s) and other faculty
- Responsible communication with the GMBA program office, GMBA faculty, and adherence to rules and guidelines

For Project 1-B students, assessment of the Field Research project will place greater weight on the planning and the implementation of the project than it will for the project results.

For Project 2-B students, assessment of the Field Research project will weight the planning/implementation of the project and the development of project results evenly.

Overall assessments are made in consideration of the three core learning objectives of the GMBA Program, which are instilling the following competencies:

#### 1 Practical Management Competency

##### Learning Outcome 1a. Management Planning:

Student demonstrates competency in the application of the principles of management theory & practice to the planning of new business and/or the assessment of existing business

##### Learning Outcome 1b. Strategy Execution:

Student demonstrates competency in the application of the principles of management strategy to the planning of new business and/or the assessment of existing business

#### 2 Critical Analytical Competency

##### Learning Outcome 2a. Hypothesis Setting:

Demonstrates competency in the formulation of hypotheses used to validate the planning of new business and/or the assessment of existing business

##### Learning Outcome 2b. Hypothesis Testing:

Demonstrates competency in the evaluation of hypotheses used to validate the planning of new business and/or the assessment of existing business

#### 3 Communication Competency

##### Learning Outcome 3a. Written Communication

Demonstrates competency in professional written communication

##### Learning Outcome 3b. Spoken Communication

Demonstrates competency in professional spoken communication

#### [Changes following student comments]

It is possible that the internship format may change to online or hybrid (online & face-to-face) format as was done in 2020-21 academic year due to the COVID-19 pandemic, Please speak to the Innovation Management Office for details.

#### [Equipment student needs to prepare]

Students should have use of a computer for internet research, communication and writing, should bring the computer to their internships, and have access to the internet as well.

#### [Others]

As the mission of the Business School of Innovation Management is to foster innovation practitioners in companies, organizations and society at large, grounded in management theory & practice, critical thinking, and effective communication, the emphasis of this Field Research project work is not purely academic. Rather, the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals, especially those in Japanese organizations or organizations based in Japan. Given this objective, Field Research reports and presentations are not modeled after typical academic papers, but instead should take the form and style of standard business materials. It does not constitute a standard Master's Thesis.

Moreover, the Business School of Innovation Management is a Professional School, not a research-oriented Master's degree program. For these reasons, the completion of the Field Research project and the attainment of the MBA degree itself do not necessarily guarantee advancement to further doctoral study such as PhD. The decision as to whether the Field Research work supports such advancement is solely at the discretion of the academic program the student may apply to in the future.

Due to the COVID-19 pandemic, courses this year will be held either in person or online according to the decisions of Hosei University, the Business School of Innovation Management, and the GMBA Program. Please check the university website and communications from the university for the final decision each quarter. In case of online course, please check the HOPPII system (学習支援システム) for specific online instructions of each course.

#### [ ]

Project 1-B (Field Research) and Project 2-B (Field Research), for Global MBA (GMBA) Program students in Year 1 and Year 2 respectively, is offered only in special cases for GMBA students who have been permitted to take these courses instead of Project 1-A (Internship) and Project 2-A (Internship) for the following reason.

In certain special cases, students may be accepted into the GMBA program with the understanding that they are unable to participate in Project 1-A (Internship) and Project 2-A (Internship) for the following specific reasons (to be pre-approved by the faculty):

- People with concurrent full-time jobs who are unable to take leave of absence
- People with full-time childcare duties who are unable to be away from home
- Special institutional arrangements requiring a field research project
- Special company dispatches requiring a field research project

In these cases, students may be permitted to take Project 1-B (Field Research) and Project 2-B (Field Research) instead, with the specific Field Research project to be carried out under supervision of the faculty in order to provide an equivalent experience to the internship courses. (Such cases result from GMBA program decisions, not simply because the student prefers to do a Field Research project.)

The purpose of the Project 1-A & 2-A (Internship) and the Project 1-B & 2-B (Field Research) courses is to provide a real-world business learning experience known as Project-based Learning or Active Learning, in support of the course work encountered in the GMBA program.

As the mission of the Business School of Innovation Management is to foster innovation practitioners in companies, organizations and society at large, grounded in management theory & practice, critical thinking, and effective communication, the emphasis of this Field Research project work is not purely academic. Rather, the focus is on practical analysis and problem-solving on par with the type of problems encountered by management professionals. Accordingly the reports and presentations of this course do not constitute a standard Master's Thesis, nor do they necessarily guarantee advancement to further doctoral study such as PhD.

This course also contributes to the three core learning objectives of the GMBA Program, which are to instill the following skills:

- 1 Practical Management Competency
- 2 Critical Analysis Competency
- 3 Communication Competency

MAN570F2

## Japanese Management

Japanese Production Management &amp; Supply Chain Management

長谷川 卓也 [Takuya HASEGAWA]

単位数：2 単位

学期：秋学期前半/Fall(1st half)

授業分類：専門講義

Global MBA

実務教員：

### 【Outline and objectives】

Since the Meiji Restoration (1868) and the end of World War II (1945), Japan has achieved great success and economic prosperity. Some of the glorious cases are included in textbooks, while some of the disappointing cases may or may not be included. This course is intended for students who wish to learn about the gap between ideals and reality through disappointing cases in Japanese management and apply them to their future business creation.

- 1) Identify the gap between ideal and reality
- 2) Select and analyze a specific case
- 3) Identify and counter irrational behavior

### 【Goal】

Acquire basic knowledge of behavioral economics and evolutionary economics, and understand and explain the current status and problems of innovation. Be able to formulate original hypotheses and original countermeasures to dispel stagnation in the real world.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain“DP1”,“DP3”and“DP5”.

### 【Method(s)】

Introductions and discussions with 2 guest lectures and 3 group presentations. Students are obliged to submit a "final essay". Students have to maximize the information density because it is only 6 pages in a power point format.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

### 【Fieldwork in class】

なし / No

### 【Schedule】

No.	Theme	Contents
1	Introduction (1)	Self-introduction of the instructor and students
2	Lecture (1)	"Japanese management" by Peter Drucker, Business creation and business operation
3	Group presentation (1)	"Drucker's paper: Difference between 1971 and 2020"
4	Lecture (2)	Innovation science, Structural inertia, Gaussian distribution, The PayPal mafia
5	Guest lecture (1)	"Leadership and management" (Hiroshi Tamura, CPS of GT-R & Z, Nissan Motor, Japan)
6	Guest lecture (2)	"Leadership and management" (Hiroshi Tamura, CPS of GT-R & Z, Nissan Motor, Japan)
7	Lecture (3)	Guest lecture review (short group presentation), Oslo manual, Where strategic planners live?
8	Lecture (4)	Definitions of business, Future projection
9	Lecture (5)	Nazokake, Bystander effect
10	Guest lecture (3)	"Japanese way of business management in overseas" (Yoshiya Horigome, CEO at PT. MPMAuto, Indonesia)
11	Lecture (6)	Long delay, Philosophers
12	Lecture (7)	Disruptive Innovation: The Road to Distributed Power (Case study by lecturer)
13	Group presentation (3)	"Confront the stagnation"
14	Group presentation (4)	"Confront the stagnation"

【Work to be done outside of class (preparation, etc.)】

Please read before the course starts.

1) Drucker, P.F. (1971). What we can learn from Japanese management. Harvard Business Review (March/April 1971), pp. 110-22. (<https://hbr.org/1971/03/what-we-can-learn-from-japanese-management>)

2) Thiel, P. A., & Masters, B. (2014). Zero to one: Notes on startups, or how to build the future. Broadway Business.

Anticipated weekly hours:

1. Preparation for each class 120min
2. Review for each class 120min that may include:
3. Pre-reading of 1)&2) 180min
4. Preparation for group presentation 60min each
5. Preparation for final essay 180min

[Textbooks]

No textbook will be used. Handouts will be provided by the lecturer.

[References]

1934 The Theory of Economic Development 2nd Ed.: Joseph Schumpeter  
 1970 The Structure of Scientific Revolutions 2nd Ed.: Thomas Kuhn  
 1997 The Innovator's Dilemma: Clayton Christensen  
 2000 UBIQUITY: Mark Buchanan  
 2008 Predictably Irrational: Dan Ariely  
 2010 HBR's 10 Must Reads The Essentials: Harvard Business School Press  
 2014 Zero to One: Peter Thiel

[Grading criteria]

Class contribution (40%)  
 Group discussion and presentation (40%)  
 Final essay (20%)  
 - 5% Template (organized?)  
 - 5% Unique (new?)  
 - 5% Reasoning (deep?)  
 - 5% Conclusion (specific?)

[Changes following student comments]

Final essay:

1. Cover page (1 page)
  2. Executive Summary (1 page)
  3. My Unique Findings (3 pages)
  4. Conclusion (1 page)
- Identify the gap
  - Identify the reasoning that led to the gap and the blind spots on which it is based
  - Countermeasures are not mandatory

[Equipment student needs to prepare]

Notebook computer with a 15-pin VGA connector (VGA-HDMI adapter if necessary)

[Others]

The lecturer has over 30 years of experience in advanced technology and market development with more than 100 team members and 500 suppliers + partners.  
 In 2012-15, he served as the head of development for Nissan's last FCEV research prototype.

[]

Since the Meiji Restoration (1868) and the end of World War II (1945), Japan has achieved great success and economic prosperity. Some of the glorious cases are included in textbooks, while some of the disappointing cases may or may not be included. This course is intended for students who wish to learn about the gap between ideals and reality through disappointing cases in Japanese management and apply them to their future business creation.

- 1) Identify the gap between ideal and reality
- 2) Select and analyze a specific case
- 3) Identify and counter irrational behavior

MAN570F2

## Multinational Business

Multinational Business

高田 朝子 [Asako TAKADA]

単位数：2 単位

学期：夏期集中/Intensive(Summer)

授業分類：専門講義

Global MBA

実務教員：

[Outline and objectives]

This is 5 days intensive class held in Cambodia in September. This class is a joint-class for IM Japanese MBA students. In this course, students will learn through their own eyes and ears about strategic and organizational challenges encountered by Japanese companies operating in ASEAN. Studying as part of a multinational cohort you will build a deeper understanding of the core disciplines in business and management and how they are linked to make businesses work. This class will be cancelled due to Covid19

[Goal]

Through this class, you will gain the skills to critically examine a challenging global issue by meeting a variety of stakeholders and see the real world by yourself to understand their wide range of perspectives. Also you will experience Japanese group action. You will do your research presentation with your multinational classmates including Japanese.

[Which item of the diploma policy will be obtained by taking this class?]  
 Will be able to gain "DP2", "DP3" and "DP5".

[Method(s)]

Group discussion before and after the trip is required. This class is a joint class with Japanese MBA students. Having a experience of "Japanese group action" is important in this course. Students MUST go on the trip with the same itinerary from Tokyo.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	pre meeting	to know what you will do in this class
2	pre meeting	team building
3	day1	visit Japanese compaies
4	day2	visit government
5	day3	visit international comapnies
6	day4	visit companies
7	presentation	presentation

[Work to be done outside of class (preparation, etc.)]

need group meeting and discussion  
 Research about the company. Use of Technical Tools & Problem Solving  
 It is each student's responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.  
 Use a "can do" attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource. (As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

[Textbooks]

To be announced

[References]

To be announced

[Grading criteria]

group participation 40%  
 class participation 20%  
 presentation 40%

[Changes following student comments]

not applicable this year

[Others]

Office hour of professor Takada  
 Wednesday 15:30-18:30  
 Saturday by request



## I

In this course, students will learn through their own eyes and ears about strategic and organizational challenges encountered by Japanese companies operating in ASEAN countries. Studying as part of a multinational cohort you will build a deeper understanding of the core disciplines in business and management and how they are linked to make businesses work.

MAN570F2

## Japanese Production Management &amp; Supply Chain Management

Japanese Management

長谷川 卓也 [Takuya HASEGAWA]

単位数：2 単位

学期：春学期前半/Spring(1st half)

授業分類：専門講義

Global MBA

実務教員：

## [Outline and objectives]

After World War II, Japan has been a world leader in production management and supply chain management, including design, purchasing, manufacturing, transportation, and delivery methods. However, Japan is currently facing a severe stagnation of innovation. This course looks at how to address the stagnation of innovation based on guest speakers' introductions inside the automotive industry. This course is not about learning the latest technologies, but about gaining abilities for future business

## [Goal]

Acquire basic knowledge of production management, supply chain management and behavioral economics together with cost engineering, and understand and explain the current status and problems of innovation. Be able to formulate original hypotheses and original countermeasures to dispel stagnation in the real world.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP1", "DP2" and "DP4".

## [Method(s)]

Introduction and Discussions with 3 guest lectures and 4 group presentations. Students are obliged to submit a "final essay". Students have to maximize the information density because it is only 6 pages in a power point format.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Introduction (1)	The aim of applied course - Review of Japanese Management 2020 - Production Management - Supply Chain Management - Course discipline
2	Lecture (1)	Basics A quiz of Theory of Constraint (TOC)
3	Lecture (2)	Review Quiz 2
4	Lecture (3)	How to get into the blue ocean - Thermodynamics & Dichotomy - Skunkworks - A-U Theory - Art of approximation
5	Guest lecture (1)	"Hydrogen industry and supply chain" (Landing Japan, Masataka Yamakawa, CEO)
6	Guest lecture (2)	"Carbon Zero Emissions - Challenges for the EV Society" (Deloitte Tohmatsu Consulting, Fumikazu Kitagawa, Partner)
7	Group presentation (1)	Group presentation (1) -Guest lecture review -iPhone 11 Productivity per Investment
8	Lecture (4)	Group presentation (2) -Art of Approximation
9	Lecture (5)	Fermi estimate Value-added Trade statistics Price per kg
10	Guest lecture (3)	"Cyber Physical Systems for Forging Processes: What is Industry 4.0?" (Nissan, Shin-ichiro Fujikawa, EL)
11	Group Presentation (2)	"Price per kg of the gasoline engine"

12	Lecture (7)	Inertia Impairment loss Disruptive Innovation: Rotary production and Dimensional analysis (Case study by lecturer)
13	Group Presentation (3)	"Confront the stagnation"
14	Group Presentation (4)	"Confront the stagnation"

[Work to be done outside of class (preparation, etc.)]

Please read 1) or 2) before the course starts.

1) Goldratt, E. M., & Cox, J. (2016). The goal: a process of ongoing improvement. Routledge.

2) ザ・ゴール コミック版 単行本 (ソフトカバー) - 2014/12/5  
エリヤフ・ゴールドラット/ジェフ・コックス

Anticipated weekly hours:

1. Preparation for each class 120min

2. Review for each class 120min

that may include:

Anticipated weekly hours:

1. Preparation for each class 120min

2. Review for each class 120min

that may include:

3. Pre-reading of 1) or 2) 120min

4. Preparation for group presentation 60min each

5. Preparation for final essay 180min

[Textbooks]

No textbook will be used. Handouts will be provided by the lecturer.

[References]

Web:

1. [http://www.toyota.co.jp/jpn/company/vision/production\\_system/](http://www.toyota.co.jp/jpn/company/vision/production_system/)

2. <http://www.nissan-global.com/JP/NISSANCRAFTSMANSHIP/>

3. [http://keio-ocw.sfc.keio.ac.jp/International\\_Center/09B-016\\_e/list.html](http://keio-ocw.sfc.keio.ac.jp/International_Center/09B-016_e/list.html)

Book:

1. <https://www.amazon.co.jp/英語でkaizen-トヨタ生産方式-成沢俊子/dp/4526060151>

[Grading criteria]

Class contribution (40%)

Group discussion and presentation (40%)

Final essay (20%)

- 5% Template (organized?)

- 5% Unique (new?)

- 5% Reasoning (deep?)

- 5% Conclusion (specific?)

[Changes following student comments]

Final essay:

1. Cover page (1 page)

2. Executive Summary (1 page)

3. My Unique Findings (3 pages)

4. Conclusion (1 page)

- Identify the gap

- Identify the reasoning that led to the gap and the blind spots on which it is based

- Countermeasures are not mandatory

[Equipment student needs to prepare]

Notebook computer with a 15-pin VGA connector (VGA-HDMI adapter if necessary)

[Others]

The lecturer has over 30 years of experience in advanced technology and market development with more than 100 team members and 500 suppliers + partners.

In 2012-15, he served as the head of development for Nissan's last FCEV research prototype.

[ ]

After World War II, Japan has been a world leader in production management and supply chain management, including design, purchasing, manufacturing, transportation, and delivery methods. However, Japan is currently facing a severe stagnation of innovation. This course looks at how to address the stagnation of innovation based on guest speakers' introductions inside the automotive industry. This course is not about learning the latest technologies, but about gaining abilities for future business

MAN570F2

## Open Innovation

Open Innovation

RADHAKRISHNAN NAIR

単位数：2 単位

学期：秋学期前半/Fall(1st half)

授業分類：専門講義

Global MBA

実務教員：

[Outline and objectives]

Open Innovation (OI) enables companies to access wider external innovation sources to accelerate the pace of innovation needed to sustain business in the fast changing world and stay competitive. Several global companies successfully created OI strategies which helped them accelerate innovation to market and build business. Procter and Gamble's Connect and Develop (C&D) is one of the well known examples.

The course will start with introducing the need of accelerated innovation in the fast changing world and ,through subsequent lectures and discussions, build an overview of OI strategies, models and successful examples. The course is aimed introducing OI as one of the strategies to build business by accessing external innovation sources.

[Goal]

The course is designed to introduce Open Innovation (OI) mindset through compelling case studies from world's leading innovative companies.

At the end of the course, students will get basic understanding of OI with successful examples through case studies and their own research on companies doing OI.

Students will be introduced to resources through reference books and articles to further enable them to learn more on OI and prepare them to influence the organizations they work for in the future.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP1"

[Method(s)]

Group discussion- debate , lectures, case study analysis. Researching and presentations of OI examples from global and domestic corporations. Group exercise on developing OI strategies for different business scenarios.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Types of Innovation- Introductory Lecture.	Introduction to Types of Innovation.. Sustaining, disruptive. Examples and case studies.
2	Open Innovation frame-work.	Introducing Open Innovation. Why Open Innovation and why companies adapt OI. P&G Case study and examples.
3	Strategic Approach to Open Innovation -	Management strategies for a successful Open Innovation. Leadership Issues and Challenges.
4	Organization Development for Open Innovation.	Developing OI culture in the organization. Identifying Opportunities. Case Studies.
5	Tools for Open Innovation	Different approaches of Open Innovation explained with case studies from companies. Risk Avoidance in OI. Business models for OI. Legal, IP issues in OI. Pitfalls of OI.
6	Developing OI network and building OI partnership.	OI network and partnerships, how to develop effective external eco system. Case studies.
7	Future Vision of Open Innovation	How OI will evolve in the new digital era. Crowd sourcing, Hackathons, Lean Innovation

[Work to be done outside of class (preparation, etc.)]

Reading recommended books, articles, and also some examples (internet search and read)(As a standard, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

## 【Textbooks】

Reference text books will be recommended

.

## 【References】

- (i) A guide to Open Innovation and Crowdsourcing: Advice from Experts in the Field (Edited by Paul Sloane)  
 (ii) Open Service Innovation (Henry Chesbrough)  
 (iii) <https://hbr.org/2006/03/connect-and-develop-inside-procter-gambles-new-model-for-innovation>

## 【Grading criteria】

- (i) Class Participation 50% and 50% on the 3 assignments below  
 (ii) Case study and presentation - Students need to research on Open Innovation example of a company of their choice and make presentation.  
 (iii) Short essay on OI case study - Make a short essay (max 2 pages) based on the case study research above.  
 (iv) Group work and presentation - Group work on business case study and short presentation

## 【Changes following student comments】

Guest Lecture by Japanese industry expert on Open Innovation .

## 【Equipment student needs to prepare】

none

## 【Others】

none

## 【none】

none

## 【none】

none

## 【none】

none

## 【none】

none

## 【none】

none

## 【】

Open Innovation (OI) enables companies to access wider external innovation sources to accelerate the pace of innovation needed to sustain business in the fast changing world and stay competitive. Several global companies successfully created OI strategies which helped them accelerate innovation to market and build business. Procter and Gamble's Connect and Develop (C&D) is one of the well known examples.

The course will start with introducing the need of accelerated innovation in the fast changing world and ,through subsequent lectures and discussions, build an overview of OI strategies, models and successful examples. The course is aimed introducing OI as one of the strategies to build business by accessing external innovation sources.

MAN570F2

## Business Leader Development II

Business Leader Development II

米倉 誠一郎 [Seiichiro YONEKURA]

単位数：2 単位

学期：春学期前半/Spring(1st half)

授業分類：専門講義

Global MBA

実務教員：

## 【Outline and objectives】

世界の経営環境を、人口、経済成長率、ビジネスリーダーに必要なミクロ・マクロにわたる社会経済情報を身につけるだけでなく、現象を表層的ではなく歴史的に捉える思考法を学びます。

また、現代のビジネスリーダーにもっとも必要なイノベーションとリーダーシップについて実例を基に学習します。特に、日本で活躍する実際の経営者をゲストに招き創造的な対話を行います。

また、イノベーションに対する理論的な理解を深めるとともに、イノベーションを遂行する企業家 (entrepreneur) のあり方や実践力を学びます。

## 【Goal】

- 1) ビジネスリーダーに必要な組織・戦略に対する基礎知識の獲得
- 2) イノベーションを類型化する能力と、イノベーションに必要とされるアントルブルヌアシップの構造的な理解
- 3) 自分でビジネスモデルを構築する能力を習得
- 4) ビジネスモデルや事業戦略のアイデアを理論的に記述し、短い時間で的確にプレゼンテーションできる能力の習得
- 5) チームで事前課題を分析処理し、成果をあげるリーダーシップ実践力の獲得

を目指します。

## 【Which item of the diploma policy will be obtained by taking this class?】

イノベーション・マネジメント研究科のディプロマポリシーのうち、「DP1」「DP2」「DP3」「DP4」「DP5」に関連  
 Will be able to gain“DP1”,“DP2”,“DP3”,“DP4”and“DP5”.

## 【Method(s)】

授業は双方向型の講義あるいはディスカッション形式で構成されますので、発言を恐れずにどんどん発言することが重要です。チームによるグループワークでは、ゲストを迎える企業および経営者の戦略分析をすることが要請されますので、積極的に分析・提言プロセスに関わって下さい。また、チーム内でのリーダーシップやプロフェッショナルリズムの発揮も重要です。さらに、成果物のプレゼンテーションのコンペも行います。

## 【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1:(4/10)	マクロ・ミクロの社会経済現象について	日本やグローバル経済の現状認識に関する講義
2:(4/10)	日本の経営発展	日本の経営発展に関する歴史的考察を行う
3:(4/17)	経営戦略立案の基礎	ポーターの 5 Forces とリソース・ベースト・ビュー
4:(4/17)	海外進出とオープン・チャンネル・イノベーションの実践	アジアにおける海外進出を担う戦略的リーダーシップについて学ぶ
5:(4/24)	イノベーションとは何か	イノベーションとは何かについて概括的に理解する
6:(4/24)	Entrepreneurship とは何か	日本で企業家精神あるいは起業家精神と訳されている「アントルブルヌアシップ」について理解する
7:(5/8)	グループワーク発表 (1)	グループによるゲスト経営者①
8:(5/8)	グループワーク発表 (2)	グループによるゲスト経営者①
9:(5/15)	ゲスト経営者①へのプレゼンテーション	プレゼン選出チームによる経営者へのプレゼン
10:(5/15)	ゲスト経営者①とのディスカッション	ゲスト経営者①の講評と講話
11:(5/22)	グループワーク発表 (3)	グループによるゲスト経営者②への提言内容を発表 (3 チーム)
12:(5/22)	グループワーク発表 (4)	グループによるゲスト経営者②への提言内容を発表 (3 チーム)
13:(5/29)	ゲスト経営者②への戦略提言	プレゼン選出チームによる経営者へのプレゼン
14:(5/29)	ゲスト経営者②とのディスカッション	ゲスト経営者②による講評と経営論・戦略論の講義

## 【Work to be done outside of class (preparation, etc.)】

授業では、事前課題を読んでくる必要があります。

グループ学習では、課題対象となった企業や経営者の戦略分析あるいはリーダーシップ分析について、グループで集まって自主的に勉強会およびプレゼンの準備が要請される。現在、日本で活躍する企業家の招聘を調整していません。楽しみに。本授業の準備学習・復習時間は、各 2 時間を標準とします。

#### 【Textbooks】

『経営革命の構造』（岩波新書）、『2枚目の名刺』（講談社 α 新書）、『イノベーターたちの日本史』（東洋経済新報社）

#### 【References】

青島矢一・加藤俊彦『経営戦略論』（東洋経済）  
チャンドラー『組織は戦略に従う』（ダイヤモンド社）など

#### 【Grading criteria】

成績評価は、

- 1) 双方向講義やクラスディスカッションにおける発言回数とその質によって評価します（30%）
- 2) グループワークでは、分析・提言への貢献度。プレゼンテーションの質。リーダーシップの実践を評価します（30%）
- 3) 最終試験・レポートは①アイデアの斬新性、②論理性、③エビデンス、④実行可能性によって評価します（40%）。

#### 【Changes following student comments】

フィードバックが来た段階で前向きに修正していきたいと思います。

#### 【Equipment student needs to prepare】

パワーポイントによるプレゼンテーション

#### 【】

この講義では、1) ビジネスリーダーに必要なリーダーシップのあり方、2) ビジネスリーダーとイノベーションとの関係、3) ビジネスリーダーのケーススタディ、4) 実際にリーダーとして活躍している企業経営者への戦略提案、ディスカッションを行う。

MAN570F2

## Startup Finance

Startup Finance

小泉 泰郎 [Yasuro KOIZUMI]

単位数：2 単位

学期：春学期前半/Spring(1st half)

授業分類：専門講義

Global MBA

実務教員：

#### 【Outline and objectives】

This course covers the fundamentals of venture finance and fundraising. It will equip students with the knowledge necessary to estimate the enterprise value of startup companies, raise funds for a company or to invest in even earlier stage companies. This includes fundraising strategies for each stage of growth and type of investor, as well as explanations for the different types of stock, their effect on fundraising, and strategies for a successful exit. This course also investigates plenty of well-known startup companies, to practice on real-life examples.

この講座ではベンチャーファイナンスを紹介します。スタートアップの企業価値の予想や資金調達、成長途中の企業へ投資するために必要な知識を身につけることができます。各成長段階や各投資家種類による資金調達戦略、株式の種類や資金調達への影響、成功するための戦略もご紹介します。有名なスタートアップ企業を例として扱い、実践練習も行います。

#### 【Goal】

- ・ To be able to use a variety of methods to accurately estimate the enterprise value of startup companies
- ・ To understand the differences between different types of investors and stocks
- ・ To understand the different growth stages of a startup company
- ・ To understand the different exit strategies

#### 【Which item of the diploma policy will be obtained by taking this class?】

Program is intended to acquire all of dp1 to dp5. But order is illustrated in terms of Likelihood of acquiring.

#### 【Method(s)】

講義、実習、グループディスカッション/Lectures, Practices, Group discussions

#### 【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

#### 【Fieldwork in class】

なし / No

#### 【Schedule】

No.	Theme	Contents
1	Introduction to Venture Finance	The basics of venture finance, using famous startups as examples.
2	Calculating Enterprise Value (part 1)	The different methods for calculating enterprise value (such as market approach, cost approach, income approach, etc).
3	Calculating Enterprise Value (part 2)	The different methods for calculating enterprise value (such as market approach, cost approach, income approach, etc).
4	Valuing Venture Companies (part 1)	The different methods for valuing venture companies (such as forward PE ratio, PS ratio, the VC method, etc.)
5	Valuing Venture Companies (part 2)	The different methods for valuing venture companies (such as forward PE ratio, PS ratio, the VC method, etc.)
6	Types of Players (part 1)	The different types of players in regard to investment. These include family investment, crowd funding, venture capital, incubators, angel investors, etc.
7	Types of Players (part 2)	The different types of players in regard to investment. These include family investment, crowd funding, venture capital, incubators, angel investors, etc.
8	Fundraising Strategies (part 1)	The fundraising strategies for each stage of development, from seed funding to a final series.
9	Fundraising Strategies (part 2)	The fundraising strategies for each stage of development, from seed funding to a final series.

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10	Attracting Interest from Investors	The 9 points that investors are most interested in.
11	Types of Stock & Dilution	The different types of stocks, and the effect they have on fundraising.
12	Exit Strategies	The different strategies for a successful exit, with examples of well-known startups.
13	Case Study	An in-depth case study of the company at which Mr. Koizumi is currently the CFO - FiNC Technologies Inc.
14	Extra Strategies for Success	The main aspects of venture finance, as well as other strategies crucial for achieving success, such as organizational structure.

**[Work to be done outside of class (preparation, etc.)]**

復習、宿題、レポート/Revision, Homework, Report

授業外において必要な時間：毎週2時間

Required time outside of class: 2 hours weekly

**[Textbooks]**

無し/None

**[References]**

無し/None

**[Grading criteria]**

A - 84% or higher/以上

B - 75% ~84%

C - 60% ~74%

D - 60% or lower/以下

小テスト/Short Tests: 20%

宿題/Homework: 30%

レポート/Report: 50%

**[Changes following student comments]**

Essential lecture to learn about Japanese venture financing

**[ ]**

This course covers the fundamentals of venture finance and fundraising. It will equip students with the knowledge necessary to estimate the enterprise value of startup companies, raise funds for a company or to invest in even earlier stage companies. This includes fundraising strategies for each stage of growth and type of investor, as well as explanations for the different types of stock, their effect on fundraising, and strategies for a successful exit. This course also investigates plenty of well-known startup companies, to practice on real-life examples.

