

**2024年度**  
**Global MBA Program (GMBA)**  
**講義概要 (シラバス)**



**法政大学**

# 科目一覧

[発行日：2024/5/1] 最新版のシラバスは、法政大学Webシラバス (<https://syllabus.hosei.ac.jp/>) で確認してください。

## 凡例 その他属性

|                               |                             |
|-------------------------------|-----------------------------|
| 〈他〉：他学部公開科目                   | 〈グ〉：グローバル・オープン科目            |
| 〈優〉：成績優秀者の他学部科目履修制度対象科目       | 〈実〉：実務経験のある教員による授業科目        |
| 〈S〉：サーティフィケートプログラム_SDGs       | 〈ア〉：サーティフィケートプログラム_アーバンデザイン |
| 〈ダ〉：サーティフィケートプログラム_ダイバーシティ    | 〈未〉：サーティフィケートプログラム_未来教室     |
| 〈カ〉：サーティフィケートプログラム_カーボンニュートラル |                             |

|   |    |
|---|----|
| Foundation Courses 【W7001】 Global Management [山本 晋也] 秋学期後半/Fall(2nd half).....  | 1  |
| Foundation Courses 【W7002】 Business Communication in Japanese Organization [一守 靖] 春学期後半/Spring(2nd half) .....              | 3  |
| Foundation Courses 【W7003】 Management Strategy [栗原 浩一] 秋学期前半/Fall(1st half) .....   | 6  |
| Foundation Courses 【W7004】 Strategic Organizational Management [伊東 久美子] 春学期前半/Spring(1st half).....                         | 7  |
| Foundation Courses 【W7005】 Business Practice in Japan [高田 朝子、Kenneth Pechter] 秋学期前半/Fall(1st half).....                     | 8  |
| Specialized Courses 【W7050】 Accounting [鳥飼 裕一] 秋学期後半/Fall(2nd half) .....   | 10 |
| Specialized Courses 【W7051】 Logical Thinking vs Intuition [西出 香] 秋学期前半/Fall(1st half).....                                  | 12 |
| Specialized Courses 【W7052】 Financial Management [関 雄太] 秋学期後半/Fall(2nd half) .....  | 13 |
| Specialized Courses 【W7053】 Global Economic Issues and Innovative Solutions [谷口 和繁] 春学期後半/Spring(2nd half) .....            | 15 |
| Specialized Courses 【W7054】 Human Resource Management in Japan [Nichols David] 秋学期後半/Fall(2nd half).....                    | 17 |
| Specialized Courses 【W7055】 Managing Talent [豊嶋 晴美] 秋学期前半/Fall(1st half) .....  | 19 |
| Specialized Courses 【W7056】 Opportunity and Entrepreneurship in Japan [KENNETH G PECHTER] 春学期後半/Spring(2nd half).....       | 21 |
| Specialized Courses 【W7057】 Media and Entertainment [KENNETH G PECHTER] 春学期前半/Spring(1st half).....                         | 23 |
| Specialized Courses 【W7058】 Marketing in Japan [大澤 裕] 秋学期後半/Fall(2nd half).....   | 25 |
| Specialized Courses 【W7059】 Service Management in Japan [KENNETH G PECHTER] 秋学期後半/Fall(2nd half).....                       | 26 |
| Specialized Courses 【W7060】 Innovation in Global business [BIERER, Wolfgang] 秋学期前半/Fall(1st half) .....                     | 28 |
| Specialized Courses 【W7061】 Leadership, Strategy, and Entrepreneurship [CONNOR Timothy Michael] 春学期後半/Spring(2nd half)..... | 30 |
| Specialized Courses 【W7062】 Applied Marketing [坂本 和子] 春学期後半/Spring(2nd half) .....  | 31 |
| Specialized Courses 【W7063】 MBA Special Lecture [CHANG WEI-LUN] 秋学期集中/Intensive(Fall) .....                                 | 32 |
| Applied Courses 【W7100】 Project 1-A (Internship) [高田 朝子、Kenneth Pechter、HUG, Jose] 秋学期授業/Fall .....                         | 34 |
| Applied Courses 【W7101】 Project 1-B (Field Research) [KENNETH G PECHTER] 秋学期授業/Fall .....                                   | 37 |
| Applied Courses 【W7102】 Project 2-A (Internship) [Kenneth Pechter、大澤 裕] 年間授業/Yearly .....                                   | 41 |
| Applied Courses 【W7103】 Project 2-B (Field Research) [Kenneth Pechter、佐藤 裕弥] 年間授業/Yearly ...                                | 44 |
| Applied Courses 【W7104】 Japanese Management [長谷川 卓也] 秋学期前半/Fall(1st half) .....   | 48 |
| Applied Courses 【W7105】 Japanese Production Management & Supply Chain Management [長谷川 卓也] 春学期前半/Spring(1st half) .....      | 50 |
| Applied Courses 【W7106】 Open Innovation [RADHAKRISHNAN NAIR] 秋学期前半/Fall(1st half).....                                      | 52 |
| Applied Courses 【W7107】 Entrepreneurship and New Business Creation [小村 隆祐] 春学期後半/Spring(2nd half).....                      | 54 |



MAN550F2 (経営学 / Management 500)

## Global Management

Global Management

山本 晋也 [Shinya YAMAMOTO]

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

その他属性：〈実〉

## 【Outline and objectives】

This course aims to provide a comprehensive understanding of global management practices in the biopharmaceutical industry and the impact of emerging technologies, such as AI, on organizations. Students will explore the importance of knowledge and experience in current operational workflows, the challenges posed by the innovator's dilemma, and the significance of small organizations and social entrepreneurship in the global business landscape. Additionally, the course will cover topics related to web3, Decentralized Autonomous Organizations (DAO), and their implications for global management.

## 【Goal】

1. To develop a deep understanding of the biopharmaceutical industry and its global management challenges.
2. To explore the impact of AI technologies on global management and decision-making processes.
3. To understand the importance of knowledge and experience in managing operational workflows.
4. To analyze the innovator's dilemma and its implications for global organizations.
5. To recognize the significance and potential of small organizations and social entrepreneurship in the global business ecosystem.
6. To comprehend the concepts of web3 and Decentralized Autonomous Organizations (DAO) and their implications for global management.

【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 will employ a combination of lectures, case studies, group discussions, and guest lectures from industry experts. Real-world examples and practical applications will be emphasized to enhance understanding and critical thinking.

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】 授業形態：対面/face to face

| No. | Theme  | Contents   |
|-----|--|--|
| 1st | Introduction to Global Management and the Biopharmaceutical Industry | 1. Global Business Environment<br>2. Current Industry Trends<br>3. Biopharmaceutical Industry                                      |
| 2nd | AI Technologies in Global Management                                 | 1. LLM (Large Language Models)<br>2. AI Agent<br>3. AGI (Artificial General Intelligence)<br>4. ASI (Artificial Superintelligence) |

|     |   |   |
|-----|---|---|
| 3rd | Cutting Edge Trends and Methods in the Biopharmaceutical Industry: Part I   | 1. Knowledge and Experience in Operational Workflows  |
| 4th | Cutting Edge Trends and Methods in the Biopharmaceutical Industry: Part II  | 1. The Innovator's Dilemma and its Impact on Global Organizations   |
| 5th | Cutting Edge Methods for Decision Making in the Global Management: Part I   | 1. Importance of Small Organizations (Startups) and Community in Global Management                                  |
| 6th | Cutting Edge Methods for Decision Making in the Global Management: Part II  | 1. Social Entrepreneurship in the Global Business Landscape   |
| 7th | Cutting Edge Methods for Decision Making in the Global Management: Part III | 1. Introduction to web3 / Decentralized Autonomous Organizations (DAO) and their Implications for Global Management |

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

Students will be expected to read relevant articles, case studies, and research papers as assigned before each class. They will also be required to actively participate in online forums and discussions related to the course topics. In general students may expect 3 to 5 hours per week required outside of class for reading and assignments.

## 【Textbooks】

1. The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail - by Clayton M. Christensen
2. Lead and Disrupt: How to Solve the Innovator's Dilemma - by Charles A. O'Reilly III and Michael L. Tushman
3. Social Entrepreneurship: What Everyone Needs to Know - by David Bornstein

## 【References】

Additional reading materials and references will be provided throughout the course on relevant topics, such as AI in biopharmaceutical industry, DAOs, and web3 technology.

## 【Grading criteria】

Grades will be based on class participation(30 pts), group projects(20 pts), field work(20 pts) and a final report(30 pts).

## 【Changes following student comments】

I would like to try to let students learn practical lessons from actual cases of managing a global company.

## 【Equipment student needs to prepare】

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

## 【Others】

This class is geared to aii organizations major/ medium/ small enterprises, startup, community, Central/ Local Government, Hospital and University/ Institute.

【None】

None

【None】

None

【None】

None

【None】

None

【None】

None

【Outline (in English)】

This course aims to provide a comprehensive understanding of global management practices in the biopharmaceutical industry and the impact of emerging technologies, such as AI, on organizations. Students will explore the importance of knowledge and experience in current operational workflows, the challenges posed by the innovator's dilemma, and the significance of small organizations and social entrepreneurship in the global business landscape. Additionally, the course will cover topics related to web3, Decentralized Autonomous Organizations (DAO), and their implications for global management.

MAN550F2 (経営学 / Management 500)

**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

その他属性：〈実〉

**[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. You can get may feedback by email when you submit a final report.

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

あり / Yes

**[Fieldwork in class]**

なし / No

**[Schedule] 授業形態：対面/face to face**

| No.     | Theme                   | Contents  |
|---------|-------------------------|---|
| Class#1 | Understanding the       | Welcome   |
| June 8  | Foundations of Business | Course overview and policy<br>The Foundations of Business |
|         | Communication           | Communication   |
| Class#2 | Cultural                | Cultures and Organization                                 |
| June 8  | Differences             | Trust Building  |

lass#3  
June 15  
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  
June 15  
Individualism (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  
June 22  
Uncertainty Avoidance (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<br>June 22 | Long-Term<br>Orientation<br>(Short-term vs.<br>Long-term) | <p>Case: "I can't change it"<br/>Questions<br/>Q1. Why did Mr. Takagi get angry?<br/>Q2. If you were Ann, how would you reply to Mr. Tanaka?<br/>Q3 How do you advise for Ann to improve the situation?</p> <p>Case "Same conclusion"<br/>Questions<br/>Q1. Why did the customer get angry against Kamara's reply?<br/>Q2. Why did the customer ask the same question to Nisha?<br/>Q3. Why did the customer get satisfaction from the reply by Nisha, although it was the same reply as one Kamara did?</p> <p>Case: Sales Incentive Program<br/>Questions<br/>Q1. Why do Japanese employees think a sales incentive program was not effective for Japan office?<br/>Q2. Do you like the program or not? Why?<br/>Q3. How do you modify the program for Japan office?</p> | Class#8<br>June 29 | Masculinity<br>(Feminine vs<br>Masculine)                | <p>Case: "Nominication 1"<br/>Questions<br/>Q1. How do you think the president's behavior?<br/>Q2. If you were Yumi, how would you behave under the situation?</p> <p>Case: "Nominication - Soramichi"<br/>Questions<br/>Q1. If you were the president of a company, would you encourage "Nominication" in your company? Why?<br/>Q2. How, would you interpret the generational views on "Nominication" presented in this case?<br/>Q3. In this case, the frequency of "Nominication" was reported by age group. What other categories do you think are possible?</p>  |
| Class#7<br>June 29 | High / Low context<br>culture                             | <p>Case: "I was delegated..."<br/>Questions<br/>Q1. What was Mr. Ichikawa's expectation for Kumar?<br/>Q2. How did Kumar think when he got a request from Mr. Ichikawa?<br/>Q3. Please give Mr. Ichikawa and Kumar advice about how to avoid miscommunication next time.</p> <p>Case: "Please complete it like what you do with other Japanese company"<br/>Questions<br/>Q1. Why did Japan team do sightseeing within the city before the meeting?<br/>Q2. How do you understand what Mr. Takahashi said at the last time?<br/>Q3. Why were Panda's expectations disappointed?</p>  | Class#9<br>July 6  | Power Distance<br>(Small vs. Large)                      | <p>Case "New Japanese president in Korea"<br/>Questions<br/>Q1. Why did president Tanaka behave like that?<br/>Q2. Why Korean employees didn't accept Tanaka's behavior?<br/>Q3. If you were president Tanaka, how would you behave?</p> <p>Case: "A capable boss"<br/>Questions<br/>Q1. Why does Mr. Ueda get a good reputation from his subordinates?<br/>Q2. Why does Mr. Ueda get a low evaluation from Peter?<br/>Q3. How do you advise for Mr. Ueda if he needs to change his behavior? Why?</p> <p>Case: "No submission"<br/>Questions<br/>Q1. What is the problem from Jack's point of view?<br/>Q2. How well do you think Jack understands the reasons for Akash's behavior?<br/>Q3. What is Jack's proposal to solve the problem? What other solutions could be there?</p> |
|                    |   |  | Class#10<br>July 6 | Business<br>Communication -<br>Japanese point of<br>view | <p>Lecture 1<br/>Reality of business communication in large traditional Japanese company<br/>[Guest Speaker]<br/>Seiya Raiju, VP Global QA/RA at HOYA K.K.</p>   |

|                     |  |  |  |
|---------------------|--|--|--|
| Class#11<br>July 13 | Managing conflict  | <p>Case “Performance Improvement Plan”<br/>Questions<br/>Q1. how did this happen?<br/>Q2: If you were Manager Kizuki, how would you proceed?<br/>Q3: It is said that communication in business is becoming increasingly difficult. Why is this? And what can we do about it?<br/>Case: “Beautiful Format”<br/>Questions<br/>Q1. Do you agree with the explanation Mr. Yamashita did?<br/>Q2. Why is Japanese meticulous about the format?<br/>Q3. If you were Sharm, how would you do for the request?<br/>Case: “Delivery at an interim stage”<br/>Questions<br/>Q1. Why did the Japanese company test and point out a defect for incomplete product?<br/>Q2. What are problems at this stage?<br/>Q3. If you were Dill, how would you do to improve the situation?</p> | <p>(Cases in the book will be translated and distributed by lecturer – Translation was permitted by authors for the purpose of this class)<br/>【References】<br/>• Hofstede, G. et al. (2010) Cultures and Organizations: software of the mind: intercultural cooperation and its importance for survival 3rd edition, McGraw-Hill<br/>• Trompenaars, F. and Hampden-Turner, C. (2012) Riding the waves of culture – Understanding Diversity in Global Business, Clerkenwell, London<br/>• Meyer, E. (2015) The Culture Map – Decoding how people think, lead, and get things done across cultures, International edition, PublicAffairs, New York.<br/>【Grading criteria】<br/>Assignments Grade Weights<br/>Contribution to class discussion 80%<br/>Excellent(E)80%<br/>Good(G) 60%<br/>Average(A) 40%<br/>Poor(P) 0%<br/>Final report 20%<br/>Excellent(E)20%<br/>Good(G) 10%<br/>Average(A) 5%<br/>Poor(P) 0%<br/>Total 100%<br/>【Changes following student comments】<br/>Encourage students to share their opinion so that all of the participants learn from others, learn diversity.<br/>【Equipment student needs to prepare】<br/>N/A<br/>【Others】<br/>I have a long year’s experience as a HR Head at several multi-national/local companies and I can lead our discussion both theoretically and practically.<br/>【Outline (in English)】<br/>(Course outline)】 This course is to learn not only business communication but also cross-cultural management in a diverse work place. (Learning Objectives)】 The goal of this course is to build an understanding of effective communication in Japan and cross-cultural business contexts. (Learning activities outside of classroom)】 Before/after each class meeting, students will be expected to spend two to four hours to understand the course content (Grading Criteria /Policy) Final grade will be calculated according to the following process Term-end report (20%), and in-class contribution (80%).</p> |
| Class#12<br>July 13 | Business<br>Communication –<br>Non Japanese<br>point of view | <p>Lecture<br/>How to work effectively with Japanese colleagues as a Non-Japanese</p>  |  |
| Class#13<br>July 20 | Cross Cultural<br>Management                                 | <p>Case “Ben &amp; Jerry’s Japan”<br/>Questions<br/>Q1. What are strengths, weaknesses, opportunities and threads of Ben &amp; Jerry’s ?<br/>Q2. What do you think Japanese consumers are looking for in ice cream?<br/>Q3. If you were a member of Ben &amp; Jerry’s top management team, what decision would you make - Go with Iida or Go with Yamada or No go?</p>   |  |
| Class#14<br>July 20 | Intercultural<br>Competence                                  | <p>Profile and develop an intercultural competence<br/>1. Analyze your intercultural competency.<br/>2. Create three personal development targets.<br/>3. Share your personal development targets with class mates and get insights</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, 2 hours for preparation and 2 hours for review: a total of 4 hours.)

【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】』 ココ出版 ISBN978-4-904595-37-4 JPY1,728



MAN550F2 (経営学 / Management 500)

## Management Strategy

Management Strategy

栗原 浩一 [Koichi KURIHARA]

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

その他属性：〈実〉

### [Outline and objectives]

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

### [Goal]

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.

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] 授業形態：対面/face to face

| No. | Theme                | Contents   |
|-----|----------------------|--|
| 1st | Guidance             | What is management strategy?<br>Process of planning a strategy; selection of specific case companies |
| 2nd | Strategy             | Definition of strategy<br>Management strategy and innovation   |
| 3rd | Domain               | Definition of domain<br>Domain setting   |
| 4th | Competitive Strategy | Five forces<br>Competitive Advantage   |
| 5th | Resource Strategy    | Resource-based view<br>VRIO  |
| 6th | Business Model       | Business model creation<br>Balanced Scorecard  |
| 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:40%

Presentation:30%

Report:30%

[Changes following student comments]

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

[Outline (in English)]

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

MAN550F2 (経営学 / Management 500)

## 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

その他属性：〈実〉

## 【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, it is essential to learn options through a variety of experiences in order to flexibly adapt to the rapidly changing business environment. In this course, you will have them and understand the "real" businesses. "Experience" will be strongly emphasized through lectures, group work, field research, and discussions with members of Japanese companies in order to deeply understand Japanese companies 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 course 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 to manage organization
- 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)】

In order to understand real businesses, this course will focus on experiential learning by integrating lectures, group work, field research, and discussions with members of Japanese companies.

You will be expected to actively participate in all classes.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】 授業形態：対面/face to face

| No.         | Theme   | Contents   |
|-------------|---|--|
| Session 1-2 | -Introduction<br>-What is OB?<br>-What is Strategy? | -Introduction of the concept and the requirement in this course<br>-Essential factors of organizational management<br>-How to prepare business presentations including formulating strategy<br>-In-class activity and short quiz |
| Session 3-4 | -Career development                                 | -Guest speaker 1<br>-Career development<br>-Career strategy<br>-Sponsorship and Mentorship   |

|               |  |   |
|---------------|--|---|
| Session 5-6   | -Current issues in Japanese organization     | -Diversity management<br>-Cross-cultural understanding<br>-In-class activity and short quiz |
| Session 7-8   | -Leadership<br>-Individual behavior<br>-Team | -Leadership<br>-Motivation, Trust<br>-Team building<br>-Role play and short quiz            |
| Session 9-10  | -Case study (Presentation)                   | Presentation  |
| Session 11-12 | - Working in International Business          | -Guest speaker 2<br>-In-class activity and short quiz                                       |
| Session 13-14 | -Final quiz<br>-Feedback                     | -Final written test 90 min<br>-Feedback and lecture   |

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

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

Preparation 1.5 hours, review 1 hour, a total of 2.5 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

【Outline (in English)】

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

As a business leader, it is essential to learn options through a variety of experiences in order to flexibly adapt to the rapidly changing business environment. In this course, you will have them and understand the "real" businesses. "Experience" will be strongly emphasized through lectures, group work, field research, and discussions with members of Japanese companies in order to deeply understand Japanese companies 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 course for your own promising future career development.

MAN550F2 (経営学 / Management 500)

**Business Practice in Japan**

Business Practice in Japan

高田 朝子、Kenneth Pechter

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

その他属性：〈実〉

**[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]** 授業形態：対面/face to face

| No. | Theme    | Contents                          |
|-----|----------|-----------------------------------|
| 1   | Overview | Business Professionalism in Japan |

|   |   |   |
|---|---|---|
| 2 | Organizational Behavior and Japan Regional Government | Regional government structure, organizational behavior and business practice in Japan |
| 3 | Legal Compliance for Internships in Japan             | Legal and regulatory compliance while doing an internship in Japan                    |
| 4 | Business Manners in Japan Part I                      | Business manners and culture in Japan   |
| 5 | Business Manners in Japan Part II                     | Business manners and culture in Japan   |
| 6 | Consumer Psychology and Marketing in Japan            | Characteristics of Japanese market, design and brand                                  |
| 7 | Wrap-up   | Integrity, accountability and business professionalism 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]**

[Final grade is determined by]

- ・ Professional attitude 60%
- ・ Assigned work in class 40%

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]**

1) Courses in general will be held face-to-face in the classroom. In the event of a new extreme wave of the COVID-19 pandemic, courses may be changed to online format 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.

2) Each class above (1~7) uses two class periods of 1 hour 40 minutes each, for a total of 3 hours 20 minutes per class

**[None]**

None

**[None]**

None

**[None]**

None

**[None]**

None

**[None]**

None

**[Outline (in English)]**

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 (経営学 / Management 500)

## 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

その他属性：〈実〉

## 【Outline and objectives】

In this course, we study the basics of financial accounting. After studying basic accounting theory, e.g. what is accounting, who is the user of accounting information, what is GAAP etc., we 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 consolidation, revenue recognition, pension accounting, deferred tax accounting for understanding the financial statements of listed companies. The objective of the class is to improve your understanding about accounting theory and practice, and build the ability to prepare the financial statements and provide the analysis on the accounting information.

## 【Goal】

The students are able to read the accounting information of listed companies, provide the analysis, and achieve a base for discussing the accounting treatment in the complex areas. The students will also be able to understand the structure and management of accounts for preparing the accounting information. Through this course, 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 the topics related to the lecture.

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

The teaching materials are distributed in Resource section of the database before each class.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

| No.       | Theme   | Contents  |
|-----------|---|---|
| Session 1 | Introducing Accounting and Financial Statements | What is accounting?<br>Who are the users of accounting information?<br>Financial statements         |
| Session 2 | Generally Accepted Accounting Principles        | Who are the SEC, AICPA, FASB, and IASB?<br>What are Generally Accepted Accounting Principles(GAAP)? |
| Session 3 | The Balance Sheet and its Components            | Understanding the balance sheet<br>Components of the balance sheet                                  |

|            |  |   |
|------------|--|---|
| Session 4  | The Income Statement                               | Understanding the income statement<br>Presentation of income statement  |
| Session 5  | The Double-Entry Accounting                        | The general journal<br>The general ledger<br>Trial balance<br>Adjusting journal entries   |
| Session 6  | The Corporation                                    | The definition of corporation<br>What is capital stock?<br>Cash dividends, stock dividends, and stock splits  |
| Session 7  | Preparing and Using a Statement of Cash Flows      | What is a statement of cash flows?<br>Cash and cash equivalents<br>The presentation of the statement of cash flows  |
| Session 8  | Consolidated Financial Statements                  | Basis for consolidation<br>Consolidation procedure<br>Asset valuation<br>Non controlling interest   |
| Session 9  | Revenue Recognition                                | Accounting for revenue from contracts with customers<br>Application of 5 step model   |
| Session 10 | Pension Accounting                                 | What is pension accounting?<br>Defined contribution plan<br>Defined benefit plans   |
| Session 11 | Deferred Tax Accounting                            | Impact of deferred tax on financial information<br>Accounting base and tax base<br>Temporary differences<br>Accounting for deferred tax liability and tax asset |
| Session 12 | Using Financial Statements for Short-term Analysis | Using short-term ratios<br>Current and quick ratio<br>Working capital   |
| Session 13 | Using Financial Statements for Long-term Analysis  | Quality of earnings<br>Rate of return on investment<br>Sales-based ratios or percentage<br>Earnings data<br>Rate of return on investment                        |
| Session 14 | Last Examination and its Explanation               | Examination is set out of the subjects studied at this course. Explanation for the examination is provided in advance.  |

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

The students are expected to prepare by reading the teaching materials and the corresponding area of the textbook before each class and review them 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, sourcebooks.

【References】

Wayne A. Label and Cheryl Kennedy Henderson, Study Guide and Workbook for Accounting for Non-Accountants 4th Edition, 2019, sourcebooks.

F. Greg Burton and Eva K. Jermakowicz, International Financial Reporting Standards A Framework-based Perspective, 2015, Routledge.

【Grading criteria】

Contribution to the class through participating to the discussion 30%, Short test 30%, Last examination 40%.

【Changes following student comments】

N/A

【Outline (in English)】  
N/A

MAN560F2 (経営学 / Management 500)

## 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

その他属性：〈実〉

## 【Outline and objectives】

Logical thinking is a powerful approach for decision making in complex situations. You will learn the theory and how to apply them in practice. However, intuition is sometimes more important than logical thinking. You will discuss in groups when it is wise to follow the logics and when to rely on intuition.

## 【Goal】

The goal of this course is to get familiar with logical thinking processes so that it becomes your natural thinking process. You will also sharpen your intuitive ability to make a good balance with logical thinking. By the end of this course, you will be able to approach to problems or issues logically based on existing data, information and own hypotheses, but also using the intuition.

【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

- The lessons consist of lectures of half an hour, followed by individual/group works and presentations.
- Theoretical input
- Application of logical thinking in case studies
- Simulation game in groups
- One lesson by a guest lecturer
- Writing a report in the final class

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

| No. | Theme                                  | Contents  |
|-----|--|---|
| 1   | Introduction                           | Course guideline                                  |
| 2   | Basic logical thinking                 | Theory and case studies                           |
| 3   | Problem breakdown                      | Lecture, individual work in a case study          |
| 4   | Questioning your level of success      | Simulation game: Fisherman                        |
| 5   | Analytical approach                    | Lecture, individual work in case studies          |
| 6   | What-if analysis                       | Simulation game: Opening a coffee shop            |
| 7   | Decision making in innovation          | Lecture, individual work in case studies          |
| 8   | Commitment from stakeholders           | Group work in simulation games: Product marketing |
| 9   | Design-based thinking (guest lecturer) | Lecture   |
| 10  | Design-based thinking (guest lecturer) | Design thinking workshop                          |
| 11  | Hypothesis verification                | Lecture, individual work in case studies          |

|    |                       |   |
|----|-----------------------|---|
| 12 | Selling your products | Simulation game: Sustainable operation    |
| 13 | Overall review        | Simulation game: Community network        |
| 14 | Writing a report      | Assignment will be given during the class |

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

Assignments 2 hours, review of the class 1 hour, apply in real life 1 hour. A total of 4 hours per week.

【Textbooks】

Slides will be mailed every week.

【References】

Students are required to read at least one book of their choice over the summer to present in class.

【Grading criteria】

Performance in group works (discussions and presentations) 50%

Final exam (writing a short report based on a case study) 50%

【Changes following student comments】

Gives opportunities to consider whether or not the current way of making decision is the best approach for the given complex situation. The course is practice-oriented.

【Equipment student needs to prepare】

PC and internet.

【Prerequisite】

Willingness to switch your current thinking process towards a more flexible and creative way.

【Outline (in English)】

The class consists of a short lecture of theory, individual work and simulation game in groups. 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 a real life, however, 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 take unprecedented solutions, taking other aspects into consideration such as human relation, effective leadership and different interests of stakeholders.

MAN560F2 (経営学 / Management 500)

## Financial Management

Financial Management

関 雄太 [Yuta SEKI]

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

その他属性：〈実〉

## 【Outline and objectives】

In terms of financial management, corporate managers should be able to deal with two fundamental issues: (1) Selecting an investment project that maximizes the value of a firm, and (2) Choosing an appropriate financial policy (of dividend or capital structure) to persuade investors or banks to provide funds. This course aims at providing basic principles of corporate finance and investment theories. The course also covers topics such as concepts of net present values and cost of capital, valuation of debt instruments (bonds) and equities, firm valuation and portfolio theories. The course uses simple problem sets that require students to calculate net present values or to build models analyzing ROEs and other important ratios. This course is suitable for students who will be working both at large companies and at small- & mid-sized companies, but most case studies would be based on numbers of publicly traded companies.

## 【Goal】

At the end of this course, students should be able to:

1. Understand key theories, principles and trends 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 investment
4. Understand how investors evaluate corporations in the capital market and what corporate managers try to do to maximize their firm values.

【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)】

1. Lecturing: Students will be asked to preview materials (and textbooks) and to be ready for discussion on related topics. Short quiz might be presented to check the learning progress.
2. Case analysis: Students will be assigned to create and conduct a brief presentation to analyze a certain publicly-traded company for applying financial models and for learning investment decision making methods intensively

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

| No. | Theme   | Contents   |
|-----|---|--|
| 第1回 | Financial Management Overview                                     | A general guidance on the course method. Understand the basic concept of corporate finance and goal of corporation. In order to comprehend the role of financial management, discuss the relationships amongst corporate managers, shareholders, banks and other stakeholders.<br>Reading assignment: Desai Introduction, Chapters 1 and 3. Brealey, Myers and Allen (BMA) Chapter 1 |
| 第2回 | How to Calculate Present Values                                   | Understand the time value of money and the basics of net present value calculation<br>Reading assignment: Desai Chapters 1 and 2. BMA Chapter 2.   |
| 第3回 | Valuing Bonds   | Overview the variety of corporate financing methods. Understand the bond price calculation and the term structure of interest rate. Learn the basics of corporate bond and credit market<br>Reading assignment: Desai Chapters 1 and 2. BMA Chapter 3.   |
| 第4回 | Valuing Equities  | Overview the publicly-traded equity market. Understand the basic concept of dividends and cash flows, the valuation methods of equities such as Dividend Discount Model<br>Reading assignment: Desai Chapters 1, 2 and 3. BMA Chapter 4.   |
| 第5回 | Financial Analysis (1): ROE (Return on Equity) and Value Creation | Understand the analytical tools on financial performance and profitability including ROE. Able to utilize various ratios.<br>Reading assignment: Desai Chapters 2, 4 and 5.  |
| 第6回 | Financial Analysis (2): Free Cash Flows                           | Understand the difference between accounting and financial perspectives. Analyzing cash flows based on actual cases.<br>Reading assignment: Desai Chapters 2, 4 and 5.   |
| 第7回 | Cost of Capital (1): WACC and Optimal Capital Structure           | Understand how to measure cost of equity and the concept of weighted average cost of capital (WACC). Understand the optimum level of debt and dividend payout. Discuss how capital structure impacts on firm values<br>Reading assignment: Desai Chapters 4 and 5. BMA Chapters 7, 8 and 9.  |



|      |  |   |  |
|------|--|---|--|
| 第8回  | Cost of Capital (2): Risks Associated with Investment and CAPM         | Understand the relationship between risk and return in the capital market. Understand the implication of beta as the expected return by the investor and the impact on the firm valuation<br>Reading assignment: Desai Chapters 4 and 5. BMA Chapters 7, 8 and 9. | ISBN10: 1633696707<br>ISBN13: 9781633696709<br>Brealey, R., Myers, S., and Allen, F., "PRINCIPLES OF CORPORATE FINANCE" 13th Edition [BMA], McGraw-Hill, (2020)<br>ISBN10: 1260013901<br>ISBN13: 9781260013900<br>Lecture notes in a form of power point presentation would be provided in advance together with necessary cases.  |
| 第9回  | Firm Valuation: Discounted Free Cash Flow Model and Alternative Models | Able to integrate various methods to evaluate a firm as a whole. Understand other valuation models and useful ratios.<br>Reading assignment: Desai Chapters 4 and 5. BMA Chapter 4  | <b>[References]</b><br>Jonathan Berk and Peter DeMarzo, "Corporate Finance", 5th Edition, Global Edition, Pearson Education (2019)<br>ISBN10: 12923044154<br>ISBN13: 9781292304151<br><b>[Grading criteria]</b><br>Final case assignment (material and presentation): 50%<br>Quiz and interim assignments: 30%<br>Contribution to the class: 20%   |
| 第10回 | Capital Allocation and Payout Policy                                   | Understand the basic decision making process of capital allocation. Discuss how payout (dividend and share repurchase) impacts on firm values<br>Reading assignment: Desai Chapter 6. BMA Chapters 12 and 16  | <b>[Changes following student comments]</b><br>Based on the experience last year, we will try to discuss more qualitative issues. Certain number crunching works cannot be avoided but you don't have to memorize formulas. Focus on understanding the relationship between corporate management and financial markets.<br>Also the lecture notes should be posted Hoppii folder prior enough to each class so that students can preview them.<br>Furthermore, we try to keep interactive even in lecturing session and active feedbacks from the class are highly appreciated. The situations in corporate finance and capital market may vary between regions or countries. I would appreciate if you could bring insights or practical experiences in your home country into the class discussion.  |
| 第11回 | M&A and Corporate Restructuring  | Understand the dynamics of M&A activities and how a leveraged buyout works in order for a private equity fund to capture the values created by turnaround<br>Reading assignment: Desai Chapters 5 and 6. BMA Chapters 31 and 32                                   | <b>[Equipment student needs to prepare]</b><br>Microsoft Excel is required to understand and exercise financial formulas and ratios.   |
| 第12回 | Venture Capital and IPO  | Understand the corporate growth cycle and the role of venture capital fund. Discuss the issues associated with pricing/valuations when a startup tries an initial public offering<br>Reading assignment: Desai Chapters 3 and 5. BMA Chapter 15.                  | <b>[Others]</b><br>Any questions and inquiries are welcome before and after class. Also students can contact lecturer by email anytime during the course.  |
| 第13回 | Corporate Governance   | Understand the current issues on corporate control and governance by considering the asymmetric information problem and principal-agent model<br>Reading assignment: Desai Chapters 3, 4, 5 and 6. BMA Chapter 33.  | <b>[Outline (in English)]</b><br>In terms of financial management, corporate managers should be able to deal with two fundamental issues: (1) Selecting an investment project that maximizes the value of a firm, and (2) Choosing an appropriate financial policy (of dividend or capital structure) to persuade investors or banks to provide funds. This course aims at providing basic principles of corporate finance and investment theories. The course also covers topics such as concepts of net present values and cost of capital, valuation of debt instruments (bonds) and equities, firm valuation and portfolio theories. The course uses simple problem sets that require students to calculate net present values or to build models analyzing ROEs and other important ratios. This course is suitable for students who will be working both at large companies and at small- & mid-sized companies, but most case studies would be based on numbers of publicly traded companies. |
| 第14回 | Current Issues on Corporate Finance and Capital Market                 | Review key principles of corporate finance and discuss the recent issues of capital market such as ESG related debate.  |  |

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

Students are usually required to spend 3 to 4 hours per week outside of class for reading class materials and assignments. In addition, students who are not familiar with finance and accounting would need some self-study to enhance the level of basic understandings.

**[Textbooks]**

Mihir A. Desai, "How Finance Works: The HBR Guide to Thinking Smart about the Numbers" [Desai], Harvard Business Review Press (2019)

MAN560F2 (経営学 / Management 500)

## Global Economic Issues and Innovative Solutions

Global Economic Issues and Innovative Solutions

谷口 和繁 [Kazushige TANIGUCHI]

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

その他属性：〈実〉

## 【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, particularly focusing on innovative solutions. You will learn cross-country analysis and cross-sectoral approach to make your proposal more convincing and operational. You will also learn lessons from Japan's experiences. In addition, you will learn the important role of private sector and social entrepreneurship.

## 【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 equality;
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;
4. Understand how to design an innovative solution with financial and technological instruments;
5. Learn skills to make presentation; and
6. (if requested by students) Learn critical skills to write and improve CVs.

【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 with Power Point presentation, 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】 授業形態：対面/face to face

| No. | Theme                                    | Contents  |
|-----|--|---|
| 第1回 | Overview of class objectives             | Increased role of developing countries.   |
|     | Current developments of global economies | Increased cross-border activities.<br>Importance of demographic trend.<br>Global risks and opportunities.<br>Explanation of cross-sectoral approach and cross-country analysis. |

|      |   |   |
|------|---|---|
| 第2回  | Current/historical 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 - How to achieve?   | Class discussion (individual presentation) on SDG policy options using cross-sectoral approach and cross-country analysis   |
| 第5回  | Economic 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 approaches.                   |
| 第6回  | Multilateralism – Agenda and implementation. Human Resource Management.   | Key international schemes for multilateral cooperation - United Nations and World Bank. Human resource management and recruitment.  |
| 第7回  | Role of private sectors   | Importance of direct investment and measures to promote it. Importance of small and medium enterprises. Social entrepreneurship.  |
| 第8回  | Ethics of economic development  | Negative implications of economic development such as pollution, corruption, and harmful tax practices. Role of safeguard.  |
| 第9回  | Innovation (including technology and finance) and social entrepreneurship for economic development              | Importance of innovative approaches including technology and finance to avoid bottlenecks and generate sustainable growth. Issue-driven/demand-driven instead of supply-driven. |
| 第10回 | Specific issues - gender  | Gender - Champion of cross-sectoral approach. Mainstreaming of gender as policy agenda and business practices.  |
| 第11回 | Specific issues - quality infrastructure  | Infrastructure as means of sustainable development including disaster risk management. Importance of logistics.   |
| 第12回 | Specific issues - global health   | Global health - cross-sectoral approach (sometimes clean water is more important than expensive medicine) and role of finance.  |
| 第13回 | Individual presentation and discussion – Cross sectoral approach (such as health, education and infrastructure) | Individual presentation - Student will pick one sectoral issue and propose possible solutions with cross-sectoral approaches. Cross-country analysis will be also recommended.  |

第14回 Group presentation and discussion – social entrepreneur and technological/financial solutions Group will pick one sector/issue and design innovative solutions with new technology and/or financial instruments 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 might wish to do 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 and encourage each student to contribute to the class discussion and ask questions.

**[Equipment student needs to prepare]**

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

**[Outline (in English)]**

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, particularly focusing on innovative solutions. You will learn cross-country analysis and cross-sectoral approach to make your proposal more convincing and operational. You will also learn lessons from Japan's experiences. In addition, you will learn the important role of private sector and social entrepreneurship.

MAN560F2 (経営学 / Management 500)

## Human Resource Management in Japan

Human Resource Management in Japan

Nichols David [Nichols David WILLIAM]

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

その他属性：〈実〉

## 【Outline and objectives】

Every company, government and non-government organization must manage its human resources taking into account how its human resources will be used to support the organization's primary mission. While companies in Japan have the similar human resource management requirements as other organizations throughout the world, the way that HRM is executed in Japan has been greatly influenced by Japanese history, society and culture. This course will focus on how human resources are managed in companies in Japan both presently and how it may evolve in the future.

The course objective is to give students an understanding of how and why human resource management is applied by companies operating in Japan and be able to apply that understanding to operate successfully in the Japanese business environment both now and as human resource needs change in the future to address societal, economic and demographic changes.

While HR professionals are welcome, this course is intended to enable line managers to maximize the impact of the human resources they are responsible for managing.

## 【Goal】

By the end of the course, students should be able to:

- Explain how Human Resources are typically managed by companies in Japan, and the strengths and weaknesses of the Japanese approach
- Understand how historical, cultural, demographic, and other societal factors influenced human resource management in Japan
- Develop a point of view about how HRM in Japan differs from other markets around the world and situational positive and negatives of the Japanese system relative to other systems
- Analyze the implications for managers building their careers in the Japanese business environment
- Hypothesize how HRM in Japan will evolve in response to the global economy and Japan's changing society

【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 / Activity /Presentation

1 Lecture

2 Group discussion

3 Group activity to re-enforce lecture concepts

4 Written report

5 Presentation of final project

Students are expected to read all pre-assignments

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

| No. | Theme                                    | Contents  |
|-----|--|---|
| 1   | Introduction & the fundamentals of HRM   | - Self-introduction – students & instructor<br>- HRM and the company mission<br>- 7 policies of traditional Japanese HRM  |
| 2   | Societal changes impacting Japanese HRM  | - Declining & aging population<br>- Female participation in the workforce<br>- Technology<br>- Globalization including foreigners in Japan                            |
| 3   | Lifetime Employment                      | - Key characteristics of lifetime employment<br>- What % of workforce actually included? (myths of Japanese HRM)<br>- Strengths and weaknesses<br>- Temporary workers |
| 4   | Life Inside the Company                  | - Recruitment<br>- Training & development<br>- Performance evaluation<br>- Explanation of titles<br>- Employee retention<br>- Retirement                              |
| 5   | Life Inside the Company 2                | - Compensation and promotion<br>- Legal and market framework<br>- Employee grievances and dispute resolution  |
| 6   | Japanese HRM Changing to Meet the Future | - Addressing social change<br>- The changing business environment<br>- Diversity & inclusion<br>- Going global and accepting HR imports                               |
| 7   | Summary and Presentations                | - Course summary<br>- Project presentations<br>- Group Feedback   |

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

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

## 【Textbooks】

articles will be posted on the Learning Management System.

## 【References】

None

## 【Grading criteria】

Class participation and attitude 40%

Peer evaluations 10%

Written report 20%

Final project 30%

## 【Changes following student comments】

Will give more specific guidance on which specific articles are relevant for specific classes.

## 【Equipment student needs to prepare】

Materials and equipment necessary to deliver presentations

## 【Others】

Office hours: after each lecture

**【Outline (in English)】**

Every company, government and non-government organization must manage its human resources taking into account how its human resources will be used to support the organization's primary mission. While companies in Japan have the similar human resource management requirements as other organizations throughout the world, the way that HRM is executed in Japan has been greatly influenced by Japanese history, society and culture. This course will focus on how human resources are managed in companies in Japan both presently and how it may evolve in the future.

The course objective is to give students an understanding of how and why human resource management is applied by companies operating in Japan and be able to apply that understanding to operate successfully in the Japanese business environment both now and as human resource needs change in the future to address societal, economic and demographic changes.

MAN560F2 (経営学 / Management 500)

## Managing Talent

Managing Talent

豊嶋 晴美

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

その他属性：〈実〉

### [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 corporate size and small size of company, but if we had to choose one, then corporate is more suitable to practice.

### [Goal]

By the end of the course:

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] 授業形態：対面/face to face

| No. | Theme                    | Contents                     |
|-----|--------------------------|------------------------------|
| 1   | Welcome to this course   | -Course & Class Introduction |
| 2   | What is managing talent? | -Human Capital Management    |

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

**[Warning]**

Making copy from other student's case material is the infringement of copyright. IF ILLEGAL COPY IS FOUND, THE CREDIT WILL NOT BE AWARDED.

**[Outline (in English)]**

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 (経営学 / Management 500)

## 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

その他属性：〈実〉

## [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

Note that this course does not repeat the same content that is contained in similarly named courses the same Spring 2nd Quarter, Professor Komura's Entrepreneurship and New Business Creation and Professor Connor's Leadership, Strategy, and Entrepreneurship. In fact, the three courses complement each other well.

## [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] 授業形態：対面/face to face

| 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 beyond |
| 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】**

1) Office Hours:

Class Days (Thursday) 18:00-18:30 (appointment advised)

2) Courses in general will be held face-to-face in the classroom.

In the event of a new extreme wave of the COVID-19 pandemic, courses may be changed to online format 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 HOPPIL system (学習支援システム) for specific online instructions of each course.

3) Each class above (1~7) uses two class periods of 1 hour 40 minutes each, for a total of 3 hours 20 minutes per class

**【Outline (in English)】**

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 (経営学 / Management 500)

**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

その他属性：〈実〉

**[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] 授業形態：対面/face to face

| 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]

1) Office Hours:

Class Days (Thursday) 18:00-18:30 (appointment advised)

2) Courses in general will be held face-to-face in the classroom. In the event of a new extreme wave of the COVID-19 pandemic, courses may be changed to online format 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.

3) Each class above (1~7) uses two class periods of 1 hour 40 minutes each, for a total of 3 hours 20 minutes per class

**【Outline (in English)】**

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 (経営学 / Management 500)

## 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

その他属性：〈実〉

## 【Outline and objectives】

The objectives of this course are to learn practical marketing method 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 sell 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 classmates 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】 授業形態：対面/face to face

| No. | Theme                    | Contents   |
|-----|--------------------------|--|
| 1   | Lecture                  | <ul style="list-style-type: none"> <li>・ Types of sales partners</li> <li>・ Difficulties of marketing in Japan</li> </ul>            |
| 2   | Self-Introduction        | <ul style="list-style-type: none"> <li>・ Self-introduction and introduction of a classmate</li> </ul>                                |
| 3   | Lecture                  | <ul style="list-style-type: none"> <li>・ Business practice in Japan</li> <li>・ Win-win relationships with sales partners</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>・ How to prepare catalogs and marketing materials</li> <li>・ Tradeshows</li> </ul>            |
| 6   | Presentation /Discussion | <ul style="list-style-type: none"> <li>・ Presentation to end-users in Japan</li> <li>・ Discussion about the presentations</li> </ul> |
| 7   | Lecture                  | <ul style="list-style-type: none"> <li>・ Sales Promotion</li> <li>・ How to approach distributor</li> </ul>                           |

|    |                           |   |
|----|---------------------------|---|
| 8  | Presentation / Discussion | <ul style="list-style-type: none"> <li>・ Presentation to distributors in Japan</li> <li>・ Discussion about the presentations</li> </ul> |
| 9  | Lecture                   | <ul style="list-style-type: none"> <li>・ Pricing Strategy</li> <li>・ How to approach manufacturer</li> </ul>                            |
| 10 | Presentation / Discussion | <ul style="list-style-type: none"> <li>・ Presentation to manufacturers</li> <li>・ Discussion about the presentations</li> </ul>         |
| 11 | Presentation / Discussion | <ul style="list-style-type: none"> <li>Presentations for end-users, distributors and manufactures</li> </ul>                            |
| 12 | Presentation / Discussion | <ul style="list-style-type: none"> <li>・ Discussion regarding marketing materials and presentations</li> </ul>                          |
| 13 | Presentation / Discussion | <ul style="list-style-type: none"> <li>・ Final presentations for end-users, distributors and manufactures</li> </ul>                    |
| 14 | Presentation / Discussion | <ul style="list-style-type: none"> <li>・ Final presentations for end-users, distributors and manufactures</li> </ul>                    |

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

Each student will prepare six PowerPoint presentations. (As a standard, 4 hours for preparation and 1 hour for review: a total of 5 hours.)

【Textbooks】

None

【References】

None

【Grading criteria】

Class participation 30%

1-6th presentation 30%

Final presentation 40%

【Changes following student comments】

One student commented that there was a little too much homework, but I believe that the content of the assignments should be the same as in the previous year.

【Equipment student needs to prepare】

Personal computer

【Outline (in English)】

The objectives of this course are to learn practical marketing method 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 (経営学 / Management 500)

## 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

その他属性：〈実〉

## 【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 widely considered to be a core asset of Japanese service offerings.

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】 授業形態：対面/face to face

| 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 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】

1) Office Hours:

Class Days (Thursday) 18:00-18:30 (appointment advised)

2) Courses in general will be held face-to-face in the classroom. In the event of a new extreme wave of the COVID-19 pandemic, courses may be changed to online format 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.

3) Each class above (1~7) uses two class periods of 1 hour 40 minutes each, for a total of 3 hours 20 minutes per class

**【Outline (in English)】**

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 widely considered to be a core asset of Japanese service offerings.

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 (経営学 / Management 500)

## Innovation in Global business

Innovation in Global business

BIERER, Wolfgang [BIERER, Wolfgang]

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

その他属性：〈実〉

### [Outline and objectives]

In this course we will study innovation in an increasingly global business environment. We will develop an innovation toolkit with state of the art tools to improve processes and team performance designed to enhance collaboration and iteration in global development. We will discuss with industry leaders real business cases, research innovation leaders' in global business and work on developing our own innovative business ideas.

### [Goal]

- 1) To understand the innovation framework and how to apply modern tools
- 2) To understand key challenges and benefits of Global Innovation Management
- 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)]

The approach for this course is active in-class discussion, lectures and interaction with real business leaders. 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 and exams.

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

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule] 授業形態：対面/face to face

| No.   | Theme  | Contents  |
|-------|--|---|
| 09/23 | Introduction<br>Framework of Innovation<br>Think Globally - Innovate locally | What is innovation? Types of innovation and what innovation is in a global context and why it is so important. Learning modern tools and processes of innovation.                                     |
| 09/30 | Design Thinking and innovation process                                       | Learn how design thinking works, learn the processes and apply it to use cases in teamwork. Prepare presentation and questionnaire to discuss with our future guest Hiromi Hara, MD of SAP LABS JAPAN |

|       |  |   |
|-------|--|---|
| 10/07 | Doblin's 10 Types of Innovation  | We learn how globalization and foreign competition increase the pressure for businesses to innovate continually. Doblin's 10 Types of Innovation is a framework that helps to identify elements of the business can be innovated. We will learn the components and apply it to a business case. |
| 10/14 | Innovation in the world leading truly global software company - SAP  | Our guest Hiromi Hara, MD of SAP LABS JAPAN will give us her insights into Design Thinking and corporate innovation processes on global scale and will discuss with us our presentation and questions prepared in our previous session.   |
| 10/21 | Analysis of the global innovation strategies of most innovative companies in 2023  | 3 teams will research innovation strategies from top 100 innovative companies and present it in class   |
| 10/28 | Climate change is the most demanding area for innovation - how companies address this issue  | Lecture and discussion with business leader(tbd) in this area how to tackle the issue with innovation. Students present ideas and discuss concrete action points and how they already contribute.   |
| 11/04 | Social innovation manifests in various forms - from cutting-edge technologies to innovative business models, policies, programs, and services - all designed to make a tangible impact on individual lives and community well-being. | Lecture and discussion with business leader (tbd) in this area how to tackle the issue with innovation. Students present ideas for a concrete case previously selected and discuss concrete action points.  |

[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]

Slide decks and reading lists on various lecture content.

[References]

Internet link list, will be provided.

[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]**

Students comments will be actively encouraged and if changes required Wolfgang Bierer will incorporate changes wherever possible.

**[Others]**

Each class above (1~7) uses two class periods of 1 hour 40 minutes each, for a total of 3 hours 20 minutes per class. In between we will schedule a short break.

**[Outline (in English)]**

In this course we will study innovation in an increasingly global business environment. We will develop an innovation toolkit with state of the art tools to improve processes and team performance designed to enhance collaboration and iteration in global development. We will discuss with industry leaders real business cases, research innovation leaders' in global business and work on developing our own innovative business ideas.



MAN560F2 (経営学 / Management 500)

## Leadership, Strategy, and Entrepreneurship

Leadership, Strategy, and Entrepreneurship

CONNOR Timothy Michael [CONNOR Timothy Michael]

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

その他属性：〈実〉

## 【Outline and objectives】

The global economy is based on value creation, and at the heart of value creation is entrepreneurship. Entrepreneurship comes in many forms and takes many shapes from the moment a new business idea is formed. The path of an entrepreneur is never a straight line and will go through many challenges and paths to growth. Not all ventures succeed, and this course is designed to let students discover and experience the many facets of entrepreneurship. As ventures grow, their strategy and the leadership skills necessary will change. Through a series of cases, material provided in advance, a venture simulation along with preparation assignments/questions and presentations students will virtually experience the six or seven stages of an entrepreneurial venture

## 【Goal】

1. To understand how entrepreneurial ventures and strategies change as they grow
2. To develop deductive reasoning and critical thinking skills and a framework for evaluating venture ideas
3. To learn to recognize the types of leadership and relevant skills necessary at each stage of growth of an entrepreneurial venture
4. To experience communication, teamwork, strategy building, and leadership practice just as in a real life venture

【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 consists of reading assignments, preparation in advance, class discussion/participation, report writing, and a simulation

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】 授業形態：対面/face to face

| No.     | Theme  | Contents  |
|---------|--|---|
| 1: 6/6  | Introduction<br>From Idea to<br>Launch<br>preparation                | Why entrepreneurship?<br>What does a new<br>entrepreneur need to consider<br>when thinking about starting<br>a venture? |
| 2: 6/6  | Setting up and<br>what to look out for<br>Simulation<br>introduction | Considering the pitfalls of<br>founders.<br>Prepare for running the<br>simulation of a venture.                         |
| 3: 6/13 | From founder led<br>to CEO led                                       | When should a founder bring<br>on a CEO.<br>Introduction of Strategic<br>Leadership                                     |
| 4: 6/13 | Why pivot is so<br>powerful.   | What can a CEO from outside<br>do, and what skills do they<br>need?<br>First session of simulation                      |

|          |  |   |
|----------|--|---|
| 5: 6/20  | Different business<br>models in the same<br>industry | How do you analyze a<br>business model?<br>Introduction of business<br>model development    |
| 6:6/20   | Competitive<br>Advantages                            | Comparing business models<br>and frameworks<br>Second session of simulation                 |
| 7: 6/27  | Managing and<br>embracing change                     | How can the business grow<br>sustainably? The importance<br>of a pivot.                     |
| 8: 6/27  | Managing and<br>embracing change<br>(2)              | When should you embrace<br>change and pivot?<br>Third session of simulation                 |
| 9: 7/4   | Growing pains and<br>management<br>systems           | Looking at cases and when a<br>venture needs to embrace<br>management systems.              |
| 10 7/4   | Growing pains and<br>management<br>systems (2)       | Looking at management<br>systems and maintaining<br>agility<br>Fourth session of simulation |
| 11: 7/11 | Culture and<br>Innovation                            | How do you maintain the<br>culture of innovation and a<br>growth mindset?                   |
| 12: 7/11 | Culture and<br>Innovation                            | Growth mindset<br>Fifth session of simulation   |
| 13: 7/18 | Path to scale and<br>sustainable growth              | Looking to growth in five<br>years  |
| 14: 7/18 | Simulation<br>presentations                          | Presentation and feedback<br>from Prof. and from peers                                      |

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

- 1) Group work for simulation
- 2) Group presentation preparation
- 3) Preparation in advance of relevant questions
- 4) Framework development

Weekly Time Required for work outside of class: 3 to 5 hours per week

【Textbooks】

No textbook will be used

Handouts will be provided by the lecturer

【References】

None

【Grading criteria】

- 1) Class participation/discussion and group leadership (50%)
  - 2) A quality of presentation by Group work (24%)
  - 3) Submission of a report or framework for business models
- Grade A:80-100%, Grade B:60~80%, Grade C:40-60%, Grade F: under 40%

【Changes following student comments】

Not applicable

【Outline (in English)】

The global economy is based on value creation, and at the heart of value creation is entrepreneurship. Entrepreneurship comes in many forms and takes many shapes from the moment a new business idea is formed. The path of an entrepreneur is never a straight line and will go through many challenges and paths to growth. Not all ventures succeed, and this course is designed to let students discover and experience the many facets of entrepreneurship. As ventures grow, their strategy and the leadership skills necessary will change. Through a series of cases, material provided in advance, a venture simulation along with preparation assignments/questions and presentations students will virtually experience the six or seven stages of an entrepreneurial venture

MAN560F2 (経営学 / Management 500)

## Applied Marketing

Applied Marketing

坂本 和子 [Kazuko SAKAMOTO]

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

その他属性：〈実〉

## 【Outline and objectives】

This lecture aims to acquire cutting-edge marketing knowledge and practical methodologies through the reading of Marketing 5.0 by Kotler.

## 【Goal】

Understand the transition of marketing and acquire practical utilization methods that are in line with the needs of the times. Be able to master marketing adapted to technological progress. Grasp various business environment problems from a marketing perspective and acquire clues to solve them.

【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)】

The lecture primarily proceeds with the use of textbooks and slide materials.

"Marketing 5.0" the latest in a trilogy that Kotler calls Marketing X.0, will be used as the textbook. Also, the latest version 6.0 will be supported to the extent possible.

The group responsible for each chapter is decided in advance, and each group presents a summary of one chapter, including examples applied to real-world companies and consumer behavior.

Students will deepen their understanding of the presentation through questions and discussions.

Additionally, students will be required to submit a reflection sheet after each class, where they will state what they have learned, their newfound awareness, and any remaining questions they may have.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】 授業形態：対面/face to face

| No. | Theme                                    | Contents   |
|-----|--|--|
| 第1回 | Introduction                             | Course overview, intro of group project, some house-keeping works        |
| 第2回 | Prior to Marketing 5.0①                  | Overview of Marketing 1.0 + 2.0 : Traditional Marketing Theory           |
| 第3回 | Prior to Marketing 5.0②                  | Overview of Marketing 3.0 + 4.0 : Value Principle and Self-Actualization |
| 第4回 | Introducing Marketing 5.0                | Technology for Humanity  |
| 第5回 | Generation Gap in Marketing 5.0          | Report by group : Baby Boomers,X,Y,Z                                     |
| 第6回 | Prosperity Polarization in Marketing 5.0 | Report by group : Creating Inclusivity and Sustainability for Society    |
| 第7回 | Digital Divide in Marketing 5.0          | Report by group : Markting Tech Personal,Social,and Experiential         |

|      |  |   |
|------|--|---|
| 第8回  | The Digital-Ready Organization in Marketing 5.0    | Report by group : One Strategy Doesn't Fit All  |
| 第9回  | The Next Tech in Marketing 5.0                     | Report by group : It's Time for Human-Life Technology Take Off                                    |
| 第10回 | The New CX in Marketing 5.0                        | Report by group : Machines Are Cool,but Humans Are Warm   |
| 第11回 | Data-Driven Marketing in Marketing 5.0             | Report by group : Building a Data Ecosystem for Better  |
| 第12回 | Predictive Marketing in Marketing 5.0              | Report by group : Anticipating Market Demand with Proactive Actor                                 |
| 第13回 | Contextual Marketing in Marketing 5.0              | Report by group : Making a Personalised Sense-and-Respond Experience                              |
| 第14回 | Augmented Marketing and Marketing in Marketing 5.0 | Report by group : Delivering Tech-Empowerd Human Interaction, Executing Operations Pace and Scale |

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

- ・ Each group should prepare presentation materials for the chapters assigned to them.
- ・ They should also review the chapters that are not assigned to them and come up with some relevant questions in advance.
- ・ The standard preparation and review time for this class is 2 hours each.

## 【Textbooks】

Philip Kotler,Hermawam Kartajaya,Iwan Setiawan (2021), "Marketing 5.0: Technology for Humanity", Wiley.

## 【References】

Philip Kotler,Hermawam Kartajaya,Iwan Setiawan (2016), "Marketing 4.0: Moving from Traditional to Digital ", Wiley.

Philip Kotler,Hermawam Kartajaya,Iwan Setiawan (2010), "Marketing 3.0: From Products to Customers to the Human Spirit ", Wiley.

Philip Kotler, Waldemar Pfoertsch, Uwe Sponholz(2020), "H2H Marketing: The Genesis of Human-to-Human Marketing", Springer.

## 【Grading criteria】

Method of evaluation

Group presentation: 50%

Contribution to the class: 20 %

Reflection sheets : 30 %

## 【Changes following student comments】

Ingeniously create lecture content and materials to increase interest.

## 【Outline (in English)】

This lecture aims to acquire cutting-edge marketing knowledge and practical methodologies through the reading of Marketing 5.0 by Kotler.

MAN560F2 (経営学 / Management 500)

## MBA Special Lecture

MBA Special Lecture

CHANG WEI-LUN [CHANG WEI-LUN]

単位数：2単位

学期：秋学期集中/Intensive(Fall)

授業分類：専門講義

Global MBA

その他属性：

## 【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).
2. Analyze certain benchmarks of information technology and management.
3. 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】 授業形態：対面/face to face

| No.   | Theme                                  | Contents   |
|-------|--|--|
| 8月26日 | Introduction & Orientation             | Introduce the concept and requirements   |
| 8月26日 | The importance of ICT                  | Understand the pros and cons of ICT.   |
| 8月26日 | The competition of ICT in enterprises  | Understand the competitive advantage ICT   |
| 8月26日 | Case: Case-Cirque du Soleil            | Case discussion  |
| 8月27日 | Business Process Reengineering         | Understand the basic idea of BPR and steps to conduct it                                     |
| 8月27日 | Case: PNB Housing Finance Limited      | Case discussion  |
| 8月27日 | Enterprise Resource Planning (ERP)     | Understand what ERP is in enterprises  |
| 8月27日 | Case: VLF Hospital                     | Case discussion  |
| 8月28日 | Customer relationship management (CRM) | Understand the concept and key factors of CRM  |
| 8月28日 | Case: HEC Montréal                     | Case discussion  |
| 8月28日 | Supply chain management (SCM)          | Understand the new ICT on SCM.   |
| 8月28日 | Case: Walmart                          | Case discussion  |
| 8月29日 | Final Presentation                     | Each student will need to select a local case related to IT industry for final presentation. |
| 8月29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).

**【Outline (in English)】**

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 (経営学 / Management 600)

## Project 1-A (Internship)

Project 1-A(Internship)

高田 朝子、Kenneth Pechter、HUG, Jose

単位数：6単位

学期：秋学期授業/Fall

授業分類：専門演習

Global MBA

その他属性：〈実〉

## 【Outline and objectives】

Project 1-A is a group internship project (referred to as Internship 1), which generally takes place with 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 18 weeks in the October-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.

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 alongside 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.

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.

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 with the internship organization under the direction of a supervisor in the assigned organization. The general format for the internship is small-group hybrid format, in which, say, two to five students are assigned to work with a regional organization, and work is carried out via a range of remote and face-to-face action. This range goes from online video meetings to city visits and/or city stays.

This amount of time varies over the course of the internship, but the total hours by the end of February will be at least 160 hours.

Weekly timesheets and periodic internship reports in English are required, 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 (face-to-face if possible, but online is acceptable). A Final Presentation will be made at the Internship Presentation Conference in Tokyo in late February.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】 授業形態：対面/face to face

| No. | Theme  | Contents   |
|-----|--|--|
| 1   | Internship 1<br>Orientation Period<br>Week 1 | General information on<br>Internship 1               |
| 2   | Internship 1<br>Orientation Period<br>Week 2 | General information on<br>Internship 1               |
| 3   | Internship 1<br>Orientation Period<br>Week 3 | General information on<br>Internship 1               |
| 4   | Internship 1<br>Planning Period<br>Week 1    | Familiarization with host<br>region and organization |

|    |   |   |
|----|---|---|
| 5  | Internship 1<br>Planning Period<br>Week 2 | Familiarization with host<br>region and organization                          |
| 6  | Internship 1<br>Planning Period<br>Week 3 | Familiarization with host<br>region and organization                          |
| 7  | Internship 1<br>Preparation Week<br>1     | Determination of internship<br>project topic                                  |
| 8  | Internship 1<br>Preparation Week<br>2     | Determination of internship<br>project topic                                  |
| 9  | Internship 1<br>Preparation Week<br>3     | Determination of internship<br>project topic                                  |
| 10 | Internship 1<br>Internship Week 1         | Finalization of project work<br>in coordination with regional<br>organization |
| 11 | Internship 1<br>Internship Week 2         | Finalization of project work<br>in coordination with regional<br>organization |
| 12 | Internship 1<br>Internship Week 3         | Finalization of project work<br>in coordination with regional<br>organization |
| 13 | Internship 1<br>Internship Week 4         | Summary Presentation at<br>internship location                                |
| 14 | Internship 1 Final<br>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 first part of the internship, students will work in small groups to learn about their assigned regions, and start interacting with internship hosts.

As this interaction proceeds, student groups will work with their hosts to develop an appropriate project topic or two, which they will work towards completion by the end of the internship. Faculty will support the students in this effort.

Students will keep track of their working hours in weekly timesheets and submit these regularly, as will be specified during the orientation and assignment period.

During the term of the internship, periodic internship reports in English are required, 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. Ideally this would be done at the internship location, although remote presentation is also acceptable.

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, 10 to 20 hours per week during the internship and in preparation for the Final Presentation after the internship.)

【Textbooks】

Not applicable

【References】

Not applicable

【Grading criteria】

[Final grade is determined by]

- ・ Administrative Cooperation 30%
- ・ Professional Communications 30%
- ・ Project Planning & Execution 40%

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 weekly timesheet (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 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】

Although the small-group hybrid internship format is robust, it is always possible that operations of the internship could be affected by COVID-19 pandemic. The faculty and/or the Innovation Management Office will provide guidance should this happen.

**【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】**

Courses in general will be held face-to-face in the classroom. In the event of a new extreme wave of the COVID-19 pandemic, courses may be changed to online format 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 project courses, the projects (usually internships) may be changed to a full online or hybrid online/face-to-face format.

**【Outline (in English)】**

Project 1-A is a group internship project (referred to as Internship 1), which generally takes place with 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 18 weeks in the October-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.

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 (経営学 / Management 600)

## 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

その他属性：〈実〉

## 【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 alongside 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) 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] 授業形態：対面/face to face**

| 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]**

[Final grade is determined by]

- Administrative Cooperation 30%
- Professional Communications 30%
- Project Planning & Execution 40%

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 and Project 2-B, 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.

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.

Courses in general will be held face-to-face in the classroom. In the event of a new extreme wave of the COVID-19 pandemic, courses may be changed to online format 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 project courses, the projects (in this case, field research) may be changed to a full online or hybrid online/face-to-face format.

#### **[Outline (in English)]**

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 (経営学 / Management 600)

## Project 2-A (Internship)

Project 2-A(Internship)

Kenneth Pechter、大澤 裕

単位数：6単位

学期：年間授業/Yearly

授業分類：専門演習

Global MBA

その他属性：〈実〉

## 【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 alongside 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 (this rule still holds in the case the internship is conducted in remote format according to the judgment of the host company). 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, 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】 授業形態：対面/face to face

| No. | Theme  | Contents                               |
|-----|--|--|
| 1   | Internship 2<br>Orientation Period<br>Week 1 | General information on<br>Internship 2 |

|    |  |   |  |
|----|--|---|--|
| 2  | Internship 2<br>Orientation Period<br>Week 2   | General information on<br>Internship 2  | (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.)   |
| 3  | Internship 2<br>Orientation Period<br>Week 3   | General information on<br>Internship 2  | <b>【Textbooks】</b><br>Not applicable   |
| 4  | Internship 2<br>Search &<br>Negotiation Week 1 | Student searches for<br>internship leads, approaches<br>potential host company, and<br>negotiates for internship<br>placement | <b>【References】</b><br>Not applicable  |
| 5  | Internship 2<br>Search &<br>Negotiation Week 2 | Student searches for<br>internship leads, approaches<br>potential host company, and<br>negotiates for internship<br>placement | <b>【Grading criteria】</b><br>[Final grade is determined by]<br>· Administrative Cooperation 30%<br>· Professional Communications 30%<br>· Project Planning & Execution 40%   |
| 6  | Internship 2<br>Search &<br>Negotiation Week 3 | Student searches for<br>internship leads, approaches<br>potential host company, and<br>negotiates for internship<br>placement | Students will be judged on their overall professional attitude and completion of assigned tasks.<br>The assigned tasks include:<br>- Attendance at orientation and training sessions<br>- On-time submission of regular reports (detailed instructions to be provided during the orientation period)<br>- 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)       |
| 7  | Internship 2<br>Internship Week 1              | Work at company   | Professional attitude will be judge on characteristics including the following:<br>- Positive and cooperative attitude during the orientation and assignment period<br>- Active participation in training<br>- Proper and business-like communications in email and report submissions, etc.   |
| 8  | Internship 2<br>Internship Week 2              | Work at company   | - Critical assessment and decision-making during the internship  |
| 9  | Internship 2<br>Internship Week 3              | Work at company   | - Collegial relationships with colleagues in both the GMBA program and at the internship locations   |
| 10 | Internship 2<br>Internship Week 4              | Work at company   | - Responsible communication with the GMBA program office, GMBA faculty, and adherence to rules and guidelines  |
| 11 | Internship 2<br>Internship Week 5              | Work at company, make<br>Summary Presentation   | In making the assessments, the GMBA faculty also works 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.   |
| 12 | Internship 2<br>Follow-up Week 1               | Finalizing internship matters<br>and preparing final report<br>and presentation   | Overall assessments are made in consideration of the three core learning objectives of the GMBA Program, which are instilling the following competencies:<br>1 Practical Management Competency<br>Learning Outcome 1a. Management Planning:<br>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<br>Learning Outcome 1b. Strategy Execution:<br>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 |
| 13 | Internship 2<br>Follow-up Week 2               | Finalizing internship matters<br>and preparing final report<br>and presentation   | 2 Critical Analytical Competency<br>Learning Outcome 2a. Hypothesis Setting:<br>Demonstrates competency in the formulation of hypotheses used to validate the planning of new business and/or the assessment of existing business<br>Learning Outcome 2b. Hypothesis Testing:<br>Demonstrates competency in the evaluation of hypotheses used to validate the planning of new business and/or the assessment of existing business  |
| 14 | Internship 2 Final<br>Week                     | Final Presentation in Tokyo   | 3 Communication Competency<br>Learning Outcome 3a. Written Communication<br>Demonstrates competency in professional written communication<br>Learning Outcome 3b. Spoken Communication<br>Demonstrates competency in professional spoken communication   |

**【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).

Periodic internship reports in English are required, 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.

**【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】**

Courses in general will be held face-to-face in the classroom. In the event of a new extreme wave of the COVID-19 pandemic, courses may be changed to online format 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 project courses, the projects (usually internships) may be changed to a full online or hybrid online/face-to-face format.

**【Outline (in English)】**

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 (経営学 / Management 600)

## Project 2-B (Field Research)

Project 2-B(Field Research)

Kenneth Pechter、佐藤 裕弥

単位数：6単位

学期：年間授業/Yearly

授業分類：専門演習

Global MBA

その他属性：〈実〉

## 【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 alongside 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) 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] 授業形態：対面/face to face**

| 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]**

[Final grade is determined by]

- Administrative Cooperation 30%
- Professional Communications 30%
- Project Planning & Execution 40%

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 and Project 2-B, 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.

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.

Courses in general will be held face-to-face in the classroom. In the event of a new extreme wave of the COVID-19 pandemic, courses may be changed to online format 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 project courses, the projects (in this case, field research) may be changed to a full online or hybrid online/face-to-face format.

**[Outline (in English)]**

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 (経営学 / Management 500)

## 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

その他属性：〈実〉

## 【Outline and objectives】

Since the Meiji Restoration (1868) and the end of World War II (1945), Japan has achieved great success and economic prosperity. While glorious examples are published in textbooks, disappointing examples may or may not be. This course is intended for those who wish to learn about the gap between ideals and reality through unfortunate examples of Japanese-style management and apply the knowledge to future business creation.

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

## 【Goal】

In addition to general knowledge of innovation science, students will develop critical thinking skills based on behavioral and evolutionary economics, recognize innovation stagnation in the real world, and formulate original hypotheses and responses to overcome it.

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

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

## 【Method(s)】

Introduction and discussion with two guest lectures and three group presentations. Students are required to submit a "Final Essay". The essay is a short 6 pages in PowerPoint format, so students are required to maximize the density of information in a limited number of words.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

| 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   | Lecture (3)            | Schumpeter theory, Water bath heating, Oslo manual, Where strategic planers live? |
| 6   | Lecture (4)            | Definitions of business, #1.Diversity, #2.Future projection                       |
| 7   | Guest lecture (1)      | "Leadership and management" (Hiroshi Tamura, Brand Ambassador, Nissan Motor)      |

|    |                        |  |
|----|------------------------|--|
| 8  | Guest lecture (2)      | "Leadership and management" (Hiroshi Tamura, Brand Ambassador, Nissan Motor)                                 |
| 9  | Lecture (5)            | #3.Nazokake, #4.Bystander effect   |
| 10 | Guest lecture (3)      | "A review of the economic concept - ecosystem design" (Xiao Yang, senior consultant, Arthur D. Little Japan) |
| 11 | Lecture (6)            | Episode ZERO of Birdy Fuel Cells LLC   |
| 12 | Lecture (7)            | Long delay, Philosophers   |
| 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.

- Create a nice but tentative idea, break it yourself, create an idea that is just a little better than that, and break it again yourself. Repeat the process three or four times.

## 【Equipment student needs to prepare】

Notebook computer

## 【Others】

Work experience of the lecturer:

<https://www.linkedin.com/in/takuya-hasegawa-4759243b/>

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 a chief engineer of Nissan's last fuel cell electric vehicle research prototype.

In 2021, he and his co-founder established a Japanese hydrogen technology company to further accelerate the deployment of large-scale energy storage systems with automotive fuel cell and water electrolyzer technologies.

<https://www.birdyfuelcells.com/>

**【Outline (in English)】**

Since the Meiji Restoration (1868) and the end of World War II (1945), Japan has achieved great success and economic prosperity. While glorious examples are published in textbooks, disappointing examples may or may not be. This course is designed for those who want to learn about the gap between ideals and reality through unfortunate examples of Japanese-style management and apply the knowledge to future business creation.

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

MAN570F2 (経営学 / Management 500)

## Japanese Production Management & 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

その他属性：〈実〉

### [Outline and objectives]

After World War II, Japan has led the world in all aspects of production and supply chain management, including design, purchasing, manufacturing, transportation, and delivery methods. Today, however, Japan is facing a serious stagnation in innovation. This course will focus on how to recognize and overcome this stagnation in innovation by focusing on raw material and manufacturing costs of various products, with lectures by guest speakers with expertise in the automotive, hydrogen, and semiconductor industries. The objective of this course is not to learn academic theory, but to develop practical skills, especially in cost calculation, necessary for business.

### [Goal]

In addition to general knowledge of production management and supply chain management, students will acquire critical thinking based on cost engineering and behavioral economics, recognize stagnation of innovation in the real world, and formulate original hypotheses and countermeasures to overcome it.

[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 discussion with three guest lectures and four group presentations. Students are required to submit a "Final Essay". The essay is in Power Point format and is only 6 pages long, so students are required to maximize the density of information with a limited number of words.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：対面/face to face

| No. | Theme                               | Contents  |
|-----|-------------------------------------|---|
| 1   | Introduction (1)                    | Course assessment   |
| 2   | Lecture (1)                         | Objectives of this course, About wealth, Basics knowledge, A quiz                           |
| 3   | Group presentation (1), Lecture (2) | TOC quiz 2, How to dive into the blue ocean, Simple. Simple. Simple., Dichotomy, Skunkworks |
| 4   | Lecture (3)                         | Innovation analysis in industry, A-U Theory, Art of approximation                           |
| 5   | Guest lecture (1)                   | "Semiconductor Industry" (iXOS Co., Ltd., Koichi Nakajima, President)                       |
| 6   | Guest lecture (2)                   | "Automotive Industry" (Deloitte Tohmatsu Consulting, Fumikazu Kitagawa, Partner)            |
| 7   | Individual presentation (1)         | Art of Approximation  |

|    |                                     |   |
|----|-------------------------------------|---|
| 8  | Lecture (4)                         | Dr. Hasegawa's Fermi Estimate: world energy design  |
| 9  | Lecture (5)                         | Value added Price per kg, Trade statistics  |
| 10 | Guest lecture (3)                   | "Hydrogen Industry" (Hywealth, Katsuhiko Hirose, CEO & Chief Consultant)  |
| 11 | Group presentation (2), Lecture (6) | Trade statistics, Inertia & Pivot, Schumpeter's five cases, Impairment loss, Five cases + Inertia               |
| 12 | Lecture (7)                         | An instinctive problem of disruptive innovation, Prof. Christensen's prescription, Human instincts in economics |
| 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:

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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%)

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**[Equipment student needs to prepare]**

Notebook computer

**[Others]**

Work experience of the lecturer:

<https://www.linkedin.com/in/takuya-hasegawa-4759243b/>

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

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<https://www.birdyfuelcells.com/>

**[Outline (in English)]**

After World War II, Japan has led the world in all aspects of production and supply chain management, including design, purchasing, manufacturing, transportation, and delivery methods. Today, however, Japan is facing a serious stagnation in innovation. This course will focus on how to recognize and overcome this stagnation in innovation by focusing on raw material and manufacturing costs of various products, with lectures by guest speakers with expertise in the automotive, hydrogen, and semiconductor industries. The objective of this course is not to learn academic theory, but to develop practical skills, especially in cost calculation, necessary for business.

MAN570F2 (経営学 / Management 500)

## Open Innovation

Open Innovation

RADHAKRISHNAN NAIR [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

その他属性：〈実〉

### [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] 授業形態：対面/face to face

| 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

**【Outline (in English)】**

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 (経営学 / Management 500)  |                                    | 2  | Unleashing Your Creativity           | Can anybody be creative? Yes creativity is for everyone. We will unleash (y)our creativity through some hands-on experience.  |
|--|------------------------------------|----|--------------------------------------|---|
| <b>Entrepreneurship and New Business Creation</b>  |                                    |    |                                      |   |
| Entrepreneurship and New Business Creation   |                                    |    |                                      |   |
| <b>小村 隆祐 [Ryusuke KOMURA]</b>  |                                    | 3  | The power of team                    | Collaboration is the source of innovation but it can be a really tiring process. We will look into what is good about "team" and how we can unleash the possibility of team.                                      |
| 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   |                                    |    |                                      |   |
| その他属性：〈実〉  |                                    | 4  | Evolving as a team                   | In this session, we will cultivate the teamwork with group-work.  |
| <b>[Outline and objectives]</b>  |                                    | 5  | Design Thinking - Introduction       | Design thinking emphasizes direct observation, engagement, and deep understanding of user needs and behavior. The fundamental framework of Design Thinking is introduced in this session.                         |
| This course focuses on “Entrepreneurship”, the way to survive/ thrive in the VUCA(*) world. The students will learn about the unique mindset & way of behaviors that entrepreneurs practice through class discussions and experiencing the business formulation process in group and individually. This course is an action-oriented course with several hands-on experiences & workshops. The students are encouraged to embrace teamwork, unleash creativity and actually take action. |                                    | 6  | Design Thinking - Practice           | Design thinking emphasizes direct observation, engagement, and deep understanding of user needs and behavior. We will practice several methodologies of Design Thinking following the introduction.               |
| *The acronym of “Volatility, Uncertainty, Complexity and Ambiguity.”   |                                    | 7  | The Pitch                            | Entrepreneurship is a process of acquiring resources to pursue an opportunity from the external. We will focus on the effective way of communication in the form of "pitch" to practice entrepreneurship.         |
| <b>[Goal]</b>  |                                    | 8  | Business Model                       | Business Model Canvas is introduced. You will map out your business idea on the framework to examine the feasibility of your idea.  |
| Upon the completion of this course, the students should be able to:  |                                    | 9  | Rocket Pitch (Mid-term presentation) | Rocket Pitch is a pitch format of 3 minutes & 3 slides. You will present your business ideas with the format.   |
| Understand the mindset & the unique way of behaviors that entrepreneurs have and practice it   |                                    | 10 | Guest Speaker Session 1              | We will dialogue with a real entrepreneur in order to cultivate the understanding of entrepreneurship.  |
| Acquire the fundamental understanding of knowledge & terminologies in the sphere of startup/ entrepreneurship  |                                    | 11 | Startup Finance - Primer             | The foundation of startup finance is introduced.  |
| Gain the confidence as an entrepreneur or to be entrepreneurial to make a difference in the uncertain world (Yes you can do it!)   |                                    | 12 | Guest Speaker Session 2              | We will dialogue with a real entrepreneur in order to cultivate the understanding of entrepreneurship.  |
| <b>[Which item of the diploma policy will be obtained by taking this class?]</b>   |                                    | 13 | Final Pitch Presentation             | You will pitch your launch plan in the class.   |
| Program is intended to acquire all of dp1 to dp5. But order is illustrated in terms of Likelihood of acquiring.  |                                    |    |                                      |   |
| <b>[Method(s)]</b>   |                                    |    |                                      |   |
| 1. Class discussions & Lectures  |                                    |    |                                      |   |
| 2. Workshop  |                                    |    |                                      |   |
| 3. Dialogue with gusset speakers (Entrepreneur, VC etc)  |                                    |    |                                      |   |
| 4. The students will formulate two types (group and individual) of launch plan(*) of their business(or NPO) throughout the course with learnings from each class and present (pitch) them in the course  |                                    |    |                                      |   |
| *We use the term, “Launch Plan” instead of “Business Plan” as entrepreneurial activities are dynamic and must be always adaptive to possible changes. In other words, there is no definite plan for a business especially in the early phase with much uncertainty. What we can do is fairly create a “launch plan”.   |                                    |    |                                      |   |
| <b>[Active learning in class (Group discussion, Debate.etc.)]</b>  |                                    |    |                                      |   |
| あり / Yes   |                                    |    |                                      |   |
| <b>[Fieldwork in class]</b>  |                                    |    |                                      |   |
| なし / No  |                                    |    |                                      |   |
| <b>[Schedule] 授業形態：対面/face to face</b>   |                                    |    |                                      |   |
| No.  | Theme                              |    |                                      |   |
| 1  | Entrepreneurial Mindset (& Action) |    |                                      | How can we be an entrepreneur? Or what is entrepreneurship after all!? In this session, we will focus on the unique mindset & way of behaviors that entrepreneurs practice to start your entrepreneurial journey. |

|   |                           |  |  |
|---|---------------------------|--|--|
| 14  | Reflection & Growing Pain | <p>In the world of entrepreneurship, action trumps everything but also reflection trumps everything too. We will reflect the journey you have taken throughout the course and extract the learning out of it. As a final topic we will also touch upon the frequent pitfalls that entrepreneurs/ startups face as they grow.</p> | <p><b>【Outline (in English)】</b><br/> This course focuses on “Entrepreneurship”, the way to survive/ thrive in the VUCA(*) world. The students will learn about the unique mindset &amp; way of behaviors that entrepreneurs practice through class discussions and experiencing the business formulation process in group and individually. This course is an action-oriented course with several hands-on experiences &amp; workshops. The students are encouraged to embrace teamwork, unleash creativity and actually take action.<br/> *The acronym of “Volatility, Uncertainty, Complexity and Ambiguity.”</p> |
| <p><b>【Work to be done outside of class (preparation, etc.)】</b></p>  |                           |  |  |
| <p>The students are required to work on two types of the business ideas (group and individual) outside the class. Assignments will be announced after each class. The students are expected to dedicate, on average, two hours for the preparation for each class.</p>  |                           |  |  |
| <p><b>【Textbooks】</b></p>   |                           |  |  |
| <p>N/A</p>  |                           |  |  |
| <p><b>【References】</b></p>  |                           |  |  |
| <p>· Leonard A. Schlesinger, Charles F. Kiefer, Paul B. Brown.(2012) Just Start: Take Action, Embrace Uncertainty, Create the Future   ISBN-10 : 1422143619   ISBN-13 : 978-1422143612</p>  |                           |  |  |
| <p><b>【Grading criteria】</b></p>  |                           |  |  |
| <p>1. Class Participation/ : 50%</p>  |                           |  |  |
| <p>The course contains a number of interactive discussions. Class Participation is judged on quantity and quality of the contribution to the discussion/group-work within the classes. Leadership Contribution that deepen the class learning is highly valued.</p>   |                           |  |  |
| <p>2. Rocket Pitch(Mid-term Presentation) 10%</p>   |                           |  |  |
| <p>The students are required to submit &amp; perform the pitch based on the pitch format suggested in the class.</p>  |                           |  |  |
| <p>3. Final Presentation 40%</p>  |                           |  |  |
| <p>The final presentation will be judged by 1) Entrepreneurship (how much action/ experiment to be taken in order to improve your business ideas), 2) Persuasiveness (How convincing your presentation is), 3) Social Impact (How promising your business idea is to create social impact, whether it is really feasible in terms of technology or with your team)</p>  |                           |  |  |
| <p><b>【Changes following student comments】</b></p>  |                           |  |  |
| <p>N/A</p>  |                           |  |  |
| <p><b>【Equipment student needs to prepare】</b></p>  |                           |  |  |
| <p>PC or other devices that is needed to work on the launch plan within the classes</p>   |                           |  |  |
| <p><b>【Others】</b></p>  |                           |  |  |
| <p>Ryusuke is a passionate supporter for entrepreneurs of all kinds and an experienced entrepreneur himself. He started his career as an intrapreneur within a Japanese major corporation. After having received MBA degree from Babson College, he worked for GLOBIS as a senior consultant. At GLOBIS he was involved with a number of projects of executive education for Japanese major corporations &amp; organization development of startup. He was also engaged with developing several cases that focus on entrepreneurship &amp; startup for a business school. Since 2018 he has been leading the establishment of Venture Café Tokyo, the innovation ecosystem/ community builder in Japan that is part of a global innovation network from Boston (Venture Café Global Institute).</p> |                           |  |  |

