

**2025年度**  
**Global MBA Program (GMBA)**  
**講義概要 (シラバス)**



**法政大学**

# 科目一覧

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## 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〉：サティフィケートプログラム_SDGs	〈ア〉：サティフィケートプログラム_アーバンデザイン
〈ダ〉：サティフィケートプログラム_ダイバーシティ	〈未〉：サティフィケートプログラム_未来教室
〈カ〉：サティフィケートプログラム_カーボンニュートラル	

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MAN550F2 (経営学 / Management 500)

## Global Management

Global Management

山本 晋也 [ヤマモト シンヤ]

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 focuses on the decentralization of society brought about by rapid technological innovations such as artificial intelligence, robotics, and blockchain in today's global business. It aims to provide a comprehensive understanding of the meaning of accelerating decentralization in the management and organization of existing global businesses and its impact on society. Students will explore the importance of knowledge and experience in current business workflows, the challenges posed by the innovation dilemma, and the importance of small organizations and social entrepreneurs in the global business environment. Additionally, the course will cover topics related to Web 3.0, Decentralized Autonomous Organizations (DAOs), and community management.

## 【Goal】

1. Gain an in-depth understanding of the challenges in the business model of Web 2.0 (Web 1.0) so-called global enterprises.
2. Investigate the impact of rapid technological innovation on the management of existing global businesses.
3. Understand the importance of field knowledge and experience in managing and improving customer experience, operational workflows, etc.
4. Analyze the innovator's dilemma and ambidextrous management and their impact on organizations.
5. Recognize the importance and potential of small organizations and social entrepreneurs in the global business ecosystem.
6. Understand the concepts of Web 3.0 and Decentralized Autonomous Organizations (DAOs) and their impact on global business 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	Changes in Global Business 1	1. Changes in global business models due to technological innovation 2. What is Web 1.0? 3. What is Web 2.0? 4. What is Web 3.0? 5. Case studies

2nd	Changes in Global Business 2	1. Changes in organizational theory in global business due to technological innovation 2. What is Management 1.0? 3. What is Management 2.0? 4. What is Management 3.0? 5. Case studies
3rd	Case: What is technological decentralization?	1. Artificial Intelligence 2. Robotics 3. Blockchain 4. The meaning of a decentralized society 5. Case studies
4th	How money works	1. History of the Financial System 2. Capital in the 21st Century 3. Capital and Ideology 4. Broken Money 5. Case Studies
5th	From corporations to decentralized autonomous organizations (DAOs)	1. The importance of small organizations (startups) and communities in global business management 2. The history of corporations 3. What is a decentralized autonomous organization (DAO)? 4. Case studies
6th	Creating a decentralized economic system (new added value) through community management	1. A new model for creating added value in global business management 2. A new method of fundraising (token financing) 3. What is an IEO/ICO? 4. Case studies
7th	Application to project research	1. Application of Web 3.0 to project research 2. Project pitch 3. Case study

【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
4. Capital in the Twenty-First Century - by Thomas Piketty
5. Capital and Ideology - by Thomas Piketty
6. Broken Money: Why Our Financial System is Falling Us and How We Can Make it Better - by Lyn Alden

## 【References】

Additional reading materials and references will be provided throughout the course on relevant topics.

## 【Grading criteria】

Grades will be based on class participation(30 pts), group discussion(20 pts), project pitch(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 all 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 focuses on the decentralization of society brought about by rapid technological innovations such as artificial intelligence, robotics, and blockchain in today's global business. It aims to provide a comprehensive understanding of the meaning of accelerating decentralization in the management and organization of existing global businesses and its impact on society. Students will explore the importance of knowledge and experience in current business workflows, the challenges posed by the innovation dilemma, and the importance of small organizations and social entrepreneurs in the global business environment. Additionally, the course will cover topics related to Web 3.0, Decentralized Autonomous Organizations (DAOs), and community management.

MAN550F2 (経営学 / Management 500)

**Business Communication in Japanese Organization**

Business Communication in Japanese Organization

一守 靖 [イチモリ ヤスシ]

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 7	Foundations of Business	Course overview and policy The Foundations of Business
	Communication	Communication
Class#2	Cultural	Cultures and Organization
June 7	Differences	Trust Building

lass#3  
June 14  
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 14  
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”

Class#5  
June 21  
Uncertainty Avoidance (Weak vs. Strong)

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?  
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 June 21	Long-Term Orientation (Short-term vs. Long-term)	<p>Case: "I can't change it" Questions Q1. Why did Mr. Takagi get angry? Q2. If you were Ann, how would you reply to Mr. Tanaka? Q3 How do you advise for Ann to improve the situation?</p> <p>Case "Same conclusion" Questions Q1. Why did the customer get angry against Kamara's reply? Q2. Why did the customer ask the same question to Nisha? Q3. Why did the customer get satisfaction from the reply by Nisha, although it was the same reply as one Kamara did?</p> <p>Case: Sales Incentive Program Questions Q1. Why do Japanese employees think a sales incentive program was not effective for Japan office? Q2. Do you like the program or not? Why? Q3. How do you modify the program for Japan office?</p> <p>Case: "I was delegated..." Questions Q1. What was Mr. Ichikawa's expectation for Kumar? Q2. How did Kumar think when he got a request from Mr. Ichikawa? Q3. Please give Mr. Ichikawa and Kumar advice about how to avoid miscommunication next time.</p> <p>Case: "Please complete it like what you do with other Japanese company" Questions Q1. Why did Japan team do sightseeing within the city before the meeting? Q2. How do you understand what Mr. Takahashi said at the last time? Q3. Why were Panda's expectations disappointed?</p>	Class#8 June 28	Masculinity (Feminine vs Masculine)	<p>Case: "Nominication 1" Questions Q1. How do you think the president's behavior? Q2. If you were Yumi, how would you behave under the situation?</p> <p>Case: "Nominication - Soramichi" Questions Q1. If you were the president of a company, would you encourage "Nominication" in your company? Why? Q2. How would you interpret the generational views on "Nominication" presented in this case? Q3. In this case, the frequency of "Nominication" was reported by age group. What other categories do you think are possible?</p>
Class#7 June 28	High /Low context culture		Class#9 July 5	Power Distance (Small vs. Large)	<p>Case "New Japanese president in Korea" Questions Q1. Why did president Tanaka behave like that? Q2. Why Korean employees didn't accept Tanaka's behavior? Q3. If you were president Tanaka, how would you behave?</p> <p>Case: "A capable boss" Questions Q1. Why does Mr. Ueda get a good reputation from his subordinates? Q2. Why does Mr. Ueda get a low evaluation from Peter? Q3. How do you advise for Mr. Ueda if he needs to change his behavior? Why?</p> <p>Case: "No submission" Questions Q1. What is the problem from Jack's point of view? Q2. How well do you think Jack understands the reasons for Akash's behavior? Q3. What is Jack's proposal to solve the problem? What other solutions could be there?</p>
			Class#10 July 5	Business Communication - Japanese point of view	<p>Lecture Reality of business communication in large traditional Japanese company [Guest Speaker] Seiya Raiju, VP Global QA/RA at HOYA K,K.</p>

Class#11 July 12	<p>Managing conflict</p> <p>Case “Performance Improvement Plan”</p> <p>Questions</p> <p>Q1. how did this happen?</p> <p>Q2: If you were Manager Kizuki, how would you proceed?</p> <p>Q3: It is said that communication in business is becoming increasingly difficult. Why is this? And what can we do about it?</p> <p>Case: “Beautiful Format”</p> <p>Questions</p> <p>Q1. Do you agree with the explanation Mr. Yamashita did?</p> <p>Q2. Why is Japanese meticulous about the format?</p> <p>Q3. If you were Sharm, how would you do for the request?</p> <p>Case: “Delivery at an interim stage”</p> <p>Questions</p> <p>Q1. Why did the Japanese company test and point out a defect for incomplete product?</p> <p>Q2. What are problems at this stage?</p> <p>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)</p> <p><b>【References】</b></p> <ul style="list-style-type: none"> <li>· Hofstede, G. et al. (2010) Cultures and Organizations: software of the mind: intercultural cooperation and its importance for survival 3rd edition, McGraw-Hill</li> <li>· Trompenaars, F. and Hampden-Turner, C. (2012) Riding the waves of culture – Understanding Diversity in Global Business, Clerkenwell, London</li> <li>· Meyer, E. (2015) The Culture Map – Decoding how people think, lead, and get things done across cultures, International edition, PublicAffairs, New York.</li> </ul> <p><b>【Grading criteria】</b></p> <p>Assignments Grade Weights</p> <p>Contribution to class discussion 80%</p> <p>Excellent(E)80%</p> <p>Good(G) 60%</p> <p>Average(A) 40%</p> <p>Poor(P) 0%</p> <p>Final report 20%</p> <p>Excellent(E)20%</p> <p>Good(G) 10%</p> <p>Average(A) 5%</p> <p>Poor(P) 0%</p> <p>Total 100%</p> <p><b>【Changes following student comments】</b></p> <p>Encourage students to share their opinion so that all of the participants learn from others, learn diversity.</p> <p><b>【Equipment student needs to prepare】</b></p> <p>N/A</p> <p><b>【Others】</b></p> <p>The order of lectures may change depending on the level of understanding of the participants and the progress of the lecture.</p> <p>Guest speakers are subject to change.</p>
Class#12 July 12	<p>Business</p> <p>Communication – Non Japanese point of view</p> <p>Lecture</p> <p>How to work effectively with Japanese colleagues as a Non-Japanese</p> <p><b>【Guest Speaker】</b></p> <p>Jason Hung, BMW Japan.</p>	<p><b>【Outline (in English)】</b></p> <p><b>【Course outline】</b> This course is to learn not only business communication but also cross-cultural management in a diverse work place.</p> <p><b>【Learning Objectives】</b> The goal of this course is to build an understanding of effective communication in Japan and cross-cultural business contexts.</p> <p><b>【Learning activities outside of classroom】</b> Before/after each class meeting, students will be expected to spend two to four hours to understand the course content</p> <p><b>【Grading Criteria /Policy】</b> Final grade will be calculated according to the following process Term-end report (20%), and in-class contribution (80%).</p>
Class#13 July 19	<p>Cross Cultural Management</p> <p>Case “Ben &amp; Jerry’s Japan”</p> <p>Questions</p> <p>Q1. What are strengths, weaknesses, opportunities and threads of Ben &amp; Jerry’s ?</p> <p>Q2. What do you think Japanese consumers are looking for in ice cream?</p> <p>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>	<p><b>【Outline (in English)】</b></p> <p><b>【Course outline】</b> This course is to learn not only business communication but also cross-cultural management in a diverse work place.</p> <p><b>【Learning Objectives】</b> The goal of this course is to build an understanding of effective communication in Japan and cross-cultural business contexts.</p> <p><b>【Learning activities outside of classroom】</b> Before/after each class meeting, students will be expected to spend two to four hours to understand the course content</p> <p><b>【Grading Criteria /Policy】</b> Final grade will be calculated according to the following process Term-end report (20%), and in-class contribution (80%).</p>
Class#14 July 19	<p>Intercultural Competence</p> <p>Profile and develop an intercultural competence</p> <ol style="list-style-type: none"> <li>1. Analyze your intercultural competency.</li> <li>2. Create three personal development targets.</li> <li>3. Share your personal development targets with class mates and get insights</li> </ol>	

**【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 [クリハラ コウイチ]

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? Process of planning a strategy; selection of specific case companies
2nd	Strategy	Definition of strategy Management strategy and innovation
3rd	Domain	Definition of domain Domain setting
4th	Competitive Strategy	Five forces Competitive Advantage
5th	Resource Strategy	Resource-based view VRIO
6th	Business Model	Business model creation Balanced Scorecard
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 lecture: 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]

Supportive information explaining the frameworks introduced in the classes are provided in a written form following such introductions. This will help students further understand the lectures.

[Equipment student needs to prepare]

Each student needs to prepare/bring in a PC to attend class discussions, which normally is held in the classroom, but occasionally can be held in a hybrid situation with students attending both online and offline.

[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 (Corporate Governance and Ethics)**

Strategic Organizational Management (Corporate Governance and Ethics)

Nichols David [ニコルズ デビッド]

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]**

Effective strategic organizational management must consider both management and governance as well as ethics in order for any organization to make sustainable long-term growth possible. How an organization governs its business activities is dependent on factors including the industry, legal jurisdiction, regulatory regime and society in which it is operating.

This course will focus on developing tools that future managers can use to manage and govern at all levels of the company and stages of their career. Through case studies students will understand the origins and fundamental reasons for established governance and strong ethics, and employees, managers and other stakeholders' roles in developing and maintaining robust corporate governance in an ethical environment.

**[Goal]**

Students should be able to:

- Explain the difference between corporate governance and management and how they differ and are related in all levels of the organization
- Understand the historical background and events that drive the present focus on corporate governance and ethics
- Compare corporate governance and ethics in different cultures and industries
- Analyze the implications for managers and corporate functions at all levels of the corporation
- Identify areas where corporate governance and ethics will need to further evolve to meet the challenges of the evolving business landscape

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

**[Method(s)]**

Case studies /Lecture /Group discussion /Activity /Presentation

- Case Studies – Students will be assigned individually or in groups to introduce cases to kick off case discussion

- Lecture

- Group discussion

- Group presentation of case studies

Students are expected to read a pre-assignment.

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

あり/Yes

[Fieldwork in class]

なし/No

[Schedule] 授業形態：対面/face to face

No.	Theme	Contents
1	- Introduction - Management and Governance	- Self-introduction – students & instructor - Why Governance – the Principal /Agency problem - The difference between management and governance - The history of corporate governance

2	- Corporate Governance at the Board of Directors level	- Roles and responsibilities of Board Directors in Europe, Japan and the US - Defining BOD Fiduciary responsibilities - Comparison of different corporate structures
3	- Ethical decision making	- Ethical decision making framework - Ethical dilemma cases - Ethics in context of industry and cultures - Customer protection vs. fiduciary duty
4	- Corporate governance in the organization - Project and product governance	- Three lines of defense - CG throughout the organization - Using governance to keep projects under control
5	- Corporate governance in different environments	- Comparison of corporate governance in - The US. - Europe - Asia - Japan
6	- Corporate governance and ethics in the 21st century	- Focus on ESG - Technology Impact - Future expectations of CG
7	- Student led case study discussions	- Corporate Governance and crisis management

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

Pre-reading and case preparation will be 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. Some case studies will require online purchase. Details will be provided later.

**[References]**

The Case Study Handbook - A Student's Guide, Wilson Ellet, Harvard Business Review Press, 2018

**[Grading criteria]**

Course grades are calculated according to the following method

- Class participation and attitude 50%

- Case study presentations 15%- each student will have the opportunity of kicking off a case discussion during the course

- Peer evaluations 10%

- Quality of submitted evaluations 10%

- Group led case discussion 15%

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

[Changes following student comments]

No previous class

[Equipment student needs to prepare]

It is highly recommended that students bring laptop computers or tablets with internet access to each class

[Outline (in English)]

Effective strategic organizational management must consider both management and governance as well as ethics in order for any organization to make sustainable long-term growth possible. How an organization governs its business activities is dependent on factors including the industry, legal jurisdiction, regulatory regime and society in which it is operating.

This course will focus on developing tools that future managers can use to manage and govern at all levels of the company and stages of their career. Through case studies students will understand the origins and fundamental reasons for established governance and strong ethics, and employees, managers and other stakeholders' roles in developing and maintaining robust corporate governance in an ethical environment.

Materials will include case studies and relevant articles and will be communicated later.

Course schedule is subject to change.

**Grading criteria:**

- Class participation and attitude 50%
- Case study presentations 15%- each student will have the opportunity of kicking off a case discussion during the course
- Peer evaluations 10%
- Quality of submitted evaluations 10%
- Group led case discussion 15%

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
- Consumer Psychology and Marketing 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.

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 [トリカイ ユウイチ]

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 fundamentals of financial accounting. We begin by exploring basic accounting concepts, such as the definition of accounting, the users of accounting information, and the principles of GAAP. Next, we learn how to prepare financial statements and analyze accounting information. Additionally, we cover key areas in financial accounting, including consolidation, revenue recognition, pension accounting, and deferred tax accounting, to deepen our understanding of the financial statements of publicly listed companies.

The objective of this class is to enhance your understanding of accounting theory and practice, develop your ability to prepare financial statements, and equip you with the skills to analyze accounting information effectively.

In addition, in this course, we will discuss on the potential opportunity of using AI in accounting.

## 【Goal】

Students will gain the ability to read and analyze the accounting information of publicly listed companies, as well as establish a foundation for discussing accounting treatments in complex areas. Students will also develop an understanding of the structure and management of accounts necessary for preparing accounting information.

Through this course, students are expected to attain a foundational level of knowledge suitable for various accounting certification examinations.

【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-based class; however, a portion of each class is dedicated to group discussions on topics related to the lecture content.

Quizzes and exams are conducted during each class to assess students' understanding of the material.

Teaching materials are made available in the "Resource" section of the database prior to 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? Who are the users of accounting information? Financial statements
Session 2	Generally Accepted Accounting Principles	Who are the SEC, AICPA, FASB, and IASB? What are Generally Accepted Accounting Principles(GAAP)?

Session 3	The Balance Sheet and its Components	Understanding the balance sheet Components of the balance sheet
Session 4	The Income Statement	Understanding the income statement Presentation of income statement
Session 5	The Double-Entry Accounting	The general journal The general ledger Trial balance Adjusting journal entries
Session 6	The Corporation	The definition of corporation What is capital stock? Cash dividends, stock dividends, and stock splits
Session 7	Preparing and Using a Statement of Cash Flows	What is a statement of cash flows? Cash and cash equivalents The presentation of the statement of cash flows
Session 8	Consolidated Financial Statements	Basis for consolidation Consolidation procedure Asset valuation Non controlling interest
Session 9	Using Financial Statements for Short-term Analysis	Using short-term ratios Current and quick ratio Working capital
Session 10	Using Financial Statements for Long-term Analysis	Quality of earnings Rate of return on investment Sales-based ratios or percentage Earnings data Rate of return on investment
Session 11	Revenue Recognition	Accounting for revenue from contracts with customers Application of 5 step model
Session 12	Accounting for Financial Instruments	What Are Financial Instruments? Recognition of Financial Instruments Measurement of Financial Instruments
Session 13	Accounting Data Analytics	Trends and Recent Developments in AI for Business Potential Applications of AI in Accounting Data Analytics
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.)】

Students are expected to prepare for each class by reading the teaching materials and the relevant sections of the textbook in advance. After each class, students should review the materials to reinforce their understanding. On average, students should allocate two hours for preparation and two hours for review per class.

## 【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

**[Equipment student needs to prepare]**

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

**[Outline (in English)]**

In this course, we study the fundamentals of financial accounting. We begin by exploring basic accounting concepts, such as the definition of accounting, the users of accounting information, and the principles of GAAP. Next, we learn how to prepare financial statements and analyze accounting information. Additionally, we cover key areas in financial accounting, including consolidation, revenue recognition, pension accounting, and deferred tax accounting, to deepen our understanding of the financial statements of publicly listed companies.

The objective of this class is to enhance your understanding of accounting theory and practice, develop your ability to prepare financial statements, and equip you with the skills to analyze accounting information effectively.

In addition, in this course, we will discuss on the potential opportunity of using AI in accounting.

MAN560F2 (経営学 / Management 500)

## Logical Thinking vs Intuition

Logical Thinking vs Intuition

西出 香 [ニシデ カオリ]

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 theory and apply it in practice. That being said, sometimes intuition is more important than logical thinking. We will discuss in groups when to take logical approaches and when to rely on intuition.

### 【Goal】

The goal of this course is to get familiar with the logical thought process so that it becomes a natural thought process. It is also designed to sharpen your intuition and balance your logical thinking. By the end of this course, you will be able to approach problems and challenges logically, based on existing data, information, your own hypotheses, and also using 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 about half an hour, followed by individual or group works and presentations.
- Theoretical input
- Application of logical thinking in case studies
- Simulation game in groups
- Homework

### 【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 to be announced
5	Analytical approach	Lecture, individual work in case studies
6	What-if analysis	Simulation game to be announced
7	Decision making in innovation	Lecture, individual work in case studies
8	Commitment of stakeholders	Simulation game to be announced
9	Hypothesis verification	Lecture, individual work in case studies
10	Selling your product	Simulation game to be announced
11	Hypothesis verification	Lecture, individual work in case studies
12	Sustainable operation	Simulation game to be announced
13	Design thinking	Lecture, individual work in case studies

14 Tackling real-world problems Simulation game to be announced

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

Review 1 hour, homework 2 hours. A total of ca. 3 hours per week.

### 【Textbooks】

No textbook for this course. Slides will be mailed every week before the class.

### 【References】

Students are encouraged to find situations (e.g., movies, novels) where logical thinking and intuition are balanced in a person's decision-making.

### 【Grading criteria】

Homework 50%, performance in group works (discussions and presentations) 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 shift your current thought process to more flexible and creative ways.

### 【Outline (in English)】

The class consists of relatively short lectures followed by individual work and simulation game in groups. Students are 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, that also require flexible and creative solutions based on logical thinking. Students will be challenged to come up with unprecedented solutions while taking into account other aspects such as interpersonal relationships, effective leadership and the various interests of stakeholders.

<p>MAN560F2 (経営学 / Management 500)</p> <p><b>Financial Management (Analyzing and Leveraging Financial Information)</b></p> <p>Financial Management (Analyzing and Leveraging Financial Information)</p> <p>GORDON Samuel Frederick [Samuel Frederick GORDON]</p> <p>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〉</p>	2	Financial intelligence - purpose, context and concepts (session 2)	The finance value chain and financial markets Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean" Part One Required reading: "Guide to Analyzing Companies" Part 1 Sections 1						
<p><b>[Outline and objectives]</b></p> <p>This course provides an introduction of financial statement analysis, financial performance evaluation &amp; peer comparison and forecasting for the development of financially "literate" managers of organizations.</p> <p>This course contributes to the three core learning objectives of the GMBA program, namely 1) Practical Management Competency, 2) Critical Analysis Competency, and 3) Communication Competency.</p>	3	Financial statement I (session 1)	Why accrual accounting and what are its implications? Income statement Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean" Part Two						
<p><b>[Goal]</b></p> <p>Critical analysis competency</p> <ul style="list-style-type: none"> <li>Understand financial statements, financial ratio analysis, and business cycles.</li> <li>Understand the implications for different business models on financial statements, cash flow and financial ratios.</li> <li>Be able to analyze firm financial information with respect to change over time; relative to other firms; forecast versus actual results.</li> <li>Be able to construct business forecast based on macroeconomic, broad market, and firm and/or peer information.</li> </ul>	4	Financial statement 1 (session 2)	Why ratio analysis matter? Key ratios for income statement analysis Dos and don'ts of working in excel Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean" Pa						
<p>Practical management competency</p> <ul style="list-style-type: none"> <li>Be able to evaluate distinct types of businesses based financial information and to put forward reasonable views on future expectations and overall performance risk of a particular business.</li> </ul> <p>Communication competency</p> <ul style="list-style-type: none"> <li>Obtain competency in the language of financial statements, financial ratios and the wherewithal to understand and participate in dialogue in management assessments of financial performance and forecasting exercises.</li> </ul>	5	Financial statement II (session 1)	Balance sheet Cash flow statement Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean" Part Three and Four						
<p>Which item of the diploma policy will be obtained by taking this class?</p> <p><b>[Method(s)]</b></p> <p>In class lecture and discussion, case study, analysis, and corner stone project</p> <p><b>[Active learning in class (Group discussion, Debate.etc.)]</b></p> <p>あり/Yes</p>	6	Financial statement II (session 2)	Why ratio analysis matter? Key ratios for balance sheet and cashflow analysis Cornerstone project explanation Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean" Part Three and Four						
<p><b>[Fieldwork in class]</b></p> <p>なし/No</p> <p><b>[Schedule]</b> 授業形態：対面/face to face</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Theme</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Financial intelligence - purpose, context and concepts (session 1)</td> <td>Purpose Defining key concepts and goals What is financial analysis? Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean" Part One Required reading: "Guide to Analyzing Companies" Part 1 Sections 1</td> </tr> </tbody> </table>	No.	Theme	Contents	1	Financial intelligence - purpose, context and concepts (session 1)	Purpose Defining key concepts and goals What is financial analysis? Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean" Part One Required reading: "Guide to Analyzing Companies" Part 1 Sections 1	7	Business models and cycles (session 1)	Business model concepts Industry specific financial analysis Required reading: "Guide to Analyzing Companies" Part 2 Sections 11 Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean", Part Three and Four
No.	Theme	Contents							
1	Financial intelligence - purpose, context and concepts (session 1)	Purpose Defining key concepts and goals What is financial analysis? Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean" Part One Required reading: "Guide to Analyzing Companies" Part 1 Sections 1							
	8	Business models and cycles (session 2)	Business cycles Financial results and ratios across different cycles Cornerstone project Q&A Required reading: "Guide to Analyzing Companies" Part 2 Sections 11 Required Reading: "Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean", Part Three and Four						

9	Comparative analysis (Session 1)	Peer analysis Time series analysis Required reading: “Guide to Analyzing Companies” Part 2 Sections 6 thru 9 Required reading: “Number Guide: The Essentials of Business Numeracy”, Chapter 5	<b>[References]</b> · Select financial data for publicly listed companies (available free via Google or Yahoo finance) <b>[Grading criteria]</b> · Thirty percent class discussion/group analysis contribution · Forty percent partner/group analysis contribution · Thirty percent Individual contribution (inclusive of corner stone project)
10	Comparative analysis (Session 2)	Forecast vs. actual Dos and don'ts of working in excel Required reading: “Guide to Analyzing Companies” Part 2 Sections 6 thru 9 Required reading: “Number Guide: The Essentials of Business Numeracy”, Chapter 5	<b>[Changes following student comments]</b> To be determined <b>[Equipment student needs to prepare]</b> · A laptop PC with the most recent version of excel, good internet access <b>[Others]</b> Any questions and inquiries are welcome before and after class. Also students can contact lecturer by email anytime during the course.
11	Forecasting (Session 1)	Purposes Basis Techniques Required reading and case work - Harvard Business Review case - How to Choose the Right Forecasting Technique	<b>[Outline (in English)]</b> To provide students with the tools, mindset, and experience with financial analysis necessary for the financial aspects of business decision making.
12	Forecasting (Session 2)	Cornerstone project check in Required reading and case work - Harvard Business Review case - How to Choose the Right Forecasting Technique	
13	Matching with objectives (Session 1)	Short term vs. long term financial objectives Ethical and other non-financial objectives Required reading and case work - Harvard Business Review case -The Balanced Scorecard—Measures that Drive Performance Cornerstone project finalization	
14	Matching with objectives (Session 1)	Required reading and case work - Harvard Business Review case -The Balanced Scorecard—Measures that Drive Performance Cornerstone project finalization	

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

Students are usually required to spend 4 to 6 hours per week outside of required reading and assignments. In addition, students who are not familiar with statistics, and /or financial statement analysis may need some self-study (see the optional reading noted in weeks 1 and 2 above) to enhance their level of basic understanding.

A cornerstone project which will serve as portion of the final grade be outlined in week 2, will require 10 to 12 hours and must be completed by the date of the last class in week 7.

**[Textbooks]**

- Financial Intelligence: A Managers Guide to Knowing What the Numbers Really Mean Copyright 2013, Karen Berman, Joe Knight, and John Case (“textbook”)
- Guide to Analyzing Companies (Pdf) The Economist,2005 (instructor to provide)
- Number Guide: The Essentials of Business Numeracy (Pdf) The Economist, fifth edition, 2003 (instructor to provide)
- Harvard Business Review cases (instructor to provide)

MAN560F2 (経営学 / Management 500)

## The Foundations of Corporate Finance in a Global Context

The Foundations of Corporate Finance in a Global Context

GORDON Samuel Frederick [Samuel Frederick GORDON]

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 of corporate finance in a global context and extends to the rational, tools, and the real world data necessary to make sound financing and investment decisions.

This course contributes to the three core learning objectives of the GMBA program, namely 1) Practical Management Competency, 2) Critical Analysis Competency, and 3) Communication Competency.

### [Goal]

To provide students with core competencies in corporate finance and a perspective on global finance.

#### Critical analysis competency

- Students will obtain the corporate finance foundation evaluating and pricing equity and debt and for determining the right mix of debt and equity capital for maximizing firm value.
- Students will obtain the corporate finance foundation for evaluating the potential value of projects and assets for determining if such projects and assets are expected to contribute to the maximization of firm value.

#### Practical management competency

- Students will be able to distinguish corporate finance in the context involving distinct types of firms in different situations common to current, global markets.
- Students will gain an awareness of corporate finance in a global context by exploring commonalities and differences of capital markets globally and in Asia Pacific.

#### Communication competency

- Students will obtain competency in the language of corporate finance and capital markets; and in market information and case studies that will foster their ability to probe, rationalize, and articulate core corporate finance concepts and decision making in normal business settings

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

### [Method(s)]

In class lecture and discussion, case study, analysis, and cornerstone project

[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	Key concepts and the logic of corporate finance (Session 1)	Understanding of key concepts of risk, limited liability, corporate governance, financial statements, cash flow, maximizing shareholder value Required reading textbook chapter 1 and 2 Optional reading appendix 2 (financial statements) of the textbook
2	Key concepts and the logic of corporate finance (Session 2)	Understanding of key concepts of time value of money, capital instruments, and capital markets. Required reading textbook chapter 1 and 2 Optional reading appendix 2 (financial statements) of the textbook
3	Basics of risk and equity instruments (Session 1)	Understanding the framework for measuring risk Measuring equity risk and expected return Required reading textbook chapter 3 Optional reading appendix 1 (statistics) of the textbook
4	Basics of risk and equity instruments (Session 2)	Referencing APAC/global equity market data and information Working on excel data structuring and modeling Cornerstone project explanation Required reading textbook chapter 3 Optional reading appendix 1 (statistics) of the textbook
5	Basics of risk and debt instruments (Session 1)	Understanding interest rate risk Measuring default risk and risk premiums Required reading textbook chapter 3 Optional reading appendix 1 (statistics) of the textbook
6	Basics of risk and debt instruments (Session 2)	Referencing rating agency and credit risk premium data Discussing loans vs. bonds in Asia Pacific Working on excel data structuring/modeling Cornerstone Q&A Required reading textbook chapter 3 Optional reading appendix 1 (statistics) of the textbook
7	Cost of equity vs. return on investments (Session 1)	Discussing hurdle rates and investment Review of concepts from prior weeks Required reading textbook chapter 4

8	Cost of equity vs. return on investments (Session 2)	Comparing COE and ROE/ROI for publicly listed companies Excel formulation and structuring of analytics Required reading textbook chapter 4	【Textbooks】 Applied Corporate Finance Fourth Edition, Aswath Damodaran. Students may rent the e-version of the book if they prefer to do so.  【References】 Reference materials to be provided by instructor - The Key to Industrial Capitalism: Limited Liability, The Economist, 23 December 1999 - Short excerpt from "Against the Gods: The remarkable Story of Risk" by Peter L Bernstein - Short excerpts from Capital Ideas: The Improbable Origins of Modern Wallstreet" by Peter L Bernstein - Harvard Business Review case, "The Capital Structure Decision: Underlying Theory" Reference websites <a href="https://pages.stern.nyu.edu/~adamodar/">https://pages.stern.nyu.edu/~adamodar/</a> <a href="https://www.google.com/finance">https://www.google.com/finance</a> <a href="https://finance.yahoo.com">https://finance.yahoo.com</a>  【Grading criteria】 30% class discussion/group analysis contribution 40% partner/group analysis contribution 30% Individual contribution (inclusive of corner stone project)  【Changes following student comments】 None  【Equipment student needs to prepare】 A laptop PC with the most recent version of excel, good internet access.  【Outline (in English)】 The course provides the basic tools and thought process of corporate finance in a global context. Students who complete the class should come away with a working knowledge of the tools for selecting and managing the capital instruments and capital structure to maximize the value of a firm in a global context.  The primary approach of this course will be a combination of required reading class discussions, exercises, and a cornerstone project that focuses on combination of rationale for/application of foundational corporate finance concepts, logic/decision trees walk thru visual the logic of corporate finance, case studies, and real world company/capital market data observations. This course will involve face to face teaching.
9	Projects or assets decision making (Session 1)	Discussing basics of valuing assets and projects Required reading textbook chapter 6	
10	Projects or assets decision making (Session 2)	Discussing project and asset decision making in the generally and in an asset management (PE/VC) context Cornerstone check in textbook chapter 6	
11	Capital structure decision making (Session 1)	Discussing key factors/decisions in determining a capital structure Reviewing the capital structure of select publicly listed companies Required reading textbook chapter 7	
12	Capital structure decision making (Session 2)	Case work - Harvard Business Review case - the Capital Structure Decision: Underlying Theory Required reading textbook chapter 7	
13	Global factors in corporate finance (Session 1)	Cornerstone finalization Accessing capital - USD, other G10 currencies, and other currencies Accessing capital and economic development: micro credit and micro finance Comparing international tax rules/practices that impact global corporate finance decision making and outcomes No required reading	
14	Global factors in corporate finance (Session 2)	Accessing capital - USD, other G10 currencies, and other currencies Accessing capital and economic development: micro credit and micro finance Comparing international tax rules/practices that impact global corporate finance decision making and outcomes Cornerstone finalization No required reading	

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

Students are usually required to spend approximately 4 hours per week outside of required reading and assignments. In addition, students who are not familiar with statistics, and / or financial statement analysis may need some self-study (per the optional reading noted in weeks 1 and 2 above) to enhance their level of basic understanding.

A cornerstone project which will serve as portion of the final grade be outlined in week 2, will require 10 to 12 hours and must be completed by the date of the last class in week 7.

MAN560F2 (経営学 / Management 500)

## Human Resource Management in Japan

Human Resource Management in Japan

LANE Gary Matthew [Gary Matthew LANE]

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 organizations key 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 will evolve in the future.

The course objective is to give students and 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, technological, 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 resource management is typically done 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
- Discuss how HRM in Japan differs from other markets around the world
- Understand and discuss the difference of HR needs between large, medium and small/startup companies and the pros/cons of HRM approaches to meet those needs
- 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 - HRM and the company mission - 7 policies of traditional Japanese HRM
2	Societal changes impacting Japanese HRM	- Declining & aging population - Female participation in the workforce - Technology (e.g., Automation, Generative AI) - Globalization including foreigners in Japan
3	Lifetime Employment	- Key characteristics of lifetime employment - What %of workforce actually included? (myths of Japanese HRM) - Strengths and weaknesses - Temporary workers
4	Life Inside the Company	- Recruitment - Training & development - Performance evaluation - Explanation of titles - Employee retention - Retirement
5	Life Inside the Company 2	- Compensation and promotion - Legal and market framework - Employee grievances and dispute resolution
6	- Needs of different size and stage companies and Japanese HRM changing to meet the future	- Addressing social change - The changing business environment - Diversity & inclusion - Going global and accepting HR imports
7	Summary and Final Group Presentations	- Course summary - Project presentations - 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, group discussion, 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, technological, economic, and demographic changes.

MAN560F2 (経営学 / Management 500)

## Managing Talent

Managing Talent

豊嶋 晴美 [トヨシマ ハルミ]

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 -Japan organization structure and behavior -Retention
4	What does talent value?	- Competency - 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 - Learning - 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 - 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 technology -HR Systems &data analytics -People engagement
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: 40%
2. Class Participation: 20%
3. In-class Paper Presentation: 20 %
4. Final Research Paper: 20 %

### [Changes following student comments]

More case studies to be included to practice

### [Equipment student needs to prepare]

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

**[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 [ケネス ペクター]

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 Spring 1st and 2nd Quarters, 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.

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

Note that this course does not repeat the same content that is contained in similarly named courses the Spring 1st and 2nd Quarters, Professor Komura's Entrepreneurship and New Business Creation and Professor Connor's Leadership, Strategy, and Entrepreneurship. In fact, the three courses compliment each other well.

MAN560F2 (経営学 / Management 500)

**Media and Entertainment**

Media and Entertainment

KENNETH G PECHTER [ケネス ペクター]

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.

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 [オオサワ ユタカ]

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> <li>・ Guest Lecturer (TBD)</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 [ケネス ペクター]

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.

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

WOLFGANG BIERER [ウォルフガング ビアラ]

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
09/22	Introduction Framework of Innovation 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.
09/29	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

10/06	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.
10/13	Innovation in the world leading truly global software company - SAP	A guest speaker from SAP Japan will give us her insights into corporate innovation processes on global scale and will discuss with us our presentation and questions prepared in our previous session.
10/20	Analysis of the global innovation strategies of most innovative companies in 2024	3 teams will research innovation strategies from top 100 innovative companies and present it in class
10/27	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.
11/03	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. Final Assignment presentations	Lecture and discussion with business leader (tbd) in this area with innovation. Students present ideas for a concrete case previously selected and discuss concrete action points. In the second half students will present their individual assignment results.

【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.

**[Equipment student needs to prepare]**

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

**[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

TIMOTHY M CONNOR [ティモシー コナー]

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】

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: 4/12	Introduction From Idea to Launch preparation	Why entrepreneurship? What does a new entrepreneur need to consider when thinking about starting a venture?
2: 4/12	Setting up and what to look out for Simulation introduction	Considering the pitfalls of founders. Prepare for running the simulation of a venture.
3: 4/19	From founder led to CEO led	When should a founder bring on a CEO. Introduction of Strategic Leadership
4: 4/19	Why pivot is so powerful.	What can a CEO from outside do, and what skills do they need? First session of simulation

5: 4/26	Different business models in the same industry	How do you analyze a business model? Introduction of business model development
6:4/26	Competitive Advantages	Comparing business models and frameworks Second session of simulation
7: 5/10	Managing and embracing change	How can the business grow sustainably? The importance of a pivot.
8: 5/10	Managing and embracing change (2)	When should you embrace change and pivot? Third session of simulation
9: 5/17	Growing pains and management systems	Looking at cases and when a venture needs to embrace management systems.
10 5/17	Growing pains and management systems (2)	Looking at management systems and maintaining agility Fourth session of simulation
11: 5/24	Culture and Innovation	How do you maintain the culture of innovation and a growth mindset?
12: 5/24	Culture and Innovation	Growth mindset Fifth session of simulation
13: 5/31	Path to scale and sustainable growth	Looking to growth in five years
14: 5/31	Simulation presentations	Presentation and feedback 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

【Equipment student needs to prepare】

Students will need access to a PC and internet during the class to download cases.

【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 [サカモト カズコ]

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 this course, we will trace the evolution from "Marketing 3.0" to "Marketing 6.0" proposed by Philip Kotler, and understand the overall picture of next-generation marketing. In particular, we will focus on technology, artificial intelligence, and human-centered marketing in the digital age, and learn the skills and frameworks to put these to practical use..

## 【Goal】

Understand the evolution of Kotler's marketing theory and gain a perspective that can be applied to modern marketing issues.

You will be able to design marketing strategies that utilize technology, data, sustainability, and more.

Through practical assignments, you will develop the ability to apply next-generation marketing theories.

【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)】

Lectures will mainly use textbooks and slides.

The textbook used will be mainly "Marketing 5.0," which is what Kotler calls Marketing X.0 (3.0-6.0). In addition, the latest version, 6.0, will be used whenever possible.

Groups will be assigned in advance for each chapter covered in the lecture, and each group will give a presentation outlining the chapter, including examples of its application to actual companies and consumer behavior.

Participants will deepen their understanding of the presentations through questions and discussions.

【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	Guidance and Marketing Evolution	Lecture outline and objectives, evolution from "Marketing 1.0" to "Marketing 6.0", changes in the role of marketing and current issues
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	Generations that use technology and their characteristics①	Digital Divide, Phygital Natives 5.0 Chapter2,4 6.0 Chapter2

第6回	Generations that use technology and their characteristics②	Creating Inclusivity and Sustainability for Society 5.0 Chapter3
第7回	New Strategies For Tech-Empowered Marketing①	The Next Thec 5.0 Chapter6
第8回	New Strategies For Tech-Empowered Marketing②	The Next CX 5.0 Chapter7
第9回	New Tactics Leveraging Marketing Tech①	Data-Driven Marketing, Predictive Marketing 5.0 Chapter8,9
第10回	New Tactics Leveraging Marketing Tech②	Contextual Marketing 5.0 Chapter10
第11回	Design Marketing①	How Color and Shape Affect Purchasing Decisions
第12回	Design Marketing②	Design Thinking and Art Thinking
第13回	New Topics	Multisensory Marketing, Metaverse Marketing 6.0 Chapter8,10
第14回	Lecture Summary	Review of the Entire Lecture

【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 (2010), "Marketing 3.0: From Products to Customers to the Human Spirit ", Wiley.

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

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

Philip Kotler,Hermawam Kartajaya,Iwan Setiawan (2023), "Marketing 6.0: The Future is Immersive ", Wiley.

## 【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.

## 【Equipment student needs to prepare】

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

## 【Others】

Office hours are set for one hour before the lecture.

## 【Outline (in English)】

In this course, we will trace the evolution from "Marketing 3.0" to "Marketing 6.0" proposed by Philip Kotler, and understand the overall picture of next-generation marketing. In particular, we will focus on technology, artificial intelligence, and human-centered marketing in the digital age, and learn the skills and frameworks to put these to practical use.

MAN560F2 (経営学 / Management 500)

**MBA Special Lecture**

MBA Special Lecture

CHANG WEI-LUN [チャン ウェイルン]

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 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 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 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 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 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
9月1日	Introduction & Orientation	Introduce the concept and requirements
9月1日	Digital transformation strategy	Understand the pros and cons of ICT and digital transformation
9月1日	Competitive Advantage and Enterprise Systems	Understand the competitive advantage ICT
9月1日	Case: Case-Cirque du Soleil	Case discussion
9月2日	Big Data and Artificial Intelligence	Understand the basic knowledge of big data and AI
9月2日	Case: XDel Singapore	Case discussion
9月2日	AI and Business Applications	Understand the popular applications of AI in business
9月2日	Case: ShotSpotter	Case discussion
9月3日	AI and Machine Learning	Understand the concept of AI and Machine Learning
9月3日	Case: Alivector & Neurobit	Case discussion
9月3日	Psychology of Algorithm	Understand the rationale of algorithms
9月3日	Case: Levi's	Case discussion
9月4日	Final Presentation	Each student will need to select a local case related to IT industry for final presentation.
9月4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 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 Information Technology and Management and evaluation of a business application.

MAN650F2 (経営学 / Management 600)

## Project 1-A (Internship)

Project 1-A(Internship)

Kenneth Pechter、HUG, Jose、高田 朝子

単位数：6単位

学期：秋学期授業/Fall

授業分類：専門演習

Global MBA

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 social impact-oriented NPO or 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 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 Orientation Period Week 1	General information on Internship 1
2	Internship 1 Orientation Period Week 2	General information on Internship 1
3	Internship 1 Orientation Period Week 3	General information on Internship 1
4	Internship 1 Planning Period Week 1	Familiarization with host region and organization

5	Internship 1 Planning Period Week 2	Familiarization with host region and organization
6	Internship 1 Planning Period Week 3	Familiarization with host region and organization
7	Internship 1 Preparation Week 1	Determination of internship project topic
8	Internship 1 Preparation Week 2	Determination of internship project topic
9	Internship 1 Preparation Week 3	Determination of internship project topic
10	Internship 1 Internship Week 1	Finalization of project work in coordination with regional organization
11	Internship 1 Internship Week 2	Finalization of project work in coordination with regional organization
12	Internship 1 Internship Week 3	Finalization of project work in coordination with regional organization
13	Internship 1 Internship Week 4	Summary Presentation at internship location
14	Internship 1 Final Week	Final Presentation in Tokyo

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

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

During the 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 HOSEI Learning Management System 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 [ケネス ペクター]

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 HOSEI Learning Management System 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 Orientation Period Week 1	General information on Internship 2

2	Internship 2 Orientation Period Week 2	General information on 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 Orientation Period Week 3	General information on Internship 2	<b>[Textbooks]</b> Not applicable
4	Internship 2 Search & Negotiation Week 1	Student searches for internship leads, approaches potential host company, and negotiates for internship placement	<b>[References]</b> Not applicable
5	Internship 2 Search & Negotiation Week 2	Student searches for internship leads, approaches potential host company, and negotiates for internship placement	<b>[Grading criteria]</b> [Final grade is determined by] · Administrative Cooperation 30% · Professional Communications 30% · Project Planning & Execution 40%
6	Internship 2 Search & Negotiation Week 3	Student searches for internship leads, approaches potential host company, and negotiates for internship placement	Students will be judged on their overall professional attitude and completion of assigned tasks. The assigned tasks include: - Attendance at orientation and training sessions - On-time submission of regular reports (detailed instructions to be provided during the orientation period) - Submission of final weekly report, and a Summary Presentation (in Japanese if possible) at the internship location, and a Final Presentation (usually in English but Japanese also possible) at the Internship Presentation Conference following the internship (detailed instructions to be provided during the orientation period)
7	Internship 2 Internship Week 1	Work at company	Professional attitude will be judge on characteristics including the following: - Positive and cooperative attitude during the orientation and assignment period - Active participation in training - Proper and business-like communications in email and report submissions, etc.
8	Internship 2 Internship Week 2	Work at company	- Critical assessment and decision-making during the internship
9	Internship 2 Internship Week 3	Work at company	- Collegial relationships with colleagues in both the GMBA program and at the internship locations
10	Internship 2 Internship Week 4	Work at company	- Responsible communication with the GMBA program office, GMBA faculty, and adherence to rules and guidelines
11	Internship 2 Internship Week 5	Work at company, make 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 Follow-up Week 1	Finalizing internship matters and preparing final report and presentation	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
13	Internship 2 Follow-up Week 2	Finalizing internship matters and preparing final report and presentation	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
14	Internship 2 Final Week	Final Presentation in Tokyo	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

**[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 HOSEI Learning Management System 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 HOSEI Learning Management System 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 Management

長谷川 卓也 [ハセガワ タクヤ]

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 significant success and economic prosperity. While exemplary achievements are frequently highlighted in textbooks, less favorable cases are often overlooked or underemphasized. This course is designed for individuals interested in exploring the disparity between ideals and reality by examining unsuccessful examples of Japanese management practices. The ultimate goal is to apply insights gained from these cases to the development of future business strategies.

The course objectives are as follows:

- 1) To identify discrepancies between idealized concepts and practical realities.
- 2) To select and conduct an in-depth analysis of a specific case study.
- 3) To pinpoint instances of irrational decision-making and propose effective countermeasures.

## 【Goal】

In addition to acquiring foundational knowledge in innovation science, students will cultivate critical thinking skills grounded in behavioral and evolutionary economics. They will learn to identify instances of innovation stagnation in real-world contexts and develop original hypotheses and strategies to address and overcome these challenges.

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

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

## 【Method(s)】

The course includes introductory sessions, discussions with two guest lectures, and three group presentations. Students are required to submit a “Final Essay” as part of the coursework. The essay, limited to 10 slides in PowerPoint format, challenges students to convey a high density of information using concise and precise language within the given constraints.

【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)	Japan’s Decline, Peter Drucker, Business creation and business operation
3	Group presentation (1)	“Drucker’s paper: Difference between 1971 and 2020”
4	Lecture (2)	Structural inertia, Peter Thiel & Normal distribution, The PayPal mafia
5	Lecture (3)	Schumpeter theory, Water bath heating, Oslo manual

6	Lecture (4)	Definitions of the business, #1.Diversity, #2.Future projection
7	Lecture (5)	Definitions of the business #3.Nazokake, #4.Bystander effect
8	Guest lecture (1)	Raymond Chang, Abalance Corporation, Japan "Introduction to Securitization"
9	Group presentation (2)	"Financing and Innovation"
10	Guest lecture (2)	Xiao Yang, senior consultant, Arthur D. Little Japan "Organizational and Management Behavior – Japan vs. USA and how can we improve Japanese companies’ competitiveness in the age of AI?"
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.)】

Pre-Course Reading

Students are required to complete the following readings before the start of the course:

Drucker, P.F. (1971). What We Can Learn from Japanese Management. Harvard Business Review (March/April 1971), pp. 110– 122. Link

Thiel, P. A., & Masters, B. (2014). Zero to One: Notes on Startups, or How to Build the Future. Broadway Business.

Anticipated Weekly Time Commitment

Students should allocate their time as follows:

Preparation for each class: 120 minutes

Review of class content: 120 minutes

This may also include:

3. Pre-reading of assigned materials (1 &2): 180 minutes

4. Preparation for group presentations: 60 minutes per presentation

5. Preparation for the final essay: 180 minutes

【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. AI&I (3 pages)
3. Conclusion (1 page)

The first step in the final essay is to identify your own research question

(RQ) based on a case of innovation stagnation. Consulting AI can provide seemingly plausible answers by aggregating widely available opinions on the internet. At times, you may wish to 'supplement' the AI's response, while at other times, you may feel inclined to challenge or 'contradict' it. In the case of supplementation, the AI is likely to align with your perspective. However, if you choose to contradict the AI's response, this may lead to the development of a new argument — or it may not. Either way, the process is expected to spark some form of inspiration.

Reflect on your findings and ask the AI again for further insights. Repeat this process several times, and incorporate your final reflections and conclusions into the Conclusion section of your essay.

**[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 significant success and economic prosperity. While exemplary achievements are frequently highlighted in textbooks, less favorable cases are often overlooked or underemphasized. This course is designed for individuals interested in exploring the disparity between ideals and reality by examining unsuccessful examples of Japanese management practices. The ultimate goal is to apply insights gained from these cases to the development of future business strategies.

The course objectives are as follows:

- 1) To identify discrepancies between idealized concepts and practical realities.
- 2) To select and conduct an in-depth analysis of a specific case study.
- 3) To pinpoint instances of irrational decision-making and propose effective countermeasures.

MAN570F2 (経営学 / Management 500)

## Japanese Production Management & Supply Chain Management

Japanese Production Management &amp; Supply Chain Management

長谷川 卓也 [ハセガワ タクヤ]

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 emerged as a global leader in all facets of production and supply chain management, including design, procurement, manufacturing, transportation, and delivery methods. In recent years, however, Japan has faced significant challenges due to stagnation in innovation. This course aims to address how to identify and overcome such stagnation, with a particular focus on the raw material and manufacturing costs of various products. Guest speakers with expertise in the automotive, hydrogen, and battery industries will provide insights into these challenges.

The primary goal of this course is not to study academic theories, but to develop practical skills essential for business, particularly in cost calculation and analysis.

### [Goal]

In addition to gaining foundational knowledge in production management and supply chain management, students will develop critical thinking skills informed by cost engineering and behavioral economics. They will learn to identify instances of innovation stagnation in real-world contexts and formulate original hypotheses and effective countermeasures to address and overcome these challenges.

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

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

### [Method(s)]

The course includes introductory sessions, discussions with three guest lectures, and four group presentations. Students are required to submit a "Final Essay" as part of the coursework. The essay, limited to 10 slides in PowerPoint format, challenges students to convey a high density of information using concise and precise language within the given constraints.

[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) Short presentation	Objectives of this course, About wealth, Basics knowledge, A quiz
3	Group presentation (1)	TOC quiz 2
4	Lecture (2)	How to dive into the blue ocean, Simple. Simple. Simple., Dichotomy, Skunkworks
5	Guest lecture (1)	"Battery Industry" (FREYR, Ryuta Kawaguchi, Chief Science Officer & Technical Fellow)

6	Guest lecture (2)	"Hydrogen Industry" (Hywealth, Katsuhiko Hirose, CEO & Chief Consultant)
7	Lecture (3)	Innovation analysis in industry, A-U Theory Art of Approximation
8	Lecture (4) Lecture (5)	Dr. Hasegawa's Fermi Estimate: world energy design Value added Price per kg, Trade statistics
9	Individual Presentation (2)	Art of Approximation
10	Guest lecture (3)	"Automotive Industry" (PwC, Yasuhiro Sugawara, Partner)
11	Group presentation (3) 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 (4)	"Confront the stagnation"
14	Group Presentation (5)	"Confront the stagnation"

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

Students are required to complete one of the following readings before the course begins:

Goldratt, E. M., & Cox, J. (2016). *The Goal: A Process of Ongoing Improvement*. Routledge.

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 Time Commitment

Students should allocate their time as follows:

Preparation for each class: 120 minutes

Review of class content: 120 minutes

This may also include:

3. Pre-reading of 1) or 2): 120 minutes

4. Preparation for group presentations: 60 minutes per presentation

5. Preparation for the final essay: 180 minutes

### [Textbooks]

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

### [References]

Web:

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

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

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

Book:

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

### [Grading criteria]

Class contribution (40%)

Group discussion and presentation (40%)

Final essay (20%)

- 5% Template (organized?)

- 5% Unique (new?)

- 5% Reasoning (deep?)

- 5% Conclusion (specific?)

### [Changes following student comments]

Final essay:

1. Cover page (1 page)

2. AI&I (3 pages)

### 3. Conclusion (1 page)

The first step in the final essay is to identify your own research question

(RQ) based on a case of innovation stagnation. Consulting AI can provide seemingly plausible answers by aggregating widely available opinions on the internet. At times, you may wish to 'supplement' the AI's response, while at other times, you may feel inclined to challenge or 'contradict' it. In the case of supplementation, the AI is likely to align with your perspective. However, if you choose to contradict the AI's response, this may lead to the development of a new argument — or it may not. Either way, the process is expected to spark some form of inspiration.

Reflect on your findings and ask the AI again for further insights. Repeat this process several times, and incorporate your final reflections and conclusions into the Conclusion section of your essay.

**[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)]**

After World War II, Japan emerged as a global leader in all facets of production and supply chain management, including design, procurement, manufacturing, transportation, and delivery methods. In recent years, however, Japan has faced significant challenges due to stagnation in innovation. This course aims to address how to identify and overcome such stagnation, with a particular focus on the raw material and manufacturing costs of various products. Guest speakers with expertise in the automotive, hydrogen, and battery industries will provide insights into these challenges.

MAN570F2 (経営学 / Management 500)

**Open Innovation**

Open Innovation

RADHAKRISHNAN NAIR [ラーダーキリシヤナン  
ナーヤ]

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)

## Entrepreneurship and New Business Creation

Entrepreneurship and New Business Creation

小村 隆祐 [コムラ リュウスケ]

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 delves into the concept of “Entrepreneurship” as a vital approach to navigating and thriving in today’s VUCA(\*) world. Through engaging class discussions and hands-on experiences, students will explore the distinctive mindset and behaviors that entrepreneurs embody. Participants will gain practical experience in both individual and group settings by engaging in the business ideation and formulation process.

Designed as an action-oriented course, it features a variety of interactive workshops and exercises to foster creativity, teamwork, and proactive problem-solving. Students are encouraged to think innovatively, embrace collaboration, and take bold steps toward action.

\*VUCA: An acronym for “Volatility, Uncertainty, Complexity, and Ambiguity.”

### 【Goal】

Upon completing this course, students will be able to:

- Understand and adopt the entrepreneurial mindset and unique behavioral practices of successful entrepreneurs.
- Develop a foundational knowledge of key concepts and terminologies in the fields of startups and entrepreneurship.
- Build confidence to think and act entrepreneurially, empowering them to make a meaningful impact in an uncertain world. (Yes, you can do it!)

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

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

### 【Method(s)】

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”.

【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	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.
2	Unleashing Your Creativity	Can anybody be creative? Yes creativity is for everyone. We will unleash (y)our creativity through some hands-on experience.
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.
4	Evolving as a team	In this session, we will cultivate the teamwork with group-work.
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.
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.
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.
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.
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.
10	Guest Speaker Session 1	We will dialogue with a real entrepreneur in order to cultivate the understanding of entrepreneurship.
11	Startup Finance - Primer	The foundation of startup finance is introduced.
12	Guest Speaker Session 2	We will dialogue with a real entrepreneur in order to cultivate the understanding of entrepreneurship.

13	Final Pitch Presentation	You will pitch your launch plan in the class.
14	Reflection & Growing Pain	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.

**[Work to be done outside of class (preparation, etc.)]**  
 Students will be required to work on two types of business ideas—one as a group and one individually—outside of class. Assignments will be provided at the end of each session. On average, students are expected to dedicate approximately two hours of preparation for each class.

**[Textbooks]**  
 N/A

**[References]**  
 · 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

**[Grading criteria]**  
 1. Class Participation: 50%  
 This course includes numerous interactive discussions. Class participation will be evaluated based on both the quantity and quality of contributions to discussions and group work. Contributions that demonstrate leadership and deepen the class’s overall learning experience are highly valued.  
 2. Rocket Pitch (Mid-term Presentation): 10%  
 Students are required to prepare and deliver a pitch using the format introduced in class. The pitch should reflect the core principles discussed during the course.  
 3. Final Presentation: 40%  
 The final presentation will be assessed based on the following criteria:  
 1) Entrepreneurship: The extent of actions and experiments undertaken to refine and improve the business idea.  
 2) Persuasiveness: The ability to deliver a compelling and convincing presentation.  
 3) Social Impact: The potential of the business idea to create meaningful social impact, as well as its feasibility in terms of technology and the capabilities of the team.

**[Changes following student comments]**  
 N/A

**[Equipment student needs to prepare]**  
 PC or other devices that is needed to work on the launch plan within the classes

**[Others]**  
 Ryusuke is a dedicated advocate for entrepreneurs of all backgrounds and an accomplished entrepreneur himself. He began his career as an intrapreneur within a major Japanese corporation, where he honed his skills in innovation and business development. After earning an MBA from Babson College, he joined GLOBIS as a senior consultant, contributing to various executive education projects for leading Japanese corporations and supporting the organizational development of startups. During his tenure, he also developed multiple business school case studies focusing on entrepreneurship and startups.

Since 2024, Ryusuke has served as the Executive Director of Venture Café Tokyo, where he leads efforts to strengthen Japan’s innovation ecosystem and foster a vibrant community of innovators. Before this role, he served as Program Director, playing a pivotal role in establishing and expanding the organization. Venture Café Tokyo is part of the global innovation network led by the Venture Café Global Institute, headquartered in Boston.

**[Outline (in English)]**  
 This course delves into the concept of “Entrepreneurship” as a vital approach to navigating and thriving in today’s VUCA(\*) world. Through engaging class discussions and hands-on experiences, students will explore the distinctive mindset and behaviors that entrepreneurs embody. Participants will gain practical experience in both individual and group settings by engaging in the business ideation and formulation process. Designed as an action-oriented course, it features a variety of interactive workshops and exercises to foster creativity, teamwork, and proactive problem-solving. Students are encouraged to think innovatively, embrace collaboration, and take bold steps toward action.  
 \*VUCA: An acronym for “Volatility, Uncertainty, Complexity, and Ambiguity.”

