



至善館

SHIZENKAN

Course Syllabus of the 2023 Academic Year

- The syllabus is current as of July 1, 2023. Content is subject to change.
- Shizenkan University offers compulsory, elective, and optional courses. All students are required to take compulsory courses. For detailed information about program structure, refer to the "MBA Program Outline."
- Typically, each session lasts 180 minutes (90 minutes x 2, excluding break). The length and structure of some courses, including intensive courses, may vary.
- Grades in each course will be given using the "S/A/B/C/F" scale, unless a special description is given in the "Evaluation" column. Grades for courses that do not use the "S/A/B/C/F" scale are graded using the "P/F" scale. Please refer to the "Course Guidelines" for grading criteria.



Course Title: **What is a Company for? - Exploring Relationships Among Business Enterprise, Market and Society**

Year / Semester: 1st year / 1st semester

Credit: 2 credits (compulsory course)

Supervising Faculty: Prof. Tomo Noda

Guest Faculty: Adjunct Prof. Jesper Koll, Prof. George Olcott,

Adjunct Associate Prof. Wong Lai Yong,

Adjunct Associate Prof. Junichi Sato

Class Format: Mainly on campus (in person), with several online sessions

OBJECTIVE:

Today, companies have become the main force in the world economy. In particular, global companies mobilize people, goods, money, and information beyond national borders. Some of them exercise enormous influence in the world, with turnover higher than the GDP of small nations.

Regardless of this, neither economics, sociology, nor political science has seriously dealt with the existence and concept of companies in their theory formulation and empirical researches.

In the field of business administration as well, most of the studies tend to focus on "how to best manage companies", rather than researching on the role and significance of companies as important actors in our socio-economic system.

In this course, we will explore the essence of companies through reflecting on history as well as based on the theory of comparative culture. In our society, incorporated companies are strange "things" endowed with a legal personality similar to "person", despite that they are "things", not "persons".

With a focus on the existence of incorporated companies, we will unravel the evolution of the legal system and examine the question of "for what and for whom do (incorporated) companies exist?"

LEARNING OUTCOMES:

During this course students will:

- 1) Look back through history to analyze and compare various corporate systems that exist throughout the world (focusing mainly on American and Japanese models).
- 2) Through understanding the various environmental changes surrounding companies, and the expectations / demands of stakeholders, including the responsibility required of a company as a member of society, and even more so, as one of the beings on planet Earth, each student will develop her/his own "working theory" or "theory in use" on an ideal company – its *raison d'être*, ethical standards, and social engagement.



- 3) At the same time, each student will delve into the relationship between the company and its management and identify the qualities, attitudes, and personality demanded of managers, and incorporate these qualities into their leadership growth plan.

POSITIONING:

This course is offered in the beginning of the whole Shizenkan program, together with "Financial Analysis and Levers for Managerial Control."

From the 1980s, we have observed rapid globalization and the bloating of financial markets (particularly capital markets) as the neoliberalism trend has spread globally in the wake of so-called Reaganomics. During these last decades, shareholder activists emerged, having transformed corporate management and governance structure to align with the expectation of markets and investors.

By taking these two courses in parallel, "What is a Company for?" and "Financial Analysis and Levers for Managerial Control", and by subsequently taking "Market Principles and Corporate Finance Theory", which begins in the latter half of the first semester, students are expected to deepen the insight into how market, society, companies, and management are linked to each other.

COURSE FOCUS:

When companies are faced with financial difficulties and the need for restructuring, what should top managers do? Withdraw from less profitable businesses? Lay off less productive employees? Or protect employment by reducing dividends to shareholders? Although economic rationality is a minimal condition that must be satisfied, it is not sufficient to make decisions based only on that condition. Ultimately, a top manager's decision will be influenced by his/her beliefs and philosophy on "what companies are, and for whom and for what they exist"

The question, "What are companies for?" is simple and important, but the answer is not necessarily easy. A very simplified American answer is that companies serve as a tool for maximizing shareholder values. However, whether this is a universal notion or not has been debated all over the world. In fact, traditionally, human-centric management with the paternalistic and communal style was practiced in some countries in Asia, including Japan as well as in continental Europe, and even throughout the world.

On the other hand, such paternalistically and communally run companies had to go through a change due to rapid globalization. At the same time, an American-style shareholder-centric concept of companies needs revision as the new trend such as SDGs and ESG investment is now spreading. For example, the statement released by the Business Roundtable (a business lobby group of major American companies) in August 2019 had a significant impact on the business world. The reason was their criticism of



"shareholder capitalism," which had been the principle of corporate management, and they also declared a shift to "stakeholder capitalism." Also, the COVID-19 pandemics of the past three years highlighted, the role that business should play in society more than ever. In addition, the growing sustainability concerns of the planetary boundary concept and the rapidly accelerating decarbonization movement are forcing companies not only to change their business models, but also to question the nature of their responsibility to society and the planet. In this regard, the question of how the nature of companies is likely to change is an important one for all.

This course will spotlight the two most contrasting models, the American, and the Japanese one, among many others. We will study the change and evolution of each model over the recent past. We will then examine how companies should relate themselves with various stakeholders such as shareholders, employees, and suppliers, as well as how they should harmonize with the local community and the environment. Furthermore, we will explore what top managers' roles and responsibilities should be, particularly through putting ourselves in the shoes of top management.

We need to be aware, however, that we cannot reach a simple and clear answer to the question "What are companies for?" based on academic analysis only. It should be a very practical "theory in use" to be formed by individual entrepreneurs and executives themselves, backed by their own experiences, values, and beliefs. In fact, we have observed many cases where such theories in use largely differ among managers who live in the same period of time and in the same areas. In addition, theories will change over time as managers gain experience and as stakeholders' expectations evolve in response to the changing external environment. We could even say that one pioneering leader's initiative could change the theory and concept toward the future.

Therefore, the most important in this course is for each student to form his/her own theory in use about "What are companies for?" through studying various debates on "companies" with considerations of history, legal system, and comparative culture through the lens of a top manager. From the very beginning, we want to say that there is no single "correct" answer. The objective of this course is to enable students to seek and discover their own convincing answers.

LEARNING APPROACH:

This course will be carried out with the use of diverse methods such as videos, lectures, group discussions, and role-playing. In particular, we intend to utilize simulation technique with documentary films and news footage which describe the relationship between companies and stakeholders so that students can think through how they should decide and act if they are put in the shoes of top managers and stakeholders in the films and news.

TEXTBOOK:

There is not one single textbook that covers all the themes discussed in the course.



REFERENCE READING:

- Charles Handy (1999) *The Hungry Spirit: Beyond Capitalism: A Quest for Purpose in the Modern World*, Broadway
- Lynda Gratton (2011) *The Shift: The Future of Work Is Already Here*, William Collins
- Pavan Sukhdev (2012) *Corporation 2020: Transforming Business for Tomorrow's*
- Paul Polman (2022) *Net Positive: How Courageous Companies Thrive by Giving More Than They Take*, Harvard Business Review Press

EVALUATION:

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|---|-----|
| - Class participation and contribution | 20% |
| - Submission of Pre-Session Assignments | 10% |
| - Submission of speech draft | 10% |
| - Final report | 60% |

SESSION OVERVIEW:

1. Face the Tide of Global Capital Markets (Noda) [3.25 hours]
2. Re-Examine the Relationships between the Company and its Shareholders (Noda, Koll) [3.25 hours]
3. Re-Examine Corporate Governance (Noda, Olcott) [1.5 hours]
4. Facing Changing Investor Behavior and Capital Markets (Noda, Iwanaga, Sato) [1.5 hours]
5. Revisit Human-centric Management: Review the Relationship with Employees (Noda) [3.25 hours]
6. Conceptualize the Theory on “What is a Company?” (Noda) [3.25 hours]
7. Re-Consider the Relationship between the Company and Society (Noda, Wong) [3 hours]
8. Dialogue with NGO Activists (Noda) [3 hours]
9. The Challenge of “Purpose Management” and “Integrated Management” (Noda) [3 hours]
10. Explore the Future of the Company (Noda) [3 hours]



Course Title:	Modern Philosophy, Capitalism, the Future of Human Existence
Year / Semester:	1st year / 1st semester
Credit:	2 credits (compulsory course)
Faculty:	Professor Emeritus. Seiji Takeda, Prof. Tomo Noda
Class Format:	On campus (in person) and online

OBJECTIVE:

The capitalist economic system, which was born in Europe and has penetrated the world through the acceleration of globalization, brings material wealth to people in developing countries as well as in developed countries. On the other hand, the system has made negative aspects on a global scale, such as widening disparity in each country, concern about resource expenditure and climate change and sustainability.

In this subject, we consider the significance of capitalism in human history and examine it through the framework of “Western modernity.” Western modernity was a revolutionary event in the history of mankind. We explore its genesis in the modern Western world by examining capitalism as economic system and its counterpart political systems of democracy. And it was modern Western thought (a series of modern philosophical thought such as Hobbes, Rock, Rousseau, Hegel) that designed this socio-economic system.

The purpose of this course is to understand the meaning and significance, in the history of mankind, of the socio-economic systems by exploring the essence of Western modernity from the perspective of modern Western thought. In this regard, we focus on the possible existence of human beings, especially on the condition that human beings can be “free”. On that basis, we confront the challenges of the current global socio-economic system and explore the possibility of the principle of opening up our new future.

LEARNING OUTCOMES:

The goal of this course is as follows.

1. Overview the process of the establishment of Western modernity and its socio-economic system. Focus on the mutual linkage between capitalism and democracy which is a constituent element of Western modernity. Develop a deeper understanding of the essence of Western modernity.
2. Learn the genealogy of modern Western thought (Adam Smith, Karl Marx etc.) and its theoretical framework which had a great influence on the establishment of the socio-economic system.
3. At the same time, understand the transformation of human existence brought by Western modernity and learn the essence of human existence posed by Western philosophy (Plato, Hegel, Nietzsche etc.)
4. On the basis of above, deepen the insight into the nature of human existence from the light and shadow that the current socio-economic system encompasses.
5. Overlook the diverse and intermingled socio-economic systems that exist in the world, and re-examine the validity of the modern western.



6. By understanding nature of the human existence as well as the diversity of global world, each student shall develop the awareness of the problems and her/his perspective towards the future of mankind, and possess a clearer vision as a prospective leader.

POSITIONING:

This course will be held in succession of three courses in the first half of the first semester. In “COMPANY” and “NUMBERS” courses, we learned the transition of how a manager is exposed to the pressure from the market as the existence of corporations has changed through the rise of neo-liberalism since the 1980s and the following sublime of investor capitalism. And, we explored the expected role of companies at this significant turning point in history (Note that we will further explore the relationship between management leaders and capital market/investors in the “FINANCE” course, which will be held along with this course).

In this course, we extend our viewpoint from a manager of a company to a leader of a society and consider the present and the future of the socio-economic system. We will explore the future of socio-economic system, starting with the basic understanding that we are now facing a critical turning point of human history.

The same theme will be discussed in the course of “Systems Thinking, and the Sustainability Challenge” which are held simultaneously with this course. The biggest challenges of the current socio-economic system are disparity and sustainability, and in this course we mainly discuss the former while in “Systems Thinking and the Sustainability Challenge” course we mainly discuss the latter.

LEARNING APPROACH:

- Interactive lecture
- Group discussion
- Group presentation and mutual feedback

TEXTBOOK:

This course is academically based on Western philosophy (modern western thought). However, related original texts on philosophy vary in a wide range and they are not easy readings for non-academics and practitioners. Therefore, there are no assigned textbooks on philosophy. Copies of relevant book chapters will be handed out in each session.

SUPPLEMENTAL READING:

Students are expected to read the following the book during this course. (They will give students a better understanding of the context of the course content. Please note, however, the book will not be discussed in class.)

- Yuval Noah Harari (2015) *Sapiens: A Brief History of Humankind*, Harper.



REFERENCE BOOKS:

- Robert B. Reich (2015) *Saving Capitalism: for the many, not the few*, Alfred A. Knopf.
- Rebecca Henderson (2021) *Reimagining Capitalism in a World on Fire*, Penguin.

EVALUATION:

Class participation and contribution	10%
Group work	30%
Mid-term report	30%
Final report	30%

SESSION OVERVIEW:

1. How to evaluate the current situation? (Why is studying philosophy necessary?) (Takeda, Noda) [3 hours]
2. Overview the history of humanity (Takeda, Noda) [3 hours]
3. Understand the essence of modern western era (Part.1) (Takeda, Noda) [3 hours]
4. Understand the essence of modern western era (Part.2) (Takeda, Noda) [3 hours]
5. Shifting the point of view (Takeda, Noda) [3 hours]
6. Explore the possibility of overcoming modern times (Takeda, Noda) [3.75 hours]
7. Capitalism in the Age of Anthropocene (Takeda, Noda) [3 hours]
8. Possibility of an ideal society – The Constitution of Liberty (Takeda, Noda) [3 hours]



Course title:	Diversity of Social Structures and Ethics from the Perspective of Major Religions
Year / Semester:	1st year / 2nd semester
Credit:	2 credits (compulsory course)
Faculty:	Prof. Daisaburo Hashizume
Class Format:	On campus (in person) and online

OBJECTIVE:

Religious beliefs and culture significantly impact all aspects of life. They underpin the values and nature of society and humanity. This course, following Max Weber's theory of comparative sociology of religion, focuses on the function of religions in forming social structures and behavioral principles. We will cover the respective characteristics, customs, thoughts, and social institutions of major religions; monotheistic religions of Christianity and Islam, polytheistic religions of Hinduism and Buddhism, as well as the Eastern philosophical traditions of Confucianism and Taoism from the perspective of Comparative Sociology.

We will analyze the recent trends in global politics and economy including Evangelical movements in the US, Islam Revivalism, China's Socialist-market economy, and others.

Finally, we will examine the differences among principles and ways of thinking of respective civilizations in light of their values and how they create confrontations and search for a solution in the geopolitical and socio-economical context.

LEARNING OUTCOMES:

The goal of this course is as follows:

1. Understand that the four major civilizations are initiated by religions, and primarily are established based on the Canon, the principle of thought and behavior, as their foundation.
2. Understand that different Canons produce different ways of thinking and behavior, thus the diversity of the global community.
3. As a leader of a global company or organization, be aware of the diversity among the members of an organization as well as cultivate the adequate management attitude and qualities.
4. Develop the ability to accurately understand the challenges and difficulties faced by the international community and make better decisions as a leader of a global society.

POSITIONING:

As a part of Shizenkan's liberal arts curriculum, this course is one of the three folds. First course was Prof. Takeda's "Modern Philosophy, Capitalism, and the Future of Human Existence", and the third course will be Prof. Miyadai' and Prof. Noda's "Social Systems Theory and the Future of Human Existence" which will start later in this semester. This course, the second among the three, is intended to enhance the capacity of interpreting the current global society in a broader context as well as to acquire the ability to think and to prepare for the challenges of the global economy in the universal terms. Prof.



Takeda's "Modern Philosophy, Capitalism, the Future of Human Existence" examined "Modernity", the outcome of Western Christian civilization through philosophy and the modern way of thinking. This course will cover not only Western Christianity but other civilizations and recognize the complex reality of global society. Prof. Miyadai and Prof. Noda's "Social Systems Theory and the Future of Human Existence" will use "system" as a modeling tool, whereas this course will deal with a diverse mixture of various factors. Such knowledge and sensitivity will help to provide a deep insight into the future of humanity, as well as a comprehensive worldview which is essential for a leader who is exploring a new frontier.

LEARNING APPROACH:

- Lectures and in-class activities
- Group discussions

READINGS:

Students are expected to read the following assignments before the course. Copies will be provided.

- Translated excerpts from Hashizume, Daisaburo 2001 *"Introduction to the Sociology of Religion."*
- Excerpts from Genesis and other books in the Bible (NRSV)
- Excerpts from Weber, Max 1904-1905 *"The Protestant Ethic and the Spirit of Capitalism"*
- Other papers and excerpts from related materials assigned in the course.

EVALUATION:

- Class participation (10%)
- Submission and group discussion of assignment reports (40%)
- Final report (50%)

SESSION OVERVIEW:

1. Introduction to Comparative Sociology of Religions (Hashizume) [3 hours]
2. The Essence of Christianity (Hashizume) [3 hours]
3. Social Structure and Behavioral Pattern of the U.S. (Hashizume) [3 hours]
4. The Essence of Islam and Islamic Civilization (Hashizume) [3 hours]
5. The Social Structure and Behavioral Pattern of Indian Civilization (Hashizume) [3 hours]
6. The Social Structure and Behavioral Pattern of Chinese Civilization (Hashizume) [3 hours]
7. The Social Structure and Behavioral Pattern of Japanese Society (Hashizume) [3 hours]
8. The Image of a Diverse Global Community in the 21st Century (Hashizume) [3 hours]



Course title:	Social Systems Theory and the Future of Human Existence
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Faculty:	Adjunct Prof. Shinji Miyadai & Prof. Tomo Noda
Class Format:	On campus (in person) and online

OBJECTIVE:

Whether in business or public sector, a leader with a vision for the future should also seek to be a leader of society, as we all are members of the same community and society. The objective of this course is to help you acquire a viewpoint and aspiration necessary to act as a society leader. In this course, we will seek to observe societal change and the transformation of human existence in the time of globalization and technological innovation, and thereby seek to understand the context as well as think through possible remedies for social problems. In doing so, what is important is to adhere to core values, upon which we base our ideas of the future we want to build, as well as to construct a rational framework to understand the resources available for us and the constraints we need to confront in an effort to realize such a future.

In the course, we focus on the need for and possibility of reconstructing our communities. Traditional community units such as "local community neighborhoods" and "family" seem to have been breaking down, particularly in Japan and other developed countries. As a result, while the economy is functioning, gaping holes in the social fabric are appearing. We, particularly those who have grown up in democratic societies, once believed that our political participation would be an effective mechanism to deal with these social challenges. Today, however, we all know that democracy does not function as it should because of the breaking down of the middle class and the recent rise of populism across the political spectrum.

How can we manage ongoing changes and transformation in society? What kind of future can we envision and portray as leaders? Throughout this course, while placing Social Systems Theory as the academic foundation, we will observe the correlation amongst the economy, science and technology, politics and the society and seek to probe extensively into societal issues and problems. We will furthermore examine the nature of human existence, think through the optimal and/or desired relationships among people, and envision the role and responsibility of leaders to realize a better future.

LEARNING OUTCOMES:

In this course, from the Social Systems Theory perspective,

1. Understand that globalization functions to replace the qualities of human relationships of "good faith and a willingness to take the initiative" with those of "defined roles and manualization."
2. The spread of this systemization has brought about the "hollowing out" of traditional living communities and created instability in the human existence.
3. Each of us is expected to develop our own values by questioning ourselves about



- how we view and define the questions: "what is a society?" "what is a good society?",
4. Define the role and responsibility of a society leader who aspires to create a better future by considering and analyzing the negative and positive impacts of the technological innovation on the society and on our human existence.

POSITIONING:

This course constitutes one of the liberal arts curricula at Shizenkan: the first course was Prof. Takeda's "Modern Philosophy, Capitalism, the Future of Human Existence," and the second was Prof. Hashizume's "Diversity of Social Structures and Ethics from the Perspective of Major Religions."

Throughout the curriculum, we aim to nurture and expand your understanding of the current issues concerning the global economy and social structure and endeavor to convey the ability to see them through a universal viewpoint.

In "Modern Philosophy, Capitalism, the Future of Human Existence," we examined the Modernity which Western Christian civilization initiated using the modern philosophical method. In "Comparative Sociology of Religion," we observed the structure of society and principles of human behavior through the lens of sociology of religion and sought the path of the complex world in the future.

In this course, "Social Systems Theory and the Future of Human Existence," we will integrate the knowledge which we accumulated in the past courses and aim to find a prescription for the problems caused by structural issues from multiple viewpoints of society, economy, technology and politics.

The liberal arts curriculum is at the core of the Shizenkan University program. Our liberal arts courses are not just educational courses; they aim to assist you in the development of your own way of viewing into the world, society and human existence, and help you to become a "whole-person" leader. At the same time, it is designed to provide a guideline to observe and make critical decisions in the rapidly changing world of technological innovation, with the sustainability of society and humanism in mind.

COURSE FOCUS:

The study of sociology has been developing from the perspective of modern western civilization and its democratic political structures. Its framework, therefore, is well suited to analyze and examine the current social situation and problems in democratic countries, including Japan. When attempting to analyze and examine countries and cultures which have been influenced by Chinese and Islamic civilizations, however, this form of sociology cannot be simply applied in all cases, since the premise concerning political and social structure is different. To examine the changes that have been brought as a result of globalization and developments within science and technology, however, Social Systems Theory still helps us develop a comprehensive and well-rounded viewpoint.



In this course, we will mainly examine the present situation and problems of Japanese society. This is because focusing on and analyzing a particular society as one unit is a typical method in Sociology, and the frameworks and arguments that the professor presents are constructed primarily based on his observation on Japanese society. Upon examining Japanese society, we will also gain insight into the problems and challenges facing societies in Europe, as well as the US and other parts of the world.

LEARNING APPROACH:

This course is structured as follows: The introduction of a problem, watching a video, individual analysis, group discussion, lecture by faculty, Q&A, and follow-up discussion. Note that thinking of the problem requires a deep understanding of the phenomenon. Due to the time constraints, we could not do fieldwork or research. So, we will use movies and documentary videos as study material. By watching the videos, it is expected that you observe the reality of society as presented and use that to deepen and clarify your awareness of the problem.

TEXTBOOK:

Social Systems Theory, which is the theoretical framework for this course, is known particularly by a pioneering work of Niklas Luhmann, a distinguished German sociologist, but his books are rather difficult to comprehend and might not be suited for business school readers. Furthermore, throughout this course, while using Social Systems Theory as the core foundation, we will seek to integrate the insights of Philosophy, Political Science, Cultural Anthropology, and even Biology. As such, there is no single textbook available in English which covers the entire theme and outline of the course.

Although the reading below does not perfectly cover the theme(s) and subject matter of this course, we use it as a substitute of the textbook. It is asked that you read the following chapters of the book before the course resumes, but we will not discuss them in length during class. (Although we distribute only selected chapters of the book, the book contains the detailed data that support the arguments of the author. We therefore advise you to buy the book and read through it when time permits.)

- Robert D. Putnam (2000) *Bowling Alone: The Collapse and Revival of American Community*, Simon & Schuster.;

SECTION 1: INTRODUCTION

CHAPTER 1: Thinking about Social Change in America

SECTION 2: TRENDS IN CIVIC ENGAGEMENT AND SOCIAL CAPITAL

CHAPTER 2: Political Participation

CHAPTER 3: Civic Participation

CHAPTER 4: Religious Participation

SECTION 3: WHY?



CHAPTER 10: Introduction

CHAPTER 15: What Killed Civic Engagement? Summing Up

SECTION 4: SO WHAT?

CHAPTER 16: Introduction

SECTION 5: WHAT IS TO BE DONE?

CHAPTER 23: Lessons of History:

The Gilded Age and the Progressive Era

CHAPTER 24: Toward an Agenda for Social Capitalists

Please also know that Shizenkan released the following book (in Japanese) on Feb 22, 2022.

- 宮台真司、野田智義著『経営リーダーのための社会システム論 構造的問題と僕らの未来』（光文社、2022年）（Shinji Miyadai and Tomo Noda (2022) “*Social System Theory for Management Leaders: Structural Problems and Our Future*,” Kobunsha）

This book is basically a transcript of lectures and discussions from the course offered in 2021. If you read this book in advance, we are afraid that you will not be able to achieve the purpose of this course, which is to start from a blank slate and think things through on your own. Therefore, please refrain from reading it beforehand. You may, of course, read it after all the sessions to review your learning and deepen your own understanding. We are currently preparing to publish an English version of the lecture proceedings, but please note that it will be difficult to complete it within this year. We appreciate your understanding.

EVALUATION:

- Submission of pre-assignments (30%)
- Class participation (20%)
- Final Report (50%)

SESSION OVERVIEW:

1. Essence of Globalization-Principles and History of Systemization (Miyadai, Noda) [3.25 hours]
2. The Nature of Societal Change and Its Impacts on Individuals - “Hollowing Out” of the Social Structure & Changes in and of the Human Existence (Miyadai, Noda) [3.75 hours]
3. The Future of Society and its Governance - How Technological Innovation changes society and the individual? (Miyadai, Noda) [3.75 hours]
4. What is a "good" society? (Human existence) (Miyadai, Noda) [3.25 hours]
5. Reconstructing Society and the Leadership (Leadership) (Miyadai, Noda) [3.75 hours]



Course Title: **Science, Technology, Innovation and the Future of Human Existence**
Year / Semester: 1st year / 2nd semester
Credit: 1 credit (compulsory course)
Faculty: Adjunct Prof. Norishige Morimoto
Class Format: On campus (in person) and online

OBJECTIVE:

The evolution of science and technology has been playing a significant role throughout the history of mankind. Especially, in the industry revolution from late 18th century to 19th century, we observed some major changes in industries and our society that were mainly driven by the evolution of science and technology. And as a result, the newly created modern society begins to demand more and more development of science and new technologies.

Such kind of a dynamism yielded physical and material prosperity and economic growth to the society, but also generated great deal of negative effects, such as environmental pollution and increasing divide of the society by the level of wealth.

We also have been observed some horrible massive destruction weapons were developed and used, which the accumulated such kind of weapon could possibly destroy the entire society of mankind.

Science, technology, and society has always been closely connected and interacted. It could shed a bright light and a dark shadow to human being at the same time. In the modern society where the speed of evolution of science and technology are exponentially accelerated, we need to carefully consider how to face and use those technologies, and their direct and in-direct impact to our society. In this course, we will learn the history of science, technology and society, and their mutual relationship and dynamism. We will also review the current and future advanced technology seeds and their potential and use those knowledges to learn how to acquire the viewpoint to foreseeing the future, and the leadership mindset in such a society.

POSITIONING:

This course is provided as part of liberal arts courses in Shizenkan. You had studied the change of the society, yield by western liberalism, in 'Modern Philosophy, Capitalism and the Future of Human Existence' course. And in this course, you will be focusing on the rapid development of science, technology and its large-scale application and adoption to the society. We will observe and think deeply about how our society were developed, and how have the society been interacted with the science and technologies in the past. Then, use it to develop the viewpoint and mindset to foreseeing the future.

In parallel to this course, we have "Marketing: Principles and Practices", followed by "Creative Methods for Envisioning" and "Design Thinking and Project-Based Learning" courses. Throughout these courses, you will learn how to produce new ideas, products, or services, and create new market in the new society, using the perspectives and mindset to foreseeing the future, which you will learn from this course.

COURSE FOCUS:



- Deepen the understanding of history and the mutual interaction of science, technology, and the human society, and also the elements that drive those interactions
- Understand the frontier of the science and technology, and their potential impact to the future of human being, and to the society
- Study the light and shadow of the science and technology, and think about how leaders should think, act to such kind of ethical challenges in the future society
- Learn how to foresee the future, by taking in account the dynamism between science, technology, and society

LEARNING APPROACH:

In this course, we will focus on the dynamic interaction between science, technology, and society, through the timeline of past, presence and future. We prepared some pre-class assignment to help the student to better prepared to participate and understand each class. The class will use various format such as lecture, discussion, case study and group discussion to help student to deepen the understanding of ways to understand the foreseeing the future trends.

TEXTBOOK:

Students are expected to read the following book before this course. However, it is assumed that *Sapiens: A Brief History of Humankind* has already been read in "Modern Philosophy, Capitalism, the Future of Human Existence [CAPITALISM]".

- Yuval Noah Harari (2015) *Sapiens: A Brief History of Humankind*, Harper.
- Yuval Noah Harari (2017) *Homo Deus: A Brief History of Tomorrow*, Vintage.

REFERENCE MATERIALS:

Reference books related to the theme will be introduced in the column for each session.

EVALUATION:

Class participation and contribution	15%
Submission of 4 Pre-Session Assignments	20%
Group presentation	25%
Final report	40%

SESSION OVERVIEW:

1. Understand the mutual relation between science, technology, and society through the history (past to presence) (Morimoto) [3 hours]
2. The evolution of Information Technology and its dynamic interaction with the society (past to the present) (Morimoto) [3 hours]
3. Facing to the on-going development of science and technology (Present to the future) (Morimoto) [3 hours]
4. Facing the rising ethical aspects originated from the advancement of science and technology (present) (Morimoto) [3 hours]



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Leadership and Innovation,
Shizenkan University

5. Foreseeing the Future as a Management Leader (Present-Future) (Morimoto) [3 hours]



Course Title:	Eastern Philosophy and Leadership*
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Faculty:	Adjunct Professor Keiro Kitagami
Class Format:	On campus (in person) and online

*This course is entitled “Eastern Philosophy and Leadership” because the subject of this course is usually called Toyo Shiso (東洋思想) in Japan, and Toyo (東洋), the East, is contrasted to Seiyō (西洋), the West. It should be noted, however, that we will focus on the philosophy of China and the countries it greatly influenced, primarily Korea and Japan. Therefore, a more precise term would be “East Asian Philosophy.”

*Some students from the Japanese class who are not native Japanese speakers and not proficient with Chinese characters will take this course with the English class.

OBJECTIVE:

Eastern Philosophy, such as Confucianism (儒教) and Daoism (道教), was born in China, flowed through the Korean Peninsula and poured into the islands of Japan. A fecund system of thought, it has influenced the people of East Asia. Although the tradition of its classics has been severed for a time by the Cultural Revolution in China, a Japanese version has been flourishing on its own and has influenced many leaders in the past.

In this course, the essence of Confucianism and Daoism will be examined through “The Four Books and the Five Classics (四書五經)” and the “Tao Te Ching (老子道德經)” respectively. It will also cover how these ways of thinking were practically applied by the reading of the Tang Dynasty’s “Zhenguan Zhengyao (貞觀政要).” Finally, we will explore the meaning and potential development of Eastern Philosophy while examining the ideal form of political economy, management, and leadership.

LEARNING OUTCOMES:

1. By deeply thinking about such questions as “What is the underlying way of thinking of Eastern Philosophy?” and “How does it differ from Western Philosophy?” We will examine the value it has for us today.
2. Develop the sensitivity to accept diversity by understanding East Asia in the context of global culture.
3. Examine the potential of Eastern Philosophy, as a compliment to Western Philosophy, while exploring the future of humankind.
4. Learn the standards of conduct expected from leaders in the tradition of Eastern Philosophy.
5. Foresee the ideal form of leadership demanded by the times, and clarify the gap between ourselves and our ideal, as well as recognize the challenges we face when we try to close this gap.



LEARNING APPROACH:

It is natural that the Chinese classics are written in Chinese using Chinese characters. The Japanese have translated these texts by using a unique method of transcription called *kanbun kundoku* "Chinese writing Japanese reading," a mixture of Native Japanese with classical literary Chinese. This method uses *kunten* guiding marks for rendering Chinese into Japanese, such as *reten* return/reverse marks and kanji commonly used in numbering and ordering systems, like numerals *ichi* "one", *ni* "two", *san* "three." In the West, Chinese texts have been translated directly into their respective native languages. This course will use the original Chinese text, along with Japanese transcription and English translation so that we can debate the contemporary relevance of Eastern Philosophy from a global perspective.

It is extremely challenging to study and discuss Eastern Philosophy in English. Each Chinese character has its individual meaning and often one character has multiple meanings. What is more, Chinese sentences often lack conjunctions etc., therefore, there is much room for interpretation by a reader. This is why it is difficult to discuss the Classics in the English language: the English translation already has incorporated the translator's interpretation and the reader's opportunity to formulate his or her own interpretation is diminished. The same problem arises when reading the Japanese transcriptions but to a much lesser extent.

Therefore, we will attempt to approach this problem in the following way: first, those who are able to read Chinese characters will give their own interpretation to other students; second, everyone will debate on the interpretations and meanings. Although never being perfect, we hope this approach will allow for those who do not read Chinese characters to gather a sense of the outline and profundity of Eastern Philosophy.

Finally, please note that there is no theoretical structure in Eastern thought based on Chinese classics. For example, in the case of Confucianism, its classics include the sayings and actions of wise men such as Confucius and his disciples, as well as legendary kings/emperors; in Western terms, they are compilations of anecdotes. When teaching these texts, students are expected to present their interpretations, upon which the instructor will introduce his or her interpretation and convey their essential meanings. For those accustomed to Western-style education, especially science-based education, this approach may seem very unscientific and illogical. However, it should be understood in advance that this method in itself is also a part of understanding Eastern Philosophy.

TEXTBOOK:

No textbook is assigned.

The copies of excerpts from Chinese classics and relevant readings will be distributed.



EVALUATION:

- Submission of pre-session reports 40%
- Final exam 60%

SESSION OVERVIEW:

1. Reading the Doctrine of the Mean 『中庸』 - Introduction to Eastern Philosophy (Kitagami) [3 hours]
2. Reading Lao Tzu 『老子』 - Delving into the Essence of Eastern Philosophy (Kitagami) [3 hours]
3. Reading the Great Learning 『大学』 – Studying the Tradition of Oriental Character Education (Kitagami) [3 hours]
4. What can we learn from Eastern Philosophy? (Kitagami, Edahiro, Seguchi, Noda) [3 hours]
5. Reading the Zhenguan Zhengyao 『貞觀政要』 - The Practice of Oriental Thought in Management and Leadership (Kitagami) [3 hours]



Course Title: **JAPAN in the Wider World: An East-West Dialogue**
Year / Semester: 1st year / 1st and 2nd semester
Credit: 1 credit (optional course)
Faculty: Adjunct Professor Naoshi Takatsu,
Specially Appointed Professor Everett Kennedy Brown
Class Format: On campus (in person) and online

OBJECTIVE:

In this course, students explore the essence of Japanese spiritual culture from various aspects. Japan and its spiritual culture have been recognized as distinct in many regards, as Dr. Samuel Huntington argued that it is one of the eight major civilizations of the world in his seminal work, "The Clash of Civilizations". While there are many attempts to investigate the essence of Japan, this course has a unique focus. In this course, we use English as a medium of communication and explore the essence of Japan, its tradition and underlying spiritual culture and discuss any potential contribution that Japan and its spiritual culture could make to the rest of the world and its future. At the same time, we aim to facilitate dialogue between the East (Asia) and the West through our discussions around Japan.

This six-part online talk series will provide students with fresh and interesting perspectives on Japan. We will not necessarily seek depth in our exploration. We will cover a variety of user-friendly topics such as Japanese food and sake; Zen and business management; tea ceremony, animation and contemporary art; and learning body wisdom through the traditional performing arts. We will deepen our understanding of Japan and its spiritual culture step by step while enjoying a stimulating dialogue with the speaker(s), other participants, and faculty members.

The forum will be broadcasted via Zoom online from various venues in Kyoto and Shizenkan Tokyo Campus. Kyoto was the capital of Japan for more than 1000 years and is still one of the cultural centers of Japan, not just keeping old traditions but hosting various new movements that build on history. We try to capitalize as much as possible on the resources and personal network that Shizenkan has there.

As this course is a part of Shizenkan's JAPAN project, which aims to create a platform to facilitate dialogue between the East and the West, these forums will be offered to a wider audience beyond Shizenkan students, including ISL participants, Shizenkan/ISL alumni, as well as the general public, who are interested in the topic. Students registered for this course will participate in a series of 90-minute forums which are open to the public, and after a brief recess, will have a 30-minute follow-up session for additional discussion and reflection only with faculty members and course participants.

LEARNING OUTCOMES:

1. Gain insight into Japanese tradition, spiritual culture and sensibility



2. Develop one's own perspective on the interplay between Japan (and other Asian cultures) and the West
3. Explore potential contributions that Japan and its spiritual culture can make to the wider world, particularly in realizing a more sustainable, equitable, and inclusive future.
4. Acquire skills and mindset based on Japanese spiritual culture that students can utilize to enrich their life.

EVALUATION:

Since it is quite difficult to quantify and evaluate the learning students develop throughout the course, course grade will be based on pass (P)/ fail (F).

SESSION OVERVIEW:

1. Insights into Japanese Food and Sake (Everett, Takatsu) [2.75 hours]
2. Body Wisdom and the Traditional Performing Arts (Everett, Takatsu) [2.75 hours]
3. Zen For Business Leaders (Everett, Takatsu) [2.75 hours]
4. Ikebana, or the art of letting flowers live: The implication to your leadership and management (Everett, Takatsu) [2.75 hours]
5. Aikido, Biz 道 - New Insights into Win-Win Outcomes through the Japanese Martial Arts Philosophy of toku 「徳」 (Everett, Takatsu) [2.75 hours]
6. Longevity Companies and Innovation (Everett, Takatsu) [2.75 hours]



Course Title:	Field Study
Year / Semester:	1st year / 1st semester
Credit:	1 credit (optional course)
Faculty:	Prof. Patrick Newell
Class Format	In person

OBJECTIVE:

The “India Trek” course offers an opportunity for students to go beyond the “walled classroom” and actively engage in the “world classroom.” The trek will enable students to experience first-hand the dynamics of the economy at work in society (both the positive and negative aspects), and the complexities of a society that is formed of multiple cultures, religions and ethnicities.

This fieldtrip opportunity was developed in collaboration with Shizenkan’s partner institutions, SOIL (School of Inspired Leadership). Students will visit Delhi. India has a population of more than 1.3 billion and has the world’s 4th largest GNI. Students will feel the dynamism of the economy, society, culture and local life. In particular, students will gain an awareness of the rapid changes occurring in India and other emerging countries around the world. Through dialogue with the best and brightest emerging leaders, visionaries and entrepreneurs in India, students will use the trek experience to formulate their own perspectives on the world and how they can better develop as future global leaders.

LEARNING OUTCOMES:

During the course students will:

- Gain an awareness and broader perspective of the current state of the world and the rapid changes that are occurring in society. Indeed, India is a microcosm of the challenges, opportunities and complexities in the 21st century – rapid economic growth, the positive and negative effects of globalization, ethnic and religious tensions, a deeply rooted caste system, child labor and gender inequality.
- Use India as a lens through which to view one’s own country. Compare/consider issues related to society, industry and government with the aim of exploring one’s own role and responsibility as a next generation leader that will drive growth and change.

POSITIONING:

One of the objectives of this course is to help students understand the opportunities and challenges ongoing globalization confronts us with and broaden our perspective on the current state of the world and its changes. Indeed, India is a microcosm of our global world: rapid economic growth and increasing concerns for sustainability, potential tensions between religious and ethnic groups, widening disparity between the rich and the poor, and conflict of modernization with its deeply-rooted heritage, the caste system, and gender inequality.

Each student will be able to use "India" as a lens to understand better the current state



of their own country. By comparing India with their own country, the student better understands the strengths and weaknesses of their own country and its economy, society, and culture and clarifies their role and responsibility as a next-generation leader. They will drive the peace and prosperity of their society.

LEARNING APPROACH:

- Fieldtrip
- Discussion and feedback prior to, during and after the fieldtrip
- Write a group report

TEXTBOOK:

None in particular

REFERENCE MATERIALS:

There is no textbook or assigned reading for India Trek. However, if you have an interest in India's history, religion, politics, economy, society, and so forth, we recommend that you read the following books:

(ENGLISH)

- Ramachandra Guha (2008): *India After Gandhi: The History of the World's Largest Democracy (English Edition)*, Pan Macmillan

(JAPANESE)

- 山下博司・岡光信子著『新版 インドを知る辞典』(東京堂出版、2016年)

If students have time before, during, or after the virtual event, we recommend that students watch the following Indian movies to deepen their understanding of various aspects of India.

The first movie, "Gandhi," teaches us how this country became independent from the British empire, and we recommend that you watch it before the virtual tour of India.

The second movie on the list is one of the most popular movies ever in India and vividly shows the reality of the young generation of India and their lives. The third movie is excellent Bollywood entertainment, and the fourth movie helps us understand the tensions between Hinduism and Islam laying deeply in Indian society.

- Richard Attenborough (Director)/John Briley (Writer) (1982): *Gandhi*, Columbia Pictures
- Rajkumar Hirani (Director)/Rajkumar Hirani & Abhijat Joshi (Writer) (2009): *3 Idiots*, Vinod Chopra Films
- Farah Khan (Director)/Farah Khan (Writer) (2007): *Om Shanti Om*, Red Chillies Entertainment
- Mani Ratnam (Director)/Mani Ratnam (Writer) (1995): *Bombay*, Aalayam



Productions/Ayngaran International

EVALUATION:

- Contribution to discussions and dialogue during the fieldtrip (50%)
- Evaluation of group report and presentation (50%)

SESSION OVERVIEW:

1. Pre-fieldtrip guidance (Patrick) [2 hours]
 - Explanation of fieldtrip: destinations, activities, logistics etc.
 - Discuss pre-fieldtrip assignment
 - Explanation of practical matters: travel visa, vaccination, and other preparation
2. India Trek
 - Field observations (Patrick) [5 hours]
 - Field awareness sessions: dialogue with key government representatives, discussions regarding macroeconomic environment etc. (Patrick) [5 hours]
 - Visit companies and meet with local industry representatives. Lectures and discussion sessions with management. (Patrick) [5 hours]
 - Visit NGOs operating in rural and deprived areas. Discussion about challenges and opportunities of social innovation. (Patrick) [5 hours]
 - Joint-workshop with MBA students at SOIL (Patrick) [5 hours]
3. Follow-up study, presentations and feedback (Patrick) [2 hours]
 - Prepare a group report based on experiences and reflection of the fieldtrip. Final presentation and sum up exercise through feedback



Course Title: **Leadership Challenge: Opening our eyes to the globe and looking into the future**

Year / Semester: 1st year / 1st semester

Credit: 1 credit (compulsory course)

Faculty: Prof. Seiichi Ohtaki, Associate Prof. Katsuhiko Yoshikawa,
Associate Prof. Shunsuke Nagao, Prof. Masataka Uo
and other faculty members

Class Format: On campus (in person) and online

OBJECTIVE:

The objective of this course is to think consciously and elicit the awareness of becoming a “whole-person” management leader by asking questions such as “why is leadership required now, and what does it mean in my life?”

Through co-creation workshops, students will widen their perspectives, retrospect the history of humankind, observe the current situations of the world from a bird’s eye view, and look at the prospects of the future. By doing so, students will examine the difficulties, dilemmas and challenges confronting humankind and explore the paths for further action. Students will also identify their personal agendas for their progress over the next 20 months by referring to the Competency Self-assessment Sheet and will have a clearer outlook on their journey of leadership ahead.

We also intend to nurture bonding among classmates through this course. Students’ learning experience at Shizenkan consists of three elements – learning from faculty members, learning by themselves, and learning from each other. At the starting point of the learning journey at Shizenkan, students learn about each other and discuss what kind of learning place they jointly intend to develop as well as what they promise each other as a foundation of their mutual learning.

LEARNING OUTCOMES:

- Reflect on one’s own views about human history, the current time, and the world.
- Prospect the future and explore the leadership required to lead the future, review one’s current state, and examine one’s growth challenges
- Discuss with classmates what kind of learning space students should aim to develop and articulate commitments to each other

POSITIONING:

While acquiring knowledge and skills is essential, encountering and reflecting on oneself is crucial to nurture “whole-person” management leadership. Students are expected to widen their views through information input from the faculty, questioning the speakers, and discussions with classmates, and to observe themselves from one level upward compared to where they used to view themselves in the past - the repetition of this process is indispensable to nurture the leadership within oneself.



To support such processes the courses meant to develop self-observation and reflection and bird's-eye view learning are scheduled at the critical points of the program. Whereas the courses which capitalizes on liberal arts, and the courses which deploy business and design school pedagogy, whose main objectives are to have students to expand their perspective, cultivate aspirations as well as learn the specific dimensions of knowledge and skills, are the “warp” of the fabric, the courses on self-observation/reflection serve as the “weft”, which connect and put together each piece of the patch-work of knowledge and skills in one cloth.

This course, “Leadership Challenge: Opening Our Eyes to the Globe and Looking into the Future”, together with “A Bird's Eye View of the World and Transcending Conflicts of Values”, “Performing Arts – A Window to Rediscover the World”, “Discovering Your Core by Confronting Yourself” and “Designing Your Career” in the first year, are designed to function as the “weft” courses. They then continue in “Leadership: Confronting and Mobilizing People”, “Exploring the Essence of Leadership”, “Living Life as a Leader” in the second year.

LEARNING APPROACH:

- Workshop
- Competency self-assessment and review
- Peer-feedback
- Group discussion

TEXTBOOK:

None in particular

EVALUATION:

Since the objectives of this course are not acquiring skills and deepening knowledge but to reflect and observe oneself and to have the prospects of the challenge to become a leader, the evaluation will be finalized with a pass (P) or a fail (F).

SESSION OVERVIEW:

1. The 20-month Journey – Shizenkan Program Outlook (Nagao, Noda) [3.25 hours]
2. Icebreaking (Yoshikawa, Jeff) [3 hours]
3. Birds-Eye View on the Globe and Prospect of the Future (Yoshikawa, Jeff, Wong) [3 hours]
4. Sharing "My Mission" (Wong) [3 hours]
5. The Outlook of “Whole-Person” Leader's Challenges (Nagao, Noda, Edahiro, Yoshikawa) [3.25 hours]
6. The Challenge of Revitalizing the Japanese Economy & Welcome Party (Noda, Jesper) [2.75 hours]
7. Facing our cultural differences (Yoshikawa, Peter) [3 hours]
8. At the Start of the Leadership Journey (Yoshikawa, Patrick) [3 hours]



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Course Title: **A Bird's Eye View of the World and Transcending Conflicts of Values**
Year / Semester: 1st year / 1st semester
Credit: 1 credit (compulsory course)
Faculty: Professor, Peter David Pedersen
Class Format: On campus (in person) and online

OBJECTIVE:

The main purpose of this course is, through discussion, group work and role play, to enable students with diverse backgrounds and experiences to explore how they think about some of the major problems the world is facing today, and to discover and understand their values and ways of thinking, thus confirming their personal core - which will be the foundation of their leadership journey.

More specifically, students will explore key global issues such as pandemic countermeasures, the heightened geopolitical risks, the climate crisis, AI/IoT, refugees and immigration, economic growth versus environmental protection, extreme poverty, and the distribution of wealth - issues that will define the way our world develops in the next few decades. Particularly, there will be a focus on the dilemmas involved in many of these issues, and students will reflect on the different, sometimes contrasting value-sets that each one of us may hold.

Two central concepts of this course are Values Consciousness and Values Mediation, which are seen as key skills for leaders in the future.

LEARNING OUTCOMES:

- Clarify their identities, ways of thinking and perspectives on the world, by engaging in probing discussions, collaborative projects and mutual feedback with students from diverse backgrounds and experiences. Furthermore, students will be able to identify the underlying worldviews and visions of the future that inform their values.
- Gain an awareness of the diverse values and ways of thinking that exist in the world, as well as develop the ability to embrace such diverse values and perspectives
- Reflect on their experiences engaging in the group project that required them to collaborate and work with those from different backgrounds; a process that at times will be met with misunderstandings, tensions and conflict. Based on their experiences in the course group project, students will consider what is effective

leadership in a multicultural environment

POSITIONING:

One of the aims of this course is to have students develop a sense of ownership with regard to the challenges that the world is facing today and in the three decades towards 2050.

At the same time, it is expected that students will expand and deepen their perspective by realizing that there are many ways of thinking about the same issue, through a discussion with other members with diverse backgrounds and experiences. In addition, it is intended that this process of discovering one's own values and ways of thinking will also lead to self-reflection that will be addressed specifically in the course "Confronting Yourself and Clarifying Your Core", which is held in the second semester.

This course will be held jointly between Japanese and English classes. This is to provide an opportunity for students to interact with a wider range of perspectives as well as to learn how to work beyond language differences. This course will be conducted in English, *de facto* lingua franca (common language) in international interactions, including business. The faculty will provide all lectures in English. Some supplementary instructions will be provided in Japanese.

LEARNING APPROACH:

- Lecture
- Group project
- Group presentations and mutual feedback
- Self-reflection using a reflection sheet

TEXTBOOK:

None in particular

REFERENCE READING:

About universal values/universal morality concepts:

https://en.wikipedia.org/wiki/Universal_value

<https://moralfoundations.org/>

Video about key skills of Active Listening:

<https://www.youtube.com/watch?v=7wUCyjiyXdg>

EVALUATION:

Since the objective of this course is not about acquiring new skills and knowledge, the evaluation will be made by either a pass (P) or a fail (F).

SESSION OVERVIEW:

1. Guidance and introductory values survey (Peter) [1.5 hours]
2. Exploring different facets of key world issues (Peter) [3.25 hours]
3. Develop role play and explore bridging approaches (Peter) [3 hours]
4. Role play presentation and feedback/reflection (Peter) [4.25 hours]



Course Title:	Performing Arts – A Window to Rediscover the World
Year / Semester:	1st year / 2 nd semester
Credit:	1 credit (compulsory course)
Faculty:	Adjunct Professor Oriza Hirata, Associate Adjunct Professor Kuniyuki Tano
Class Format:	On campus (in person) and online

OBJECTIVE:

In this course, we will re-examine the relationships between oneself, others, and the world through experiencing the performing arts in workshops with the guidance of one of the most famous directors/playwrights in Japan. In the lecture sessions, the basic knowledge of art and cultural policies will be discussed.

The arts, especially theatrical performing arts, reflect the spirit of the age like a mirror. Since ancient Greece, performing arts have been an important rite of passage to help cultivate dialogue and debating techniques, which are important skills for participating in democracy. During the workshop, students will seek to develop key leadership skills, such as consensus building and the art of communication which is not simply presentation techniques.

In the lecture session(s), students will explore the role of art and culture in society, arts management, the context of theories of culture, and domestic/international cultural policies.

This is a joint course for both Japanese and English programs, and the instructions will be given in Japanese and concurrently translated into English.

Considering the purpose of this course, all classes will be held offline as of December 2022; however, in case the COVID-19 situation gets worse, please be aware there is a possibility that this whole course will be conducted online instead.

LEARNING OUTCOMES:

During the course, students will:

1. Gain a critical understanding of the role of art and culture in society and develop key leadership qualities often overlooked, such as sensitivity towards others, and an empathetic awareness of those that are vulnerable or less fortunate.
2. Learn the art of communication and dialogue. Through theatrical performance exercises, students will learn the art of storytelling, setting the scene through contextualizing and communicating with the audience.
3. Develop key leadership skills such as consensus building, co-creation, and where applicable, the flexibility to adjust one's position within a group to take up a more subservient role.



4. Learn the necessity of theory and sensibility to creativity and the importance of balancing these two qualities in the process of creation.

POSITIONING:

This course is intended to help students recognize their personal sense of values, mindset and communication style through a performing arts workshop, not only from the point of view of oneself, but also from relationships with others and society. This reflective process is utilized in other courses like “A Bird’s Eye View of the World and Transcending Conflicts of Values” in the first term of the 1st semester and “Confronting Yourself and Clarifying Your Core” which starts in the 2nd semester to deepen and internalize what one finds out. Further, it aims to develop co-creative experiences beyond class boundaries, reciprocal feedback, and mutual support to nurture leadership abilities, which will help prepare for the project-based learning in the “Applied Envisioning and Design” course in the second half of the 2nd semester, which fosters the ability for consensus building.

LEARNING APPROACH:

Workshop, classroom lectures, group exercise

TEXTBOOK:

None in particular

EVALUATION:

Since the objective of this course is not about acquiring new skills and knowledge, the evaluation will be made by either a pass (P) or a fail (F).

SESSION OVERVIEW:

1. Introduction: Communication games, lecture on the fundamentals of art management (Hirata, Tano) [3 hours]
2. Disperse Consciousness & Social Inclusion through Culture (Hirata, Tano) [3 hours]
3. Reconciling Contexts & Tourism and Culture Policies (Hirata, Tano) [3 hours]
4. Play rehearsal (Hirata, Tano) [3 hours]
5. The Last Rehearsal (Hirata, Tano) [3 hours]
6. Final Performance Presentation (Hirata, Tano) [3 hours]



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Course Title:	Discovering Your Core by Confronting Yourself
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Faculty:	Adjunct assistant professor. Motoki Asai
Class Format:	On campus (in person) and online

OBJECTIVE:

This course aims at developing the “core” that is essential to becoming a “whole-person” leader. The core is one’s foundation to live a life that is true to oneself and is also one’s criterion when taking an action or making a judgement. There are many things that can be seen as one’s core, but in this course, we will focus on “What am I” which is “Being of one’s self”, and we will explore our cores from three different angles: “Gifts”, “Values” and “Life Purpose”. To that end, students will reflect on how they are living their own lives on multiple layers, according to their own life timeline from the beginning to the present and onward, and also in relation to others and society at large, through a variety of participatory and experiential exercises based on the coaching method. Students will be asked to confront themselves deeply through multiple introspection and dialogue with questions like “Who am I really?”, “What is important to me?”, “What am I here for?” and “What do I want to do in the future?”

LEARNING OUTCOMES:

During this course students will:

Draw on the knowledge and critical awareness of society and their position within society as a business person, global citizen and human that they gained throughout the first year to clarify their “core” which includes their mission and values, Simultaneously, students will clarify their visions as future leaders with a holistic approach. Students will identify their individual challenges as well as develop the mindset and skills to tackle these challenges head on and achieve their future goals.

POSITIONING:

This course will be divided into three parts with each part having a specific theme; we will look at “Gifts and Values” in May, “Life Purpose” in June, then “Actions toward the future - Bringing the desired future into being” in July. We will spend a whole day for each theme, and there will be a short group session conducted by a small group of 5-6 students as a follow-up between each part. This course is a part of the so-called “horizontal axis” (along with “A Bird’s Eye View of the World and Transcending Conflicts of Values” that students took during the autumn semester and “Performing Arts – A Window to Rediscover the World” that students took during the first half of the spring semester) which is intended to help students to reflect upon themselves and deepen their understanding about themselves and others.

COURSE APPROACH:

Interactive Lectures

Individual tasks, Pair work, group work and feedback from classmates



TEXTBOOK:

None in particular

REFERENCE MATERIAL:

- Bill George, Jossey-Bass (2017) *“Discover Your True North - Becoming an Authentic Leader”*, Jossey-Bass

EVALUATION:

Since the objective of this course is not focused on merely acquiring new skills and knowledge, the evaluation will be made by either a pass (P) or a fail (F).

SESSION OVERVIEW:

1. Gifts and Values (Asai) [7.5 hours]
 - Exploring Values
 - Clarifying Values
2. Life Purpose (Asai) [7.5 hours]
 - Reflection on values and introducing Life Purpose
 - Taking the meta-view of one’s life from the past
 - Taking the meta-view of one’s life from the future and creating a hypothesis of one’s Life Purpose
3. Actions toward the future —Bringing the desired future into being (Asai) [7.5 hours]
 - What is Vision?
 - Exploring your Vision
 - Clarifying your Vision and revisiting your 3 cores



Course Title:	Designing Your Career
Year / Semester:	1st year / 1st semester
Credit:	1 credit (compulsory course)
Faculty:	Associate Prof. Katsuhiko Yoshikawa
Class Format:	On campus (in person) and online

OBJECTIVE:

Students will develop their career as management leaders through their current and future challenges. The purpose of this session is to provide frameworks and viewpoints that students can utilize to have ownership of their career and make proactive decisions about their future career in their professional life and to offer an opportunity to reflect on their current career and explore their next steps as a whole-person management leader by applying these frameworks and viewpoints. Everyone lives their life only once, and one needs to explore and shape his/her career through interactions with other people, organizations, and society, without any manual or clear guidance. Hence, the aim of the course is not to help participants make a clear decision about their career within this session. Instead, we aim to provide students with foundational knowledge that helps them effectively think, make decisions, and take actions about their career in their forthcoming professional life. The contents that students learn through this course will be also useful for them to provide others career-related advice and coaching.

This session is an opportunity for students to examine their current standing as well as their next challenges as professionals and as members of society, drawing on their self-awareness that they developed through prior courses. After this session concludes the first year, students start the Individual Project, a centerpiece of the 2nd year program. In the Individual Project, students tackle further growth as a whole-person management leader by developing their own proposal from the perspective of a top management, entrepreneur, or policymaker. Hence, the career design session is a bridge between students' learning in the 1st year and the 2nd year of the Shizenkan program.

LEARNING OUTCOMES:

The goal of this course is as follows:

1. Understand key concepts of career development in order to make well-informed decisions on one's career.
2. Reflect on key aspects of career development such as time, priority, competitive strategy, and uncertainty.
3. Apply 1 and 2 to reflect on one's career trajectory until now, examine one's current standing, explore what kind of expectations one wants to receive from surrounding stakeholders and identify key challenges to progress.



LEARNING APPROACH:

This course uses self-reflection and discussion among students to stimulate students' thoughts about their career. To stimulate self-reflection, we will ask students to prepare their resume, read cases, and get comments from people who know them well.

TEXTBOOK:

Not assigned

REFERENCE MATERIAL:

We ask you to read some part of the following book as pre-assignment. However, this book has many important implications to our career as a whole-person management leader. Hence, we recommend this book as a reference book for this course.

- Heike Bruch & Sumantra Ghoshal, 2004. *A Bias for Action: How Effective Managers Harness Their Willpower, Achieve Results, and Stop Wasting Time*. Harvard Business Review Press.

EVALUATION:

Since the objective of this course is not focused on acquiring new skills and knowledge, the evaluation will be made by either a pass (P) or a fail (F).

SESSION OVERVIEW:

1. Guidance (Yoshikawa) [2 hours]
2. Introduction (Yoshikawa) [1.25 hours]
3. Examine the timeline in one's career (Yoshikawa) [2.3 hours]
4. Career resources: source of competitiveness in your career strategy (Yoshikawa) [1.3 hours]
5. Uncertainty in career development (Yoshikawa) [1 hour]
6. Own your career through proactive actions (Yoshikawa) [4 hour]
7. Wrap up (Yoshikawa) [3 hours]



Course Title:	Financial Analysis and Levers for Managerial Control
Year / Semester:	1st year / 1st semester
Credit:	2 credits (compulsory course)
Faculty:	Adjunct Associate Prof. Tsuyoshi Nishitani, Adjunct Associate Prof. David Lau et al.
Class Format:	On campus (in person) and online

OBJECTIVE:

This course aims to help students gain the ability to read and analyze numbers required for all professional managers, and also develop the perspective and viewpoint as professional managers and entrepreneurs.

Not only for for-profit companies, but also for NPO/NGOs and public sector organizations, “numbers” are the standard language vital for understanding and analyzing administrative, managerial and organizational activities. Numeracy is a core competency for all leaders, not just for experts in the finance and accounting field.

In this course, students will obtain a wide range of skills from the basics of financial accounting to practical skills of managerial accounting. We put particular focus on the ability to “interpret” real numbers, which is necessary for all leaders including professional managers and in other sectors. For this purpose, we use case studies dealing with situations where business and management face various challenges.

However, we should be aware that “numbers” in the financial reports are not necessarily an objective fact. They contain some “judgement” such as management point of view toward the future. We need to understand that “numbers”, which may be observed objectively, in fact, can largely reflect arbitrary judgement of those who handle such numbers. This is particularly true due to the general shift in the accounting field from a “rule-based” approach, whereby companies apply a set of detailed evaluation standards (as was the case in Japan in the past), to a “principle-based” approach where a company is required to establish its own accounting standards and explain the validity of the chosen approach.

In this course, we will examine recent accounting scandals of companies worldwide, and discuss “how do we define “correctness” in the accounting?”, together with the issue of leaders’ ethics and attitudes.

LEARNING OUTCOMES:

- Understand the structure of bookkeeping and the process of creating financial statements. Gain and utilize methods of financial analysis and interpretation necessary for leaders to assess the health of a business.
- Understand the method of decision-making, performance management and managerial control, with the use of figures. Acquire the ability to fully employ the use of numbers as a leader.
- Understand corporate value and the meaning of creating social value. Consider specific ways to materialize those values as a leader.



- Understand that numbers reflect the decisions, attitudes and ethical perspectives of management. Identify the qualities and attitudes of effective leaders.

POSITIONING:

This course is offered at the beginning of the Shizenkan program, in parallel with “What is a company for? - Exploring relationships among business enterprise, market and society.” Over the last several decades, the accounting segment has become more correlated with the financing segment than ever before, and therefore this course is strongly related to the “Market principles and corporate finance theory” course that is offered at the first half of the first semester.

Studying two courses sequentially will allow students to understand the essence of management through “numbers” and the “flow of money”.

LEARNING APPROACH:

This course will be conducted with the use of diverse methods including lectures, case studies, workshops, and quizzes. We will invite several professionals and management executives as a guest lecturer in several sessions.

TEXTBOOK:

This course is not intended for a step-by-step teaching of accounting skills from scratch, because it is designed for business people in their 30s with sufficient work experience. Therefore, there are no basic textbooks designated. Instead, a set of materials customized for the sessions will be distributed to students at each class.

For those who have limited work experience and accounting knowledge must read the following material twice.

- Robert N. Anthony (11th edition) *Essentials of Accounting*, Pearson.

REFERENCE MATERIAL:

We recommend the book below as a course reference reading (it is recommended as reference reading for the “Market principles and corporate finance theory” course).

- Robert C. Higgins (2015) *Analysis for Financial Management 3rd edition*, McGraw-Hill Education

EVALUATION:

- Exam (50%)
- Individual report (15%)
- Output of Group work (20%)
- Class participation and contribution (15%)

SESSION OVERVIEW:

1. How Business Activities Affect Financial Statement (Nishitani, Lau) [3 hours]
2. Bookkeeping & Financial Statements (Part.1) (Nishitani) [3 hours]



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3. Bookkeeping & Financial Statements (Part.2) (Nishitani) [3 hours]
4. Decision Making Based on Figures (Nishitani, Lau) [3 hours]
5. Financial Ratio Analysis for Corporations (Nishitani, Lau) [3 hours]
6. Accounting and Management (Nishitani, Lau) [3 hours]
7. Interim Review (Nishitani, Lau) [3 hours]
8. Accounting and Ethics (Nishitani, Lau) [3 hours]
9. Using Financial Numbers to Understand Business Challenges and Acting as a Top Manager (Nishitani, Lau) [3 hours]



Course Title: **Market Principles and Corporate Finance Theory**

Year / Semester: 1st year / 1st semester

Credit: 2 credits (compulsory course)

Faculty: Adjunct Prof. Katsuhiko Sato

Class Format: On campus (in person) and online

OBJECTIVE:

In this course, we will understand how finance works, and build skills for management professionals to leverage finance in management practice. We will also develop management and entrepreneurial ways of thinking.

In the modern world, it is important not only for private corporations but also for NGOs, NPOs, and governments to make value creation via corporate management and business operations. Finance is an important expertise for management leaders in those institutions besides accounting and finance specialists, so that they can effectively analyze and understand macroeconomics, capital markets, industry sectors, companies, and take optimal actions for value creation.

We will address theories of finance and their applications in the areas of capital markets, investments, capital structures, and valuations. Principles of finance are “time”, “risk” and “expectations”, and we will understand how these principles work in practice in each of these subject areas. In order for students to develop their own skills to leverage these theories and applications for value creation management in practice, we will examine from finance angles various cases on corporate management and business operations.

In addition to the traditional areas of finance, corporate governance has become an important managerial area whose core pillars are internal control and stakeholder engagement for accountability on corporate management and value creation. We will discuss “what management should be” from the lenses of finance through discussions on proposal cases by activists.

LEARNING OUTCOMES:

During the course students will:

1. Learn the essence of financial markets and understand its role, history and function.
2. Build on their understanding of financial markets and study corporate finance theory and methods. Discounted Cash Flow (DCF) and Net Present Value (NPV), Modigliani-Miller Theorem (MM Theory), Capital Assets Pricing Model (CAPM), Weighed Average Capital Cost (WACC), optimal capital structure, free cash flow, enterprise value (EV), etc.
3. Consider the qualities, attitudes and ethical standards expected of a business leader when approaching markets.

POSITIONING:

This course is allocated at the beginning of the overall program in Shizenkan University,



and will be running in parallel with 2 other courses: “What is a Company For?: Exploring Relationships among Business Enterprise, Market and Society” and “Financial Analysis and Levers for Managerial Control”. In the past decades, the interconnections between accounting and finance have been rapidly increasing, and thus this course and the other course, “Financial Analysis and Levers for Managerial Control”, have a strong relationship. Students can understand the essentials of management from the dual viewpoints of accounting (“numbers”) and finance (“cash flow”) by these two courses.

LEARNING APPROACH:

This course consists of lectures, case studies, exercises, quizzes, etc.

TEXTBOOK:

Relevant chapters are assigned as a self-study/review reading for each session. During the sessions, you will be given quizzes based on the book's content.

- Richard Brealey, Stewart Myers, and Franklin Allen (2022) *Principles of Corporate Finance*, 14th Edition, McGraw-Hill/Irwin

REFERENCE MATERIAL:

The following book is recommended for those students with less business experience and/or lack a basic understanding of finance. Analysis for Financial Management by Higgins is also a reference book in the course of “Financial Analysis and Levers for Managerial Control”.

- Robert C. Higgins (2011) *Analysis for Financial Management*, 14th Edition, McGraw-Hill Education.

Students are also encouraged to form their own study groups to help each other to prepare in advance.

EVALUATION:

- Examination (50%)
- Assignment (15%)
- Class participation and contribution (15%)
- Group work (20%)

SESSION OVERVIEW:

1. Principles of finance and cashflow (Sato) [3.5 hours]
2. Overview of capital markets and principles of markets (Sato) [3.5 hours]
3. Investment opportunity evaluation and investment decision making (Sato) [3 hours]
4. Valuation and value creation management (Sato) [3.5 hours]
5. Valuation and value creation management (continued) (Sato) [3 hours]
6. Group presentation (Sato) [3 hours]
7. Wrap up (Sato) [3 hours]



Course Title: **Systems Thinking and the Sustainability Challenge**

Year / Semester: 1st year / 1st semester

Credit: 2 credits (compulsory course)

Faculty: Prof. Junko Edahiro, Adjunct Prof. Riichiro Oda,
Adjunct Prof. Yutaka Takahashi

Class Format: On campus (in person) and online

OBJECTIVE:

The world is made up of various elements and the relationships among those elements. Systems thinking is to understand the complexity of the world, to identify intervention points, and to create change and transformation.

This is an indispensable approach to tackle sustainability issues such as climate change as a leader in the future of the world. And as a management leader, it is regarded as a highly effective approach for organizational development, organizational change, as well as for promoting emergent activities by various individuals and organizational entities.

In this subject, students learn the basics of systems thinking while using board game and computer software. By understanding the relationship between the structure behind events and the result induced by the structure, students will acquire the required leader skills to realize the desirable future while confronting its complexity.

LEARNING OUTCOMES:

In this course, students will acquire the basics of systems thinking as well as the ability to challenge sustainability issues of the Earth and societies by involving stakeholders. Such capabilities can also be positioned as one of the foundations for "design thinking" which considers as a starting point desirable businesses and communities based on the potential needs/wants of people and society.

This course aims to cultivate the ability of "discontinuous thinking" that sketches out the future creatively beyond the current reality, not on the extended line from the past. While working on real social issues in each group, students will enhance abilities that can be effectively used in practice rather than just knowledge.

POSITIONING:

The modern business environment is unstable, uncertain, complex and unclear, as expressed by the acronym VUCA (Volatility, Uncertainty, Complexity, Ambiguity). Advances in technologies such as AI and IOT have an impact on the raison d'état and significance of companies, regardless of industry or sector. The manifestation of the deteriorating global environment is confronting companies, organizations, regions and nations with the demands of a new era too in the form of SDGs and ESG investments.

The "complexity" of VUCA is not the complexity in terms of many types and kinds, but the dynamic complexity of various things influencing the result at the same time to



produce behavior that cannot be projected or predicted. This kind of complexity leads to volatility, uncertainty and ambiguity.

In the coming era, various things will be increasingly connected globally, amplifying complexity in societies. The key to navigate such an era is the ability to respond to and confront this “complexity of connectedness”.

On the other hand, our own way of thinking, organization management of corporations and other organizations as well as the structure of societies itself have not changed so much from the "old times" that have created challenges for companies and environmental and social problems for societies. As Einstein said, "We cannot solve our problems with the same thinking we used when we created them," so it will be difficult to solve the substantial social issues we are currently facing by the conventional ways of understanding and thinking.

Systems thinking offers tools and frameworks for analyzing complex patterns by making behavioral patterns and the structures visible and by considering effective interventions. Even technological innovations such as AI, robotics, IoT, blockchains, and life science, could bring us blessing instead of a nightmare if we take actions by thinking about "unintended consequences" deriving from such technological innovations in advance.

In this course, students will acquire the basics of systems thinking as well as the ability to challenge sustainability issues of the Earth and societies by involving stakeholders. Such capabilities can also be positioned as one of the foundations for "design thinking" which considers as a starting point desirable businesses and communities based on the potential needs/wants of people and society.

This course aims to cultivate the ability of "discontinuous thinking" that sketches out the future creatively beyond the current reality, not on the extended line from the past. While working on real social issues in each group, students will enhance abilities that can be effectively used in practice rather than just knowledge.

This course will be held simultaneously with: "Modern Philosophy, Capitalism, and the Future of Human Existence" (CAPITALISM), which aims to examine the macro-environment surrounding us and how we should prepare to deal with it, as future leaders. Further, we will analyze a number of serious challenges that the current economic and social systems currently present for society. One of several issues we will address in CAPITALISM is the current concern regarding sustainability, which we will be a focus of this course.

In addition; "Science, Technology, Innovation and the Future of Human Existence" (Sci-Tech), which is offered to students upon completion of the CAPITALISM course, will explore the future of rapidly developing science and technology. In this course, we will



prepare and develop our thinking processes, in order to tackle the question: "What kind of positive and negative effects will such developments have on humanity?"

LEARNING APPROACH:

- Interactive lectures
- Simulation games
- Workshops using software
- Discussions
- Individual tasks
- Group work

TEXTBOOK:

- 1. Donella H. Meadows, *Thinking in Systems: A Primer*, Chelsea Green Publishing, 2008
- 2. David Peter Stroh, *Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*, Chelsea Green Pub Co, 2015

REFERENCE MATERIAL:

- Peter M. Senge, *The Fifth Discipline: The art and practice of the learning organization*, Random House Business Books, 2006

EVALUATION:

- Class participation (including submission of reflection reports) (30%)
- Group presentation (30%)
 - Group evaluation (mutual evaluation + evaluation by lecturer)
 - Individual evaluation for group contribution
- Final examination (40%)

SESSION OVERVIEW:

1. Introduction and Learning the basics of systems thinking 1 – Iceberg model, BOT and CLD and explanation about group work (Edahiro, Oda) [3 hours]
2. Management simulation game 1 (Edahiro, Oda) [4.5 hours]
3. Analyzing business and sustainability issues in the world using the framework of systems thinking (Edahiro, Oda) [3.5 hours]
4. Learning the basics of systems thinking 2 – System Dynamics (Edahiro, Takahashi) [3 hours]
5. Learning "System Architypes", "Mental Model" and "Leverage Points" as the keys to system change (Edahiro, Oda) [4 hours]
6. Management Simulation Game 2 – Organizational Strategy in the Reputation Era (Edahiro, Oda) [4 hours]
7. Toward a System Leader (Edahiro, Oda) [3 hours]
8. Final presentation and discussion (Edahiro, Oda) [4 hours]



Course Title: **Marketing: Principles and Practices**
Year / Semester: 1st year / 2nd semester
Credit: 2 credits (compulsory course)
Faculties: Adjunct Associate Professor Abe, Massimiliano Nobuhito
Class Format: On campus (in person) and online

OBJECTIVE:

Peter Drucker, a key figure in management academia, observed that the purpose of enterprise is to create and keep customers and that the basic functions of a company is marketing and innovation. In this context, it is critical for company leadership to master the marketing discipline. While adopting a marketing mindset for oneself, successful leaders must have the capability to design and develop a strong marketing function.

This course will start with basic marketing frameworks such as R-STP-MM-I-C developed by Phillip Kotler in the United States. Once a basic understanding is established, it will move on to cover the latest trends (e.g. digitization, social) in the substance of the discipline to discuss issues and challenges around the change in the marketing paradigm and the role of company leadership. Each participant will gradually build a marketing case study during the course individually, combined with group presentations.

LEARNING OUTCOMES:

Understanding the big picture about marketing in the broadest sense and developing a critical viewpoint on the issues and challenges surrounding the marketing discipline as well as the strategic implications to company leadership are the aims of this course. This will be discussed through deepening the understanding of themes such as the relationship between marketing and innovation, the marketing process and the skills needed in the marketing mix.

POSITIONING:

Twentieth-century marketing theory has evolved as the darling of the era of mass production and mass consumption. Consumer needs were relatively homogeneous and apparent, and the main focus was on identifying specific customer segments and then developing markets for products and services by marketing them through an effective marketing mix. Kotler's early framework, which serves as the starting point for this course, is a prime example.

If we take this as a narrow definition of marketing, the scope of modern marketing is much broader. In the current era of VUCA, it is harder to see the future as the market situation changes rapidly. Also, the customer wants are becoming less obvious and are becoming more diverse. Therefore, in today's world, when anticipating the future, it is necessary to create new products, services, and markets through a process of trial and error, sometimes based on the latent needs and wants of consumers as well



as society, and sometimes thinking creatively based on one's own inspiration and commitment. This is marketing in the broadest sense, and this is the problematic nature of the latter part of the course.

Nowadays, the realm of marketing in a broad sense includes future insights (predicting changes in the market environment and back casting ideas from the future), art thinking (thinking creatively based on one's own inspiration and persistence), and even design thinking in a narrower sense (understanding the latent needs and wants of consumers and society, and creating new products and services by confronting them and spinning them in an agile, trial-and-error process), each of which advocates a related but distinct approach. [Note: These disciplines are interpreted differently from different standpoints, and design thinking in the broadest sense is defined to include future insights and some art thinking as well].

At Shizenkan, a fusion of business and design schools, this course (MARKETING) provides an overview of the trend from marketing in a narrow sense to marketing in a broader sense. In addition to MARKETING course, students will also take “Science, Technology, Innovation and the Future of Human Existence (SCI-TECH),” which examines the interaction between science, technology, and society, and studies methodologies to gain insight into the future. After completing these courses, we will offer two courses: “ENVISION” to develop art thinking, and “DESIGN” to develop design thinking.

As Drucker argued, marketing and innovation were once one and the same. In this course, we will consider the marketing demands of the new era, while returning to the broad ideas he espoused.

LEARNING APPROACH:

This course will combine lectures on basic concepts, frameworks and case examples with interactive group discussions.

PRE-COURSE READING:

This course is designed to look at marketing from a corporate leader perspective, to learn and discuss about its current role in the enterprise as well as how it will evolve in the future. In this context, it is important for students to have some prior background on basic marketing concepts such as the ones outlined below, although it will be covered in class lectures.

- PEST Analyses
- SWOT Analyses
- Segmentation, targeting and positioning
- Marketing mix



In this context, please read the following book before the course starts as it provides a summarized overall view on Kotler's work regarding marketing. The course is designed with the assumption that you have a minimum understanding of marketing practice.

- Philip Kotler (2014) *Kotler on Marketing: How to Create, Win, and Dominate Markets*, Free Press

SUB-TEXTBOOK (optional):

For those interested to have a more comprehensive read, the following book entitled "Marketing management" is the standard textbook in the teaching of marketing worldwide.

- Philip Kotler, Kevin Lane Keller (2015) *Marketing management, 15th Edition*, Pearson.

FURTHER READING (optional):

Below is some further reference reading on various marketing related topics from a traditional as well as contemporary view.

- William Cohen (2012) *Drucker on Marketing: Lessons from the World's Most Influential Business Thinker*, McGraw-Hill.
- Dan Ariely (2010) *Predictably Irrational: The Hidden Forces That Shape Our Decisions*, Harper Perennial.
- Paco Underhill (2008) *Why We Buy: The Science of Shopping*, Simon & Schuster.
- Clayton M. Christensen (2016) *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*, Harvard Business Review Press.
- W. Chan Kim, Renée A. Mauborgne (2015) *Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant*, Harvard Business Review Press.
- Eric Ries (2017) *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*, Currency.
- Alexander Osterwalder, Yves Pigneur (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, Wiley.
- Geoffrey G. Parker, Van Alstyne, Marshall W., Sangeet Paul Choudary (2017) *Platform Revolution: How Networked Markets Are Transforming the Economy and How to Make Them Work for You*, W W Norton & Co Inc.
- Philip Kotler, Hermawan Kartajaya, Iwan Setiawan (2010) *Marketing 3.0: From Products to Customers to the Human Spirit*, Wiley
- Philip Kotler, Hermawan Kartajaya, Iwan Setiawan (2016) *Marketing 4.0: Moving from Traditional to Digital*, Wiley
- David Aaker (2014) *Aaker on Branding: 20 Principles That Drive Success*, Morgan James Publishing

EVALUATION:

- Class participation – both quality and quantity (20%)



- Pre-submission of Individual marketing analysis on the assigned case company (10%)
- In class group presentations (35%)
- Post-course individual report (Analysis of your own or selected company/organization) (35%)

SESSION OVERVIEW:

1. What is Marketing? (Abe) [3.25 hours]
2. Traditional marketing frameworks (Abe) [3.25 hours]
3. Marketing mix deep dive Part 1 (Abe) [3.25 hours]
4. Marketing mix deep dive Part 2 (Abe) [3.25 hours]
5. Brand management (Abe) [3.25 hours]
6. Marketing paradigm change (Abe) [3.25 hours]
7. Marketing strategy – CEO presentation (Abe) [3.25 hours]



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Course Title: **Creative Methods for Envisioning**
Year / Semester: 1st year / 2nd semester
Credit: 1 credit (compulsory course)
Faculties: Adjunct Associate Professor Seiji Inuzuka,
Adjunct Professor Hideshi Hamaguchi
Class Format: On campus (in person) and online

ABOUT THE “ENVISION SERIES” COURSES:

The Envision Series is made up of three courses: [Marketing: Principles and Practices], [Creative Methods for Envisioning], and [Design Thinking and Project-Based Learning] that follows on from the [Science, Technology, Innovation and the Future of Human Existence] held at the beginning of the 2nd semester in the 1st year.

The three courses provide a series of methods for envisioning the future and finding tangible solutions to issues we identify, as well as gaining some first-hand experience of such process.

In the “Marketing: Principles and Practices” course, you have learned how to create new customers and markets. In this course, “Creative Methods for Envisioning,” you will learn creative thinking methods that are fundamental to such endeavors. Further, in the following course, “Design Thinking and Project-Based Learning,” you will learn how to materialize your ideas by leveraging the creative thinking methods that you learn in this course. The aim of the Envision series is to offer students opportunities to learn and experience the methods practically in order to boldly envision the future and develop concrete solutions towards the future.

OBJECTIVE:

The objective of this course is to introduce students with some practical methods and mindset that would allow them to access and expand their creativity, and to envision their version of what the future could potentially be.

Leaders of today are constantly faced with complex challenges. Technologies advance and evolve at a rapid pace. New competition and constraints emerge; often from unexpected places. Today’s aspiring leaders cannot simply settle for existing “answers” — like industry practices and existing protocols — but instead be ready to envision their own response in an uncertain situation. And creativity is a key factor.

Today’s leaders must be ready to think creatively in order to sense and anticipate important emerging forces, and be ready to envision alternative (“disruptive”) approaches in their industry. And leaders must approach problems in front of them from multiple perspectives and think outside-the-box, in order to address complex issues and adapt their way through uncertain conditions, and even turn such challenges into opportunities.

Furthermore, a leader of today must aspire beyond the “traditional” mantra of efficiency and optimization, and foster a culture of constant innovation in their organisation. It is up to the leader to understand and embrace the importance of creativity, thus inspiring and motivating their team to think imaginatively, and push the boundaries of what is possible.

In this course, students will be introduced to some practical approaches of thinking creatively in each session. These hands-on lessons are intended to challenge students to think beyond their preconceptions and biases, and equip them with the ability to think creatively in order to envision their own tangible solutions.

LEARNING OUTCOMES:

- Learn how to bring out your creativity and how to put it into the design of a concrete vision for the future.
- Learn how to draw out the creativity that everyone should have, and how to conceptualize a vision of humanity’s future based on one’s own values, and how to translate it into products creatively.

POSITIONING:

This *Creative Methods for Envisioning* is part of the Envision series and corresponds to the “Abilities to Envision” in Shizenkan’s Whole-person Management Leadership competency model. It is closely connected to the following course, *Design Thinking and Project-Based Learning*, as both these courses are designed to equip students with the skills and mindset with which to come up with solutions, and they share the same faculty.

This current course (*Envision*) is intended as introductory sessions to help students harness their creativity to be used in a business context, and equip students with the know-hows of assembling & processing the stimuli to successfully expand their individual frame of mind. Whereas the latter course (*Design PBL*) is a Project-Based Learning course that asks students to design and propose tangible solutions to a real-life business issue, while successfully managing the group dynamics in a productive manner.

This course is also an opportunity to learn abilities to create new ideas based on the students’ understanding of the dynamism through which the future is created through the interaction of science, technology, and society and the role of leaders in that dynamism (from the "Science, Technology, Innovation, and the Future of Human Existence" course) as well as their understanding of marketing in the broad sense of "creating customers and markets" learned in the "Marketing" course.

LEARNING APPROACH:

To achieve the above objective, this course will take a Exercise-based Learning Approach (演習型授業).



Students will be introduced to some key ideas and frameworks of thinking creatively, and be required to participate in a practical exercise.

Following the common practice of Design Schools and Art Schools, in each lecture, portion of the time will be assigned to:

- a) *Esquisse* where students will be asked to put forward their output of the exercise, and
- b) *Critique* where lecturers will discuss some of the output and point out its merits as well as the potential room for growth.

At the end of the course, once all 4 lectures have been delivered, students will be asked to submit a short coursework, where they will be asked to envision an original solution to a given theme, outlining the process in which they reached their conclusion. Their work will be assessed on their mastery of the key ideas & exercises, as well as on the originality and practicality of the ideas that they put forward.

TEXTBOOK:

Not applicable

REFERENCE MATERIAL:

- Kelley, Tom, and David Kelley (2013) *Creative Confidence: Unleashing the Creative Potential Within Us All*, William Collins

EVALUATION:

REFERENCE MATERIAL:

- Participation (30%)
- Final Individual Report (70%)

SESSION OVERVIEW:

1. a) Course Introduction b) Power of Fieldwork (Inuzuka) [3 hours]
2. Detecting Weak Signals (“Future Scenarios”) (Inuzuka) [3 hours]
3. Convergence & Synthesis (Inuzuka) [3 hours]
4. a) Coursework Critique b) Recap : What is Creativity? (Inuzuka) [3 hours]
5. Methods to Realize Innovation (Hamaguchi) [2.25 hours]



Course Title: **Design Thinking and Project-Based Learning**
Year / Semester: 1st year / 2nd semester
Credit: 2 credits (compulsory course)
Faculty: Adjunct Associate Professor Seiji Inuzuka
Class Format: On campus (in person) and online

ABOUT ENVISION SERIES:

The Envision Series is made up of three courses: [Marketing: Principles and Practices], [Creative Methods for Envisioning], and [Design Thinking and Project-Based Learning] that follows on from the [Science, Technology, Innovation and the Future of Human Existence] held at the beginning of the 2nd semester in the 1st year.

The three courses provide a series of methods for envisioning the future and finding tangible solutions to issues we identify, as well as gaining some first-hand experience of such process. For more information on the relationship between these courses, please refer to the “Marketing Jungle Map” shown at the top of the course outline.

In the “Marketing and Innovation for Creating New Markets” course, students have learned how to create new customers and markets. “Creative Methods for Envisioning,” you learned creative thinking methods that are fundamental to such endeavors. In the “Design Thinking and Project-Based Learning” course, you will learn how to materialize your ideas by leveraging future insights and the creative thinking methods that you learn in this course. The aim of the Envision series is to offer students opportunities to learn and experience the methods to boldly envision the future and develop concrete solutions towards the future.

OBJECTIVE:

The objective of this course is to learn the methods and mindset to construct innovative services/businesses that can be brought to life in the real world; thus, building on the learning obtained in the “Creative Methods for Envisioning” course.

Students are expected to experience & learn first-hand a management and leadership model that goes beyond the “traditional 20th Century” model, one that is collaborative, rather than hierarchical; approaching given situations with creativity to come up with open-ended design, rather than simply “optimizing” and “managing” within an existing frame of mind. Thus, students gain understanding towards the skills required for envisioning and designing innovative services/businesses that can cause innovative impact in the real world.

LEARNING OUTCOMES:

Students are expected to utilize the learning obtained in the ENVISION course, and to further practice creative problem-solving by applying their skills to tackle a real-world theme, by proactively engaging in the process of creating an idea and giving it shape, and to do so in collaboration with other team members.



POSITIONING:

This *Design Thinking and Project-Based Learning* is a follow up on the *Creative Methods for Envisioning* Course. Both these courses are designed to equip students with the skills and mindset with which to come up with “solutions” (such as products and services) creatively. Whereas the previous course placed emphasis on future insight and self-discovery, in the *Design Thinking* course, the emphasis is placed on gaining insights into defining and answering the unmet needs / wants that exist within the current human / societal condition.

Additionally, at Shizenkan we consider that once these innovative products and services (“solutions”) have been created using the methods discussed in these two courses, the subject of *Marketing* (in a narrow sense) becomes vitally important in order to carve out a market and gain widespread acceptance for such innovations. These subjects —as outlined in our Marketing Jungle Map—are vital to creatively discovering and finding solutions to issues, and therefore considered essential education to those who aspire to be leaders in the VUCA age.

LEARNING APPROACH:

To achieve the above objective, this course has opted to take a Project-Based Learning approach. A real-world theme is set by an actual “client”, and students are assigned to project teams where they will construct their own answers to the set theme through collaborative co-creation. At the end of the course, each project team will be asked to present their conclusions to a panel of judges that includes the client and other stakeholders.

This course will be taught using theories and practices of Design Thinking. This will include approaches like: obtaining “Empathy” through fieldwork and other design research approaches, extracting insights and different—sometimes even contradictory—findings through downloading (“Synthesis”), and developing ideas iteratively through a series of “Prototype(s)” defining personas and opportunities for design, or building tangible designs using tools like customer journey mapping and other prototyping tools.

Each project team will be expected to use these methods and mindsets listed above, and come up with a user experience design, and the appropriate system and structure to deliver their vision of a new, improved future.

PROJECT THEME:

The theme of this PBL is determined by the faculty and the client—Mitsui Fudosan’s Nihonbashi Urban Planning and Development Department. The theme for this year has been set as follows:

Designing the Nihonbashi MICE Launch Project—with the future vision of holding an international event using the entire Nihonbashi neighbourhood as the venue.



Nihonbashi was once the center of commerce in the Edo period, and also a hub for Finance, Culture and Entertainment, making it a “mixed-use” neighborhood. It was also the terminal point for the five major roads that connected the capital with the rest of Japan, bringing all kinds of resources came together to spark innovation. The development of Nihonbashi as a Financial / Commercial center continued into the 20th century, however, after the so-called “burst of the bubble economy”, the area went into decline in the late 1990s.

The shared sense of crisis led to public and private sectors coming together to form the Nihonbashi Renaissance 100 Year Committee (日本橋ルネッサンス 100 年計画委員会) in 1999, and the plans for redeveloping Nihonbashi started.

In the last 20+ years, Nihonbashi has undergone regeneration and revitalization through initiatives focusing on fusing “hard and soft” development (i.e., investment into infrastructure and major redevelopment projects, as well as having engaging content) that attracted multitude of occupants and visitors from around the world. The revitalization has been conducted with emphasis on four key pillars, which are: 1) Industry Creation, 2) Developing the Neighborhood, 3) Local Co-Development, and 4) Revitalized Waterfront.

In addition to tradition and culture backed up by its history, Nihonbashi now has a foundation for the creation of new value through prosperity brought by 20+ years of revitalization initiatives.

This year, we hope to see proposals for the MICE Launch Project for the post-Covid era, to be started in Spring of 2026, when *Nihonbashi 1-Chōme Central District Redevelopment* (日本橋一丁目中地区再開発) will be completed. This will be the first property to be completed in the *Five Riverfront District Redevelopment Plan* (川沿い5地区再開発). In developing your concept, we would like you to discover and utilize the uniqueness and the competitive edge that Nihonbashi holds as an advantage over other neighbourhoods.

Specifics on available resources and previous efforts will be shared in more detail during the input session given by Mitsui Fudosan.

TEXTBOOK:

None specified

REFERENCE MATERIALS:

- Stickdorn, Marc, et al. (2018) *THIS IS SERVICE DESIGN DOING: Applying Service Design Thinking in the Real World, A Practitioners’ Handbook*. O’Reilly Media.
- Stickdorn, Marc and Jakob Schneider (2012) *THIS IS SERVICE DESIGN THINKING: Basics, Tools, Cases - How to design and market services to create outstanding customer experiences*, Wiley.



- Kumar, Vijay (2012) *101 Design Methods: A Structured Approach for Driving Innovation in Your Organization*, Wiley.
- Martin, Bella, and Bruce Hanington (2012) *Universal Methods of Design: 100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions*, Rockport Publishers.

EVALUATION:

- Final Group Presentation (40%)
- Group Contribution [Peer Review] (20%)
- Final Individual Report (40%)

SESSION OVERVIEW:

1. Introduction (Inuzuka) [3 hours]
2. Design Research (Inuzuka) [3 hours]
3. User Research (Inuzuka) [3 hours]
4. Synthesis (Inuzuka) [3 hours]
5. Mid-term Check-in (Inuzuka) [3 hours]
6. Prototyping (Inuzuka) [3 hours]
7. Project Clinic 1 (Inuzuka) [3 hours]
8. Project Clinic 2 (Inuzuka) [3 hours]
9. Final Presentation (Inuzuka) [3 hours]



Course Title: **Decision making as a leader**
Year / Semester: 1st year / 2nd semester
Credit: 1 credit (compulsory course)
Faculties: Adjunct Professor Yasunori Iwanaga, PhD
Adjunct Professor Masahiro Fukuhara, PhD

OBJECTIVE:

Our lives are full of decisions about ourselves, organizations, and societies. But few are conscious that the basis of our choices is rather logically weak, subject to emotions, intuition, the atmosphere, or “nudge.” In contrast, leaders are held accountable for their decisions because those affect many stakeholders and may create a significant impact over the years and sometimes generations. This course looks at aspects of decision-making and introduces relevant models and theories that leaders should know as “toolkits” for better decision-making.

The course is designed under the following three goals. First, learn the basics of normative theories on “rational” decisions and practical approaches. Second, build insight into decision-making in the real world. It is about admitting bounded rationality and introducing behavioral biases of human beings as a decision-maker when recognizing inputs, processing the information, and taking actions. Third, envision future decision-making as the leader in a world where artificial intelligence could replace humans by gathering, processing, and evaluating big data beyond our bounds. We will then ask ourselves if any role will be left to humans and how the leader can create value.

LEARNING OUTCOMES:

During this course, students will:

1. Master “basics tools” in decision-making: the decision tree, Bayesian statistics, and the analytical framework in game theory.
2. Build a working knowledge about the cognitive biases of humans that affect the decision process.
3. Grasp the implication of advancing technologies for decision-makers and identify areas where and how the leader can make a difference.

LEARNING APPROACH:

Lecture with in-class exercises and case discussions

TEXTBOOK:

- Itzhak Gilboa, *Making Better Decisions: Decision Theory in Practice*, Wiley-Blackwell, 2010
*Applicable chapters will be assigned as reading in advance

REFERENCE MATERIALS:

- Hammond et al., *Smart Choices*, Harvard Business School Press, 1999
- Daniel Kahneman, *Thinking, Fast and Slow*, Penguin, 2012



- Max H. Bazerman, Don A. Moore, *Judgment in Managerial Decision Making*, Wiley, 2012 [the pages and chapters referred are of the 7th edition; find the corresponding chapters in the 8th edition]

EVALUATION:

■ Case participation	20%
■ Submission of reflection Notes	20%
■ Final examination	60%

SESSION OVERVIEW:

1. Elements of Decision Process and Decision Tree (Iwanaga) [3 hours]
2. Decision in a Strategic Environment - Game Theory (Iwanaga) [3 hours]
3. Risk Preferences and Introduction to Behavioral Economics (Iwanaga) [4 hours]
4. Cognitive Biases and Inconsistency in Decisions (Iwanaga) [4 hours]
5. Group Decision (Iwanaga) [3 hours]
6. Decision Making in the Age of AI (Artificial Intelligence) and Big Data (Iwanaga, Fukuhara) [3 hours]



Course Title:	Strategic Management: Theories, Frameworks and Ways of Thinking
Year / Semester:	1st year / 2nd semester
Credit:	2 credits (compulsory course)
Faculty:	Adjunct Associate Prof. Daisuke Nozaki, Adjunct Associate Prof. Chihiro Kato
Class Format:	On campus (in person) and online

OBJECTIVE:

In this course, we will examine together the complete strategy landscape and understand how an effective management leader can craft the overarching direction of a company. The core of the course will focus on developing a business unit strategy which positions the company to be a superior performer within an industry and aligns all activities within the company to ensure effective implementation of the strategy. This builds on the definition of a strategy as determining the Objective, Scope, and Competitive Advantage of the organization.

We will, however, embed that notion of strategy in a broader landscape since a strategist must both be aware and capable of operating at any level – looking to exploit opportunities and adapt to changes wherever they occur. The classic flaw of strategy since its heyday in the late 1980's has been an inordinate emphasis on how to capture value through assessing industry attractiveness and contemplating on competitive positioning and interaction. Focusing on the details of value capture and doing something a little better than the competition, blinded strategists to the potential of value creation, and to the need to continually adapt to new circumstances without altering the core strategy. In doing so, strategy missed how to develop new business models of the FAANGS, which created trillions in shareholder value, and failed to provide guidance to corporate executives and entrepreneurs in the actual practice of strategy in their companies.

This course, therefore, builds on traditional approaches to strategy, extends them and examines the complete strategy landscape, consisting of the following elements:

Opportunity Set: We can all debate whether the pace of change is faster than at any time in history, but most would accept that we are now in a VUCA world. As an interesting thought experiment, imagine what a child born today might never know or do in the future – the odds are they will never have to learn to drive a car (autonomous driving vehicles) or type (voice recognition), or learn a foreign language (real-time digital translation), use cash (mobile money), etc. And needless to mention the unprecedented threat to our lives and livelihoods that Covid-19 brought about, developments in social responsibility, technology, demographics, politics, etc. all represent the shifting tectonic plates of the business landscape.

Value Potential: The first step in translating the opportunity set into a company

strategy is to define a business model and assess its inherent value creation potential. Value to a company comes from a combination of increasing customer willingness to pay; satisfying, even if inadequately, a previously unmet need; or reducing cost with a monetization scheme that makes sense to those in the ecosystem. Thus, the business model describes the job to be done – which determines the willingness to pay and potential market size – and the asset configuration – which determines the cost to deliver the product or service, as well as the pricing mechanism – which determines how all of this is paid for. Novel business models deliver on one or another of these dimensions.

Value Capture – Industry Attractiveness: Regardless of the value created, a critical question is whether the industry structure that results from the competitive pursuit of a particular business model allows participants to earn decent returns – to capture some of the value they create. This was the contribution of Michael Porter and the “Five Forces” framework to the analysis of industry structure. Porting over from industrial organization economics the insight that all industries were not created equal, and that the determinants of long-term differences in inter-industry profitability could be identified, was his early strategic insight. We always need to be aware of the importance of examining the possibility of redesigning the industry structure, when the industry attractiveness is identified negative, to change it to attractive. In this sense, value potential and value capture can be iterative.

Value Capture - Competitive Positioning: Regardless of industry structure, one or more companies may be able to achieve a competitive advantage within the business and so earn superior returns. And it is here that the classic value of strategy as competitive position pays off since you can always outperform the industry average rate of return, if you have a great strategy. Identifying a unique value proposition for a defined customer group, and a distinctive configuration of activities within a common business model is the way to build competitive advantage.

Value Capture - Competitive Interaction: Competitive positioning is a static phenomenon. To add dynamics into the picture in order to assess the long-term sustainability of any competitive advantage, we have to understand how the interaction among competitors will play out over time. It is also very important for a company to make its competitive advantage against competitors’ dynamic responses through creation of unique organizational values, skills, capabilities, etc.

Value Realization and outcome: The requirement in execution is for a careful series of initiatives that correct or amend specific parts of the elements of the strategy – scope, value proposition, and activity set. Companies rarely, if ever, do a complete volte face and throw out the entire past strategy. Rather, they incrementally alter aspects of the strategy to adjust to new realities. Execution of a strategy is therefore less about holistic reformulation of the firm, and more about incremental change – what part of the value proposition, and which activity choices should be changed? And how that change is implemented through a series of focused initiatives. The outcome of

the strategy and its interaction with competitors determines its financial performance and, importantly, the accumulation of assets and capabilities that form the basis for its future moves.

Leadership: The most important element of the complete strategy landscape is management leadership driving all other elements described above. It decides the quality and effectiveness of the strategy and its financial and non-financial impacts.

In the first half of the course, we will focus on how to capture value based on classic competitive strategy approach. Following it, we will also discuss a very different strategic approach to identify new value potential and design an innovative business model. Blue Ocean Strategy aims at creating a market where no competition would exist by focusing on capturing new customers and satisfy their unmet and/or new customer needs. We will discuss a series of methodologies and frameworks to address the industry, customer needs, and how to capture the value.

Towards the end of the course our discussion will also touch on multiple strategic approaches about how a company decides its next growth path and how it can implement it.

LEARNING OUTCOMES:

During this course students will:

- Gain a basic knowledge of the logic of strategic thought by examining theories, techniques, and frameworks developed mainly in the United States and Europe.
- Learn how to apply strategic thinking to identify and develop creative solutions to real world challenges.
- At the same time, comprehend that strategy is only a "means" for business development and sustainable management. Students will, therefore, also be challenged to question the "purpose" of business and management when developing strategies.

POSITIONING:

This course is offered at the end of Shizenkan's first year curriculum, following the "Marketing: Principles and Practices" and "Creative and Innovative Methods for Envisioning" courses. It is designed to help participants acquire basic skills and ways of thinking which will be required for sketching out a business plan and verifying its feasibility. It is therefore a prerequisite to the "Business Policy" and "Creating a Business Plan" courses which will be offered in the first half of the second-year curriculum, as well as the "Research Seminar for Individual Projects" course.

COURSE APPROACH:

The strategic management course is structured to help you develop insight into the competitive landscape and prepare you to address the issues you face as a strategist and

a management leader, wherever they may arise. The course consists of eight three-hour sessions, and in each session, case discussion will be followed by a lecture, interactive discussion, and review of the application of an analytic tool to your own business or organization. Each session also starts with a quick recap of what was discussed in the previous session and an interactive discussion on the assigned homework.

The course starts with an introductory session (**Session 1**) with a short mini-case discussion that lays out fundamental elements of an **Effective Strategy** – “Target”, “Value proposition” and “Value delivery”, and also discuss how changes in positioning could occur as a response to changing industry demand.

Session 1 (latter half) through Session 2-4 covers the basics of traditional strategy concepts, addressing **Industry Analysis, Competitive Advantage, and Sustaining Competitive Advantage**.

Industry Analysis is a means to understand the competitive forces that distinguish highly profitable industries from less attractive settings. Industries differ dramatically in the levels of profitability that they offer the typical company in the long-run. The framework encompasses the customers, rivals, and suppliers in an industry as well as potential entrants, providers of substitute and complementary goods, government regulators, and other important players.

Competitive Advantage explains how a company can outperform the average profitability of its industry by delivering a unique value proposition for their product or service, to a chosen set of customers, from a distinctive and aligned set of choices for every activity.

Then, the **Sustaining Competitive Advantage** session explains core-competence, organizational skills, and capabilities that develop over time so that a company can sustain its competitive advantage against dynamic competitive environment.

In Session 4, we will recap Session 1 to 3 and discuss overall competitive strategy in an interactive discussion format, reviewing how to develop a competitive strategy and how to make it effective and sustainable by leveraging a case used in the former sessions.

Sessions 5 and 6 introduce us to an approach in shifting the competition. In contrast to the growth strategy to out-position competitors as discussed in Sessions 1-4, these sessions outline strategic thinking on how to identify a market where no competition exists. The sessions focus on Blue Ocean Strategy and discuss the Six Paths Framework, Strategy Canvas, and the Eliminate-Reduce-Raise-Create (ERRC) Grid as a basics of the approach. Then, in the following session, an approach to develop Blue Ocean strategy will be introduced, discussing three-tiers of non-customers and employing the customer journey approach to identify potential customer’s pain points and design thinking approaches to develop solutions.

Session 7 aims to provide alternative approaches to strategy. What are other approaches and how could a strategist design a growth strategy applying different frameworks and approaches? You will learn how to approach strategy building and how these theories

evolve into concrete strategies.

The last session (**Session 8**) is a group assignment and presentation on a real strategy development case on a subject company, leveraging the learnings through the program. The case brings each of you into the CEO's shoes and examines potential strategic options and trade-offs as a result of such choices.

CROSS-CUTTING FEATURES:

Cutting across are several features of the course that deserve attention from the beginning of the program.

- The course emphasizes the importance of choice. Great management leaders choose to have their companies stand out on some dimensions and underperform intentionally on others.
- On a related note, the course stresses the importance of a clear proposition of value you deliver to your target customers and also that of being different from your competitors in doing so. If your company looks just like its rivals, it isn't going to outperform them (and chances are, neither you nor your rivals will perform very well in absolute terms).
- The course urges you to think holistically about your environment, your company, and your company's future – and indeed about your personal role as a strategist.

EVALUATION:

1. Class participation	30%
2. Individual Analyses	20%
3. Mid-term examination	20%
4. Final group assignment	30%

SUGGESTED TEXTBOOK:

- Robert M. Grant (2018) *Contemporary Strategy Analysis*, 10th Edition, John Wiley & Sons Inc

*This course, however, will not cover Corporate and Global Strategies which are introduced in [PART IV CORPORATE STRATEGY] of this book.

- W. Chan Kim (2005) *Blue Ocean Strategy*, Harvard Business School Press.

REFERENCE MATERIALS:

- Joan Magretta (2011) *Understanding Michael Porter: The Essential Guide to Competition and Strategy*, Harvard Business School Press.
- Jay B. Barney (2010) *Gaining and Sustaining Competitive Advantage*: 4th edition, FT Press.
- Rita Gunther McGrath (2013) *The End of Competitive Advantage*, Harvard Business

School Press.

- W. Chan Kim and Renee Mauborgne (2017) *BLUE OCEAN SHIFT*, Harvard Business Review Press.

SESSION OVERVIEW:

1. Introduction and First Step of Competitive Strategy (Nozaki, Kato) [3hours]
2. Competitive Advantage (Nozaki, Kato) [3hours]
3. Sustainable Strategy (Nozaki, Kato) [3hours]
4. Competitive Strategy Review and Class Discussion (Nozaki, Kato) [3hours]
5. Blue Ocean Strategy (1) (Nozaki, Kato) [3hours]
6. Blue Ocean Strategy (2) (Nozaki, Kato) [3hours]
7. Alternative Strategy Development (Nozaki, Kato) [3hours]
8. Group exercise and presentation (Nozaki, Kato) [3hours]



Course Title: **AI and Digital Literacy**
Year / Semester: 1st year / 2nd semester
Credit: 1 credit (compulsory course)
Faculty: Prof. Keisuke Seya, Adjunct Prof. Nalin Advani
Class Format: On campus (in person) and online

OBJECTIVE:

In the past few years, the world has faced a massive AI (artificial intelligence) boom that some people claim that it is an AI bubble. Looking back, we have seen two AI booms in the past, which faded away after some time. However, the current boom, which AI technology coupled with a breakthrough, namely Deep Learning, a rapid improvement in computing power, and Big Data, is said to change society and business drastically. How should we, the future leaders, deal with AI? How will AI change business and society? What is the essence of technology and concepts such as deep learning and data analytics, which are driving this 3rd boom that is happening now? In this course, students will understand the essence of AI and the current state of business and society being transformed by AI from the perspective of a management leader.

This course has two elements. First, you will discuss business application of AI and machine learning, exploring how unique functionality of AI help management leaders transform business and society. Special Forum, Session 1, and Session 4 will focus on this element.

Second, you will learn programming and underlying logics of AI and machine learning in Session 2 and 3. Specifically, we will use Python, the most popular language among AI developers, to try some simple programming and understand the benefits and limitations of AI. By using the online tutorial programming system, each of you will create a Python program that automatically recognizes handwritten characters from zero to nine. To understand the essence of AI from an entrepreneurial point of view, knowing its concept is not enough to see the whole picture; therefore, we will go through some exercises in programming to obtain insights and gain a deeper understanding of AI.

This course is uniquely designed to encourage future leaders to acquire the ability to read source code, along with deeper understanding of AI/machine learning's business applications. It aims to have students develop a deeper understanding of the essence, benefits, and limitations of AI from the viewpoint of a business manager, entrepreneur, or policymaker. Although Python is introduced, this course is not aimed at training AI programmers. Students are therefore not expected to master all of the computer programs (source code) used in class. The objective of the course is to read source code and understand what is written in it from the viewpoints of management leader, entrepreneur, and policymaker, as well as to look at the essence of AI and the future that AI will open up.



LEARNING OUTCOMES:

AI has already been introduced in numerous books and forums held in various places. However, this course is based on the premise that "If you cannot understand the basics of what is described in the AI programming source code, you cannot understand the essence of AI." Therefore, rather than just theoretical paperwork, students will be able to understand the structure of AI and Deep Learning by using their own hands for programming. Through the process, students will understand the nature of AI and acquire a sense of theories as your own including its benefits and limitations.

PREMISE OF COURSE ACQUISITION:

This course is designed for people who do not have a science or mathematics background; however, for the part dealing with Python, specific minimum knowledge of mathematical and programming structure is required. In particular, sessions will require the understanding of basic concepts of mathematics such as a matrix, derivative, vector at least a high school level. For those who are not sure of their level of knowledge in mathematics, please be sure to self-study beforehand or ask other students for a tutorial. Please understand that faculty cannot follow up with each student, with insufficient mathematical knowledge, during the course.

POSITIONING:

Again, this course takes a step beyond the usual discussion of AI to an understanding the structure of AI programming. The conceptual understanding of AI and its application to business is covered in this course, but is also introduced in "Science, Technology, Innovation and the Future of Human Existence," which is provided prior to this course. Therefore, this course is designed to complement and deepen the understanding of the preceding "Science, Technology, Innovation and the Future of Human Existence." The application of AI to business and management will be discussed in "Leadership and Decision Making," a compulsory course held later in the second semester of the first year, as well as in "Digital Transformation and Innovation," an elective course held in the second year.

REFERENCE MATERIALS:

Since the part dealing with Python in this course is short and extremely intensive, it is highly recommended that you read the following introductory book or any other equivalent one in advance:

- "Artificial Intelligence: A Very Short Introduction" by Margaret A. Boden, Oxford University Press, 2018

EVALUATION:

- Class participation (10%)
- Examination of Session 3 (40%)
- Peer evaluation of group presentation in Session 4 (25%)
- Submission of Reflection note (25%)



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SESSION OVERVIEW:

1. Thinking about the Benefits and Limitations of AI from an Entrepreneur's and Manager's Perspective (1) (Advani) [3 hours]
2. Challenges of Business Innovation in the AI Era (Advani) [2.25 hours]
3. Guidance (Seya) [2.25 hours]
4. Understanding the essence of AI through programming (Seya) [9 hours]
5. Thinking about the Benefits and Limitations of AI from an Entrepreneur's and Manager's Perspective (2) (Advani) [3.75 hours]



Course Title: **The Art of Communication as a Global Leader**
Year / Semester: 2nd year / 1st semester
Credit: 1 credit (compulsory course)
Faculty: Professor Patrick Newell
Class Format: On campus (in person) and online

OBJECTIVE:

This course focuses on learning the art of persuasion to inspire the audience to support and act on the presented ideas in a global context. Students will learn how to prepare, design, and deliver speeches as well as presentations more effectively to their targeted audience in English. As a leader, it is essential to have the skills to communicate your thoughts and visions to a diverse group of people beyond the borders of a particular country and gain their support to grow.

We conduct this course in English because of two reasons. First, English is the de facto global lingua franca of business, and therefore, everyone who aims to grow as a leader needs to have abilities to communicate with a global audience in English effectively. Second, English is a relatively low context language – one needs to construct a clear, explicit, and logical flow of messages without expecting the audience to “read between the lines”. Hence, learning communication skills in English is particularly helpful for those from high-context societies, like Japan, where people tend to depend on shared, implicit understanding among them to develop abilities to convey their messages to audiences who are from diverse backgrounds, and thus, do not have such a shared understanding.

As a result of globalization, leaders increasingly use a common approach in their speech and presentation, regardless of their country of origin or their company's size (either big established firms or startups). Hence, in this course, we focus on this style (some call it the “TED-style”) and incorporate frameworks and techniques that such leaders across countries and companies widely use.

There certainly exists variations in communication styles and preferences between organizations as well as countries. While it is not our intention to disregard such cultural differences, our emphasis in this course is to learn how to address people beyond your own cultural context. Hence, you may find some skills and approaches are not directly applicable in your workplace (e.g. when making a presentation to senior people in your organization), where you need to follow the organizational norms. Use this course as an opportunity to develop speech and presentation skills as a global leader, going beyond your familiar context.

LEARNING OUTCOMES:

- Learn how to effectively construct a presentation storyline to persuade the audience and make a call to action



- Understand the essence of visual design in a presentation
- Acquire know-how to create a psychological connection with the audience without the help of visuals
- Develop skills to use voice, facial expressions, and body movements to effectively deliver one's message to their audience

LEARNING APPROACH:

The skills students will learn in this course are practical and cannot be mastered without practice. Therefore, in this course, students will repeat the steps of creating and delivering their own presentations and speeches, watching them (video images) by themselves, and giving feedback and advice to each other.

Each session will focus on a specific aspect of skills and will include individual and group exercises. The first half of the course will focus on presentation, with students delivering a group presentation in Session 3. The last three sessions are focused on speech, concluding with a speech contest in Session 6.

The first three sessions will be held with a mixture of English Class and Japanese Class students. Students will be divided into two - Class A and Class B - with each consisting of half English Class students and half Japanese Class students. Regarding which class (A or B) you are in, please refer to the roster that will be uploaded on SOS at a later date.

The last three sessions will be held with the regular class. (JPN and ENG classes)

TEXTBOOK:

N/A

REFERENCE BOOKS:

- Garr Reynolds (2019) *Presentation Zen, 3rd. Ed*, New Riders
ガー・レイノルズ(2021)プレゼンテーション Zen 第3版, 丸善出版
- Nancy Duarte, (2019) *DataStory: Explain Data and Inspire Action Through Story*, IDEA Press
ナンシー・デュアルテ(2022) DataStory: 人を動かすストーリーテリング, 共立出版
- Noah J. Goldstein, Ph.D. (2009) *Yes!: 50 Scientifically Proven Ways to Be Persuasive*, Free Press
NJ ゴールドスタイン(2009) 影響力の武器 実践編—「イエス!」を引き出す 50 の秘訣, 誠信書房
- Scott Berinato (2016) *Good Charts: The HBR Guide to Making Smarter, More Persuasive Data Visualizations*, Harvard Business Review Press
スコット・ベリナート(2022) ハーバード・ビジネス・レビュー流 データビジュアライゼーション, ダイアモンド社
- Chip Heath and Dan Heath (2008) *Made to Stick: Why some ideas take hold and others*



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Shizenkan University

come unstuck, Arrow

チップ ハース, ダン ハース (2008) アイデアのちから, 日経 BP

EVALUATION:

We adopt a Pass/Fail evaluation in this course.

SESSION OVERVIEW:

1. Constructing a Presentation Storyline (Patrick) [3 hours]
2. Visual Design (Patrick) [3 hours]
3. Presentation Contest (Patrick) [3 hours]
4. Speech Principles (Patrick) [3 hours]
5. Speech Delivery (Patrick) [3 hours]
6. Speech Contest and Course Wrap-up (Patrick) [3 hours]

Course Title : **Managing People and Organizations**
Year / Semester : 2nd year / 1st semester
Credit : 2 credits (compulsory course)
Faculty : Associate Professor Katsuhiko Yoshikawa
Class Format: On campus (in person) and online

OBJECTIVE:

Leaders need to face people, encourage collaboration among them, and mobilize the organization in order to realize their vision. Even if a leader has a great vision and strategy, the leader cannot create an impact on the market and society without cultivating and energizing people and organization.

However, there exists substantial complexity in people's mind, and individual behaviors within organizations are influenced by various factors. As a result of rapid technological advancement and changes in society and values, we observe significant changes in how organizations are organized, how people work, and the nature of relationships between individuals and organizations. Rapid introduction of remote work further accelerated the changes in employment relationship. What would future organizations look like? How should leaders reshape their organizations?

In this course, students will investigate the factors and mechanisms that shape the behaviors of individuals in team and organization settings, deepen understanding of the role of leaders in managing people and organization, and develop their own views about future organization, work, and relationships between organizations and individuals. This topic is familiar for almost anyone and thus, can be discussed from various perspectives. In this particular course, we expect students to see the topic not only from their own standpoint, but also from that of top management leaders.

LEARNING OUTCOMES:

1. Develop understanding of factors and mechanisms that shape organizational behaviors, and deepen awareness about the role of leaders in achieving performance through people
2. Face with dilemmas that management leaders face in managing people and organization
3. Develop one's own views about organization, work, and relationships between organizations and individuals in the future, drawing on one's understanding of the nature of individuals and their behaviors in organizational context.

LEARNING APPROACH:

In this course, we combine lecture, individual and group reflection, and case-based discussion. This is to help students grasp key theories and frameworks to understand people and organization, associate them with one's experiences and values, cultivate their own views on the nature of individuals and organizations as a management leader.

TEXTBOOK:

N/A



REFERENCE MATERIALS:

- Stephen P. Robbins & Timothy A. Judge (2013), *Essentials of Organizational Behavior, Global Edition*, Pearson Education Limited.
- Jeffrey Pfeffer (1998), *The Human Equation: Building Profits by Putting People First*. Harvard Business School Press.
- Adam Grant (2013), *Give and Take: Why Helping Others Drives Our Success*. Weidenfeld & Nicolson.
- Lynda Gratton (2022), *Redesigning Work: How to Transform Organisation & Make Hybrid Work for Everyone*. Penguin Business.
- Patty McCord (2018), *Powerful: Building a Culture of Freedom and Responsibility*. Silicon Guild.

EVALUATION:

- Course Participation 40%
- Individual report (mid-term) 20%
- Individual report (final) 40%

SESSION OVERVIEW:

1. Introduction - why do we learn management of people and organization? (Yoshikawa) [3 hours]
2. Motivate individuals (Yoshikawa) [3 hours]
3. Promote positive work behaviors (Yoshikawa) [3 hours]
4. Dynamics of individual behaviors in groups (Yoshikawa) [3 hours]
5. Vitalize Organization (Yoshikawa) [3 hours]
6. Design and implement HRM (Yoshikawa) [3 hours]
7. Contemporary Issues in HRM and Organization Management (Yoshikawa) [3 hours]
8. Future of Organizations (Yoshikawa) [3 hours]



Course Title: **Leadership: Confronting and Mobilizing People**
Year / Semester: 2nd year / 2nd semester
Credit: 1 credit (compulsory course)
Faculty: Adjunct Professor, Patricia (Tish) ROBINSON
Class Format: On campus (in person) and online

OBJECTIVE:

In the process of realizing one's vision as a management leader, it is essential to gain the empathy and trust of others, to mobilize and utilize diverse people as a team, and to develop and empower individuals. In this group exercise, through feedback from the people around you, experience-based exercises, mutual feedback and coaching with classmates, you will deepen your own awareness of your current leadership style in dealing with people and mobilizing them, envision your future leadership style, and set an agenda for future growth.

This course is positioned at the end of your two-year study at Shizenkan and corresponds to the "Ability to Realize" in the competencies required for a whole-person management leader. While discussions on leaders' dilemmas in mobilizing people in the "Management of People and Organization" course put more emphasis on conceptual understanding, this course is intended to be an opportunity to reflect on one's own daily actions and attitudes in interpersonal relationships, as well as one's values and beliefs that underlie them, from multiple perspectives.

The exercise is also positioned as an opportunity to reflect on how each participant will influence people to realize his or her vision and grow as a leader after graduating from Shizenkan. In this sense, this group exercise is a continuation of a series of leadership subjects from the first year (e.g., "Discovering Your Core by Confronting Yourself") and is an opportunity to look ahead to the challenges as a next generation leader, which will continue even after the program ends.

LEARNING OUTCOMES:

- Deepen self-understanding of your influence on others, how to relate to others, and your own humanity through questionnaires, assessments, exercises, and self-reflection.
- Gain an awareness of one's own personality, strengths and weaknesses as a leader through feedback from group members and professional coaches, with the aim of identifying areas for improvement..
- Provide constructive feedback to group members with the aim of supporting their growth as a leader. At the same time, students will receive comments from group members regarding the usefulness of the feedback that they provided in order to further develop one's ability to serve as a mentor and coach.



LEARNING APPROACH:

- Lectures
- Watching videos
- Group discussions
- Experience-based workshops
- Peer feedback
- Assessment test and feedback

TEXTBOOK:

None in Particular

REFERENCE MATERIALS:

- Adam Grant (2013), *Give and Take: Why Helping Others Drives Our Success*. Weidenfeld & Nicolson.
- Dale Carnegie (1934), *How to Win Friends & Influence People*. (Reprinted by various publishers)
- James M. Kouzes & Barry Z. Posner (2016), *Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. Jossey Bass.

EVALUATION:

The evaluation will be made by either a pass (P) or a fail (F).

SESSION OVERVIEW:

1. Your Influence on Your Team (Tish) [3 hours]
2. Building relationships with diverse individuals (Tish) [3 hours]
3. Gain empathy and develop interpersonal relationships (Tish) [3 hours]
4. Develop and empower others (Tish) [3 hours]



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Course Title: **Leadership and Negotiation**
Year / Semester: 2nd year / 2nd semester
Credit: 2 credits (elective course)
Faculty: Adjunct Prof. Jiro Tamura
Class Format: On campus (in person) and online

OBJECTIVE:

This course will teach negotiation principles, a methodology for forming desirable agreements through effective negotiations. Negotiation has been the subject of research and education at Harvard Law School since the 1970s and has developed into an essential issue in business and public policy graduate schools. It is known to be one of the primary educations for leaders of the times. In negotiation studies, students learn various methodologies and ways of thinking to manage the negotiation process and achieve effective consensus building properly. Negotiation studies emphasize the acquisition of practical knowledge that goes beyond classroom understanding. In this course, students will learn about psychological traps and biases unique to negotiations, persuasion techniques (dealing with sophistry and rhetoric), and various approaches to problem-solving through practical mock negotiations (active learning format). Through this course, you will be able to self-recognize (metacognition) your negotiation style and further improve it, as well as acquire negotiation theory based on the latest research findings.

LEARNING OUTCOMES:

1. To understand the psychological traps and biases in negotiations and be able to respond appropriately
2. To learn "verbal combat techniques" (business rhetoric), including persuasion techniques, how to recognize sophistry in negotiating opponent, and how to deal with it appropriately
3. To acquire appropriate negotiation process management techniques to secure the initiative in negotiations and lead to effective consensus building
4. To understand approaches to consensus building to formulate creative solutions to problems and to jointly resolve excesses with negotiating partners
5. To learn the basic concept of "conflict management" to resolve conflicts and disputes

LEARNING APPROACH:

Lectures on negotiation studies, case studies on negotiation cases, and experiential learning by practicing mock negotiations (active learning format)

TEXTBOOK:

None.

REFERENCE MATERIALS:

- Robert B. Cialdini (2017) Pre-Suasion: A Revolutionary Way to Influence and Persuade, Seishinshobo.
- Roger Fisher, William Ury (2011) Getting to Yes: Negotiating Agreement Without Giving In, Mikasa Shobo.
- William Ury (2015) Getting to Yes with Yourself: (and Other Worthy Opponents), Nihon Keizai Shimbun Publishing.
- Lawrence Susskind (2015) Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation, Diamond.
- Deepak Malhotra (2016) Negotiation Genius, Pan Rolling.
- Max Bazerman (2015) The Power of Negotiation, KADOKAWA.
- Jiro Tamura (2014) Harvard x Keio Style Introduction to Negotiation Studies, Chuokoron Shinsha (田村次朗『ハーバード×慶應流交渉学入門』中央公論新社 (2014)) *
- Jiro Tamura, Koji Sumida (2014) Introduction to Strategic Negotiation, Nikkei Publishing Inc. (田村次朗、隅田浩司『戦略的交渉入門』日本経済新聞出版社 (2014)) *
- Jiro Tamura, Koji Sumida (2021) An Encouragement of "Dialogue" for Leadership Development, Tokyo Shoseki Co., LTD (田村次朗、隅田浩司『リーダーシップを鍛える「対話学」のすゝめ』東京書籍 (2021))

* Japanese only

EVALUATION:

- The reports that students submit after every role simulation (40%)
- The final report (40%)
- Remarks in class, proactive participation in class (20%)

SESSION OVERVIEW:

1. Dialogue Basics (Tamura) [3 hours]
2. Dialogue and Decision Making (SPICE Approach) (Tamura) [3.25 hours]
3. Logic in Negotiation (Tamura) [3.25 hours]
4. Preparation for Negotiation (Tamura) [3.25 hours]
5. On-the-ground skills during negotiations (Tamura) [3.25 hours]
6. Negotiating the Discussion Matters (Tamura) [3.25 hours]

7. Leadership Leading from Conflict to Cooperation, Learning from the Cuban Crisis (Tamura) [3.25 hours]



Course Title:	Global Management: Strategy, Organization and Leadership
Year / Semester:	2 nd year / 1st semester
Credit:	2 credits (elective course)
Faculty:	Associate Professor Katsuhiko Yoshikawa Specially Appointed Professor Tetsuya Shiokawa
Guest lecturer:	Professor Yih-Teen Lee (IESE Business School, Barcelona)
Class Format:	On campus (in person) and online

OBJECTIVE:

In this course, we explore unique challenges in strategic and organizational management in a global business context. While globalization created world-wide markets for products, services, labor and capital, there remain significant differences between countries. As a result, leaders of multinational corporations (MNCs) need to globally integrate business activities across geographically dispersed locations, while responding to local context in each market. Using cases from a variety of industries and geographic areas, we develop deep understanding of and awareness about complexities that leaders need to deal with in managing MNCs and reflect on their roles and requirements.

LEARNING OUTCOMES:

The goal of this course is as follows:

1. Develop awareness about societal diversity that shapes global business environment and unique challenges in global strategy and management
2. Understand key issues that leaders face in analyzing the global business environment, designing global competitive strategy, managing headquarters-subsidiary and subsidiary-subsidiary relationships, developing global organizational capabilities, and harnessing diversity as a source of global competitiveness.
3. Deepen understanding of and reflection on the attitudes, mindset, and sensitivities required for global leaders in order to embrace diversity.

LEARNING APPROACH:

We intensively use case discussion in this course. Our purpose is to help students develop a deep understanding of unique challenges in international business, which managers rarely experience in domestic settings. By using cases that vividly illustrate the realities of challenges that managers face when engaging in decision-making in global strategy and management, we encourage students to take a perspective of those managers. Lectures will supplement case discussion by providing conceptual frameworks and theories that students can apply to analyze and tackle challenges in international business.

We expect all students to read the case, analyze the situation, and articulate their responses to case questions prior to each session. If a student does not prepare for a



case discussion in advance, the student cannot fully engage in the class discussion and thus, their learning will be quite limited. Furthermore, the student deteriorates the learning experience of other students. We assume by taking this course, students make a commitment to prepare themselves for case discussions for each session.

PARTICIPANTS:

In addition to Shizenkan students, we welcome a handful of MBA students from School of Inspired Leadership (SOIL), India, and IPB Business School, Indonesia, to this course. Along with inviting Professor Yih-Teen Lee from IESE Barcelona, Spain, as a guest lecturer, this aims to have diversity of viewpoints in this course.

EVALUATION:

- Class attendance and participation (30%)
- Pre-assignments submission (20%)
- Final examination – case analysis and essay (50%)

TEXTBOOK:

Not assigned. However, we provide recommended readings as a post-session assignment for each session.

REFERENCE BOOKS:

- Freedman, T. (2005). *The World is Flat: A Brief History of the Twenty-first Century*. Farrar, Straus and Giroux.
- Ghemawat, P. (2007). *Redefining Global Strategy: Crossing Borders in a World Where Differences Still Matter*. Harvard Business Review Press. (Chapter 1-XX)
- Bartlett, C. A. & Ghoshal, S. (1998). *Managing Across Borders: The Transnational Solution*. Harvard Business School Press.
- Meyer, E. (2014). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. Public Affairs.
- Doz, Y., Santos, J., and Williamson, P. (2001). *From Global to Metanational: How Companies Win in the Knowledge Economy*. Harvard Business School Press.
- Yoshino, M. Y., and Rangan, S. (1995). *Strategic Alliances: An Entrepreneurial Approach to Globalization*. Boston: Harvard Business School Press.

SESSION OVERVIEW:

1. Key Challenges that Leaders Face in Global Business Environment (Yoshikawa) [3 hours]
2. Understanding the Key Framework for Global Strategy: Global Integration vs. Local Responsiveness (Shiokawa) [3 hours]
3. Dealing with the Tension between Headquarters and Subsidiaries (Shiokawa) [3 hours]
4. Designing Collaborative Networks between Subsidiaries (Yoshikawa) [3 hours]
5. Facilitating Learning and Innovation in Global Organizations (Yoshikawa) [3 hours]



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6. Cross-Cultural Management in MNCs (Yih-teen, Yoshikawa) [3 hours]
7. Managing Cross-Border M&A (Yih-teen, Yoshikawa) [3 hours]
8. Living as a Global Leader (Yoshikawa, Shiokawa) [3 hours]



Course Title: **Managing Business Turnaround**
Year / Semester: 2nd year / 2nd semester
Credit: 1 credit (elective course)
Faculties: Adjunct Prof. Naonori Kimura, Adjunct Prof. Ryuji Kojima
Class Format: On campus (in person) and online

OBJECTIVE:

In the beginning of the 21st century, when Japan was still recovering from the collapse of the bubble economy, corporate/business recovery became an urgent agenda. In a turnaround situation, the management team needs to achieve multiple goals in a limited timeframe, while excising organizational diseases, managing various stakeholders, enhancing financial strengths, changing business strategies, and redeploying workforces. In this course, students will learn typical turnaround processes and practical issues after role-playing a management team and its stakeholders in a turnaround situation. Through this process, students will understand the skillsets required as competent management, the reality of business turnarounds, and the fundamental issues of the Japanese economy. The leadership team in a turnaround situation will face a dilemma between logical and emotional decisions. Therefore, we aim to learn the essence and reality of leadership (e.g. mindset, value, preparedness), beyond acquiring practical business recovery know-hows or techniques.

COURSE TOPICS:

If the life of a corporation were to be compared to that of a human being, incorporation is birth and insolvency is death. In Japan, about 130,000 companies start up and about 40 thousand suspend/dissolve their businesses, annually. Nobody who runs his/her business would be happy to suspend/dissolve it, while replacing the uncompetitive with the competitive is essential to maintain a vital economy. Survival of the fittest rules capitalism. Excess support to underperforming businesses would distort optimal resource allocation in the market economy and would disrupt incubation of new businesses.

However, dissolution of valuable and viable businesses would be in turn a significant loss for the economy as a whole. In the days of VUCA (Volatility, Uncertainty, Complexity, and Ambiguity), companies and businesses may face sudden turbulence coincidentally. While it may be a “once in a lifetime experience” to face such difficulties for the management, it is important for the economy to turnaround such companies and businesses with some help from various stakeholders and experienced turnaround professionals.

In this course, students are expected to learn how to exercise their leadership skills and defuse the crisis collaborating with other people, no matter which position they are going to cover in their company, whether it be as top/middle management, as a stakeholder or whoever concerned.

LEARNING OUTCOMES:

During this course, students will:

1. Understand strategic, operational, financial, organizational, and HR issues, restrictions, and conflicts



2. Learn effective measures to overcome severe situations during business turnarounds
3. Recognize conflicts between logical and emotional decisions which management would face

LEARNING APPROACH:

The turnaround management course consists of interactive lectures including, but not limited to, case methods, discussions, roleplays and group work. During this course, students will virtually experience the turnaround process as if they were involved as management or as a stakeholder and learn how they would decide or react following their incentives.

TEXTBOOK:

N/A

REFERENCE MATERIALS:

- J.P. Kotter (1996) *Leading Change*, Harvard Business School Press
- S. Slatter & D. Lovett (1999) *Corporate Turnaround*, Penguin
- Industrial Revitalization Corporation of Japan (2006), *Business Recovery Practice vol.1-3 (事業再生の実践)*, Shoji-homu*
- Kazuhiko Toyama and IGPI (2018), *IGPI's Practical business analysis know-hows ([図解]IGPI 流 経営分析のリアル・ノウハウ)*, PHP*
- Hiroaki Nakanishi and Kazuhiko Toyama (2019), *Appointing the CEO (社長の条件)*, Bungei-shunjuu*
- Naonori Kimura (2017), *Darkside skills (ダークサイド・スキル)*, Nikkei*

* Japanese only

EVALUATION:

The aim of this course is to encourage students to find an opportunity to understand how other stakeholders react, and to think how they can manage and demonstrate their leadership skills in a crisis situation. The students are expected to contribute to the class and to improve the quality of learning by expressing their opinions and thoughts and sharing their experience. They are also expected to contribute to their team assigned during a case-method class and to exercise their own leadership.

The course evaluation consists of class participation (40%), that is asking valuable questions, sharing experiences and thoughts during the lecture, contribution to the simulated role-play during the case method classes (Session 3 and 4) (30%), and also submission of the reflection reports (30%).

During the role-play, each student will be assigned to a team representing different stakeholders involved into a turnaround process. The students will be evaluated according to the leadership they express, as well as profound thoughts and persuasive attitude demonstrated during the class.

SESSION OVERVIEW:

1. Case study #1 (Kojima) [3 hours]



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2. Case study #2 (Kojima) [3 hours]
3. Case study #3 (Kimura) [3 hours]
4. Summary (Kimura) [3 hours]



Course Title:	Digital Transformation and Innovation
Year / Semester:	2 nd year / 1st semester
Credit:	2 credits (elective course)
Faculty:	Adjunct Professor Yohei Takabe, Adjunct Associate Professor Masanobu Iwabuchi
Class Format:	On campus (in person) and online

OBJECTIVE:

Companies increasingly engage in the “digitalization” of management and digital transformation, along with implementation of artificial intelligence (AI), regardless of their industry or geographical location. In fact, utilization of information technology (IT) at companies has a long history, with PCs and email being in use for more than 20 years. The introduction of enterprise IT systems has greatly increased the speed and lowered the cost of administrative processes. However, it is also true the impact of IT has been largely limited to the efficiency and cost reduction of some operations in most industries, with few exceptions such as retail, where the emergence of e-commerce resulted in fundamental changes to the entire industry.

In recent years, this situation has dramatically changed. Automatic and real-time generation of data through sensors and other means, increasing use of AI to analyze the collected data (e.g., texts, images, voice), and sophistication in robotics to physically handle processes all contribute to this change. Further, industries are increasingly disrupted by small, new entrants that leverage digital technologies and novel business models, such as Uber and Airbnb. We can say that under the current circumstances, every company in any industry is under pressure to reconstruct its value chain, redesign the customer journey, search for new business opportunities, or reconsider the industrial structure that it relies on.

How should we, as future leaders, deal with digital transformation (DX) and innovation (DI)? What is the essence of this “digitalization revolution”, compared to traditional use of IT? In this course, through case studies of various companies and industries, students will learn approaches to, impacts of, and challenges in DX and DI. At the same time, we aim to encourage every student to deeply think about the potential impact of digitalization on the company he/she works for as well as what it should endeavor.

LEARNING OUTCOMES:

During this course, students will:

- Understand strategic, operational, financial, organizational, and HR issues, restrictions, and conflicts
- Learn effective measures to overcome severe situations during business turnarounds
- Recognize conflicts between logical and emotional decisions which management would face



LEARNING APPROACH:

Like AI, DX/DI is a newly emerging field, thus, there is no academic framework for its comprehensive explanation yet. Therefore, in this course, we will deepen our understanding of the subject through the case studies of various approaches to DX/DI by different industries and companies around the world.

TEXTBOOK:

None in particular

REFERENCE MATERIALS:

Michael Wade (2016) Digital Vortex: How Today's Market Leaders Can Beat Disruptive Competitors at Their Own Game, Dbt Center Press.

EVALUATION:

- Submission of pre/post-assignments: 20%
- Class contribution: 30%
- Final individual report: 50%

SESSION OVERVIEW:

1. Digital transformation and innovation (overview) (Takabe, Iwabuchi) [3.5 hours]
2. Value-chain and supply-chain transformation through digital technology (Iwabuchi) [3 hours]
3. IoT and Data driven DX/DI (Iwabuchi) [3 hours]
4. Customer Journey driven DX/DI (Takabe) [4 hours]
5. Physical and Digital Convergence (Takabe) [3 hours]
6. Introducing "Agile" management to large corporations (Iwabuchi) [4 hours]
7. Digital Innovation (Takabe) [3.25 hours]



Course Title: **Platform Strategy**
Year / Semester: 2nd year / 1st semester
Credit: 1 credit (elective course)
Faculty: Specially Appointed Prof. Tatsuyuki Negoro
Class Format: On-campus (in person)

OBJECTIVE:

Internet, which began in the late 1990s, brought a rapid expansion of the platform business model. Platform business in this course means "products and services that have value only when integrated with products, services, and information provided by other players (companies, consumers, etc.)." For example, the services of Facebook and eBay create value only when users use the services to send information or when users sell unwanted items on the platform. Therefore, platform business grows by attracting many other players. In this respect, it differs from a traditional business (value chain type business) that pursues efficiency and differentiation of production and provision with a small number of business partners.

Discussing platform businesses does not necessarily mean discussing the "platform strategy" as a theory. For example, platform businesses also have differentiation strategies and niche strategies. In this course, platform business-specific growth strategies, unique competitive strategies, and unique reversal strategies are intentionally discussed.

The theoretical purpose of this course is to understand the characteristics of platform businesses through cases and theory. The keywords will be a strategy to involve complementary companies, aggregation (becoming a foundation for various products and services), network effect management, and multi-homing (the phenomenon in which users and complementary companies use multiple platforms).

Practically, the purpose of the course is to obtain suggestions from the standpoint of an entrepreneur and a managing director of an existing company. If you assume the position of an entrepreneur, you will learn how to select a market and business model design for launching, growing, and expanding the company. When assuming the position of the managing director of an existing company, the purpose is to learn how to respond to disruptors (players who bring about disruptive innovation, mostly start-ups), whether they should enter the platform business themselves, and how they should enter. For the above reasons, this course covers not only examples of existing companies but also platform start-ups. Another reason is, as a start-up, it is necessary to understand the perspective of existing companies, and as an existing company, it is necessary to think from the perspective of a disruptor.

LEARNING OUTCOMES:

1. Understand why Internetization brings about the development of platform business.
2. Understand the unique characteristics of the platform business.
3. From the standpoint of an entrepreneur, understand the key points for creating a platform business.
4. From the standpoint of an existing company, understand the key points of dealing



with platformers as disruptors. At the same time, we will understand the key points of strategies for entering the platform business of existing companies.

POSITIONING:

Platforms became a very important form of business in terms of growth and profitability in the 2000s. Taking this course will help students who need to think about platform business to think more deeply about their own problems when creating their own business plans. This course is positioned as an opportunity to deepen the strategic thinking learned in the 1st year's "Strategic Management: Theories, Frameworks and Ways of Thinking" in the extremely important business form of platforms. In addition, in the "Creating a Business Plan and Business Model" conducted prior to this course in the second year, platform businesses and their characteristics will be discussed to a certain extent, but in this course, we will dig deeper and consider strategic decision-making and challenges unique to platforms. In contrast to the "Digital Transformation and Innovation" course offered in parallel with this course, which deals not only with platforms but also with the possibilities of business transformation and innovation brought about by digitalization and the role of the leaders, this course focuses on platforms and examines them from multiple strategic perspectives from the perspective unique to platforms.

LEARNING APPROACH:

Case discussions in each group, discussions as a class, and theoretical lectures after the discussions. Position the theory as a reference after the case-based discussions, and do not assume that the theory will be explained in advance and its "application" will be done.

[Class preparation] For all pre-assignments, always have a sense of ownership and commitment as a managing director and prepare your own analysis and ideas for the assignment questions and think about your answers. Please note that the pre-class questions are questions for preparation, and the class discussion does not necessarily proceed with the same questions. Assuming that you have thought about the pre-class questions, the instructor will ask appropriate questions during the class discussion to deepen your understanding of the case (the company to be analyzed and discussed).

[Pre-assignment] Please submit the report by 9:00am of each class day. Format: file created with PowerPoint (not Word file). There is no limit on the number of slides, but as a recommended rule, each question should be within 10 slides (PPT). Please use tables and figures as appropriate. You do not need a cover page, but please do not forget to write your student ID number and name on each page.

[Chat-GPT and PC use on the day] You are free to use Chat-GPT in advance, but if you copy Chat-GPT answers directly (or almost as they are) in your report, please clearly specify these Chat-GPT generated answers. The use of Chat-GPT and search tools in the classroom is not permitted. The same rule applies to the final report as well. If you copy



Chat-GPT's responses as they are (or almost as they are) in the report, please be aware that it will be regarded as cheating if the source of the copied part is not specified.

TEXTBOOK:

A downloadable package will include various articles.

REFERENCE MATERIALS:

- Michael A. Cusumano, Annabelle Gawer, and David B. Yoffie (2019) *The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power*, Harper Business
- Andrew Chen (2021) *The Cold Start Problem: How to Start and Scale Network Effects*, Harper Business
- Laure Claire Reillier and Benoit Reillier (2017) *Platform Strategy: How to Unlock the Power of Communities and Networks to Grow Your Business*, Routledge

EVALUATION:

- Class participation and contribution 30%
- Submission of Pre-Session Assignments 30%
- Final Report 40%

SESSION OVERVIEW:

1. Platform Competitive Strategy (Negoro) [3.25 hours]
2. How to Respond to the Digitalization of Existing Companies (Negoro) [3.25 hours]
3. Evolution of platform business (Negoro) [3.25 hours]
4. Entry into the Platform Business of Incumbents (existing companies) (Negoro) [3.25 hours]



Course Title:	Entrepreneurship and Business Start-up
Year / Semester:	2nd year / 1st semester
Credit:	2 credits (elective course)
Faculty:	Associate Prof. Shunsuke Nagao
Class Format:	On campus (in person) and online

OBJECTIVE:

For the last two decades, startups have been attracting increasing attention worldwide with capital, talent, government support culminating into creating hundreds of “unicorns” (i.e. private companies that are valued over US\$ 1 billion). At the center of these high-growth companies are the entrepreneurs that orchestrate the birth, growth, pivoting, and exiting of these organizations. Such entrepreneurs are not born during the classroom lectures but are nurtured through action: often theorizing, testing, iterating, and pivoting around multiple concepts.

The Entrepreneurship course focuses on the process of converting an opportunity into a profitable and sustainable new business. Addressing new markets and building an organization may seem challenging for participants whose professional experience is mostly with established firms. By placing participants in the role of the entrepreneur, the course enables students to learn how to apply and feel comfortable with a range of entrepreneurial ways of thinking and acting. The sessions will provide learnings and frameworks that participants can use in venture projects and their future careers.

POSITIONING:

This course is intended for students who have a realistic image of the challenges of being an entrepreneur or an in-house entrepreneur (in other words, for students who have their own business idea although it might be vague). Students who do not yet have an idea of a business they would like to establish, can take the course as a key member of another student’s business idea as an early “co-founding member”, upon gaining approval from the student they wish to join.

Students will create their own business model, test their ideas out of the classroom, iterate their model, and practice pitching their business model to the class as well as to guest lecturers. Although it is a simulated experience, it is designed so that students can experience the actual entrepreneurial and business creation process as much as possible.

In the process, it is required from students to integrate the knowledge and skills they obtained in their 1st year through the NUMBERS, FINANCE, MARKETING, ENVISION, DESIGN, STRATEGY courses, as well as the BUSINESS PLAN course in the 2nd year.

This course aims at accelerating the realization of individual business concepts partially



by being held simultaneously with the 2nd year individual research projects (seminars). In addition, this course will be held at the same time as the "Corporate Sustainability Innovation and Intrapreneurship" course. These courses differ in their focus, with the Entrepreneurship course being business-oriented and geared towards offering practical startup skills, while the Corporate Sustainability Innovation and Intrapreneurship course will focus on gaining insight into the philosophy and tools of a new generation of emerging sustainability intrapreneurs.

LEARNING APPROACH:

This course's primary objective is not to create a beautiful business plan on paper, but to have students go through the process of identifying a viable business idea and transforming that into an organizational entity through which people can channel their resources, energy and creativity to create economic value. Instead of taking a position of a critic, each student is required to think and act as an entrepreneur or as a founding team member of a startup. In particular, students are required to demonstrate not only logic but also passion and drive necessary to inspire and encourage people. In addition, during the classes, students will receive feedback on their business plans for concrete actions that will lead to commercialization, so that students can further brush them up beyond this course should they choose to do so.

WHO SHOULD TAKE THIS COURSE:

This course is for:

1. Students who will start and manage their own businesses at some point after graduation
2. Participants who want to understand how new business ventures are created and managed. This includes participants who plan to be involved with startups as employees, investors, customers, consultants, or business development managers in large enterprises. For careers such as these, it is useful to understand the venture creation process from the viewpoint of the entrepreneur

LANGUAGE:

The course will be conducted in English.

READINGS and LISTENINGS:

- *"A Strategy to meet the challenges of entrepreneurship"*, Donald Sull, Financial Times, 2002 --- to be distributed via SOS before the first class



- “*Before the Startup*”, Paul Graham Lecture at the Y-Combinator Startup Class, 2014.
Lecture transcript online [here](https://genius.com/Paul-graham-lecture-3-counterintuitive-parts-of-startups-and-how-to-have-ideas-annotated)
<https://genius.com/Paul-graham-lecture-3-counterintuitive-parts-of-startups-and-how-to-have-ideas-annotated>
Lecture recording online [here](https://www.youtube.com/watch?v=ii1jclg-eIQ)
<https://www.youtube.com/watch?v=ii1jclg-eIQ>
- “*Do Things That Don’t Scale*”, Paul Graham, 2014.
Blog online [here](http://paulgraham.com/ds.html)
<http://paulgraham.com/ds.html>

EVALUATION:

- | | |
|--|-----|
| - Submission of 3 post-session assignments (after sessions #2/#3/#4) | 30% |
| - Class participation and contribution | 20% |
| - Final pitch deck and delivery* | 50% |

CODE OF CONDUCT:

The general policies outlined in the Code of Conduct apply.

In addition to these general policies, we are adding the following extra policies to this course:

- First session participation is mandatory (whether the course would be conducted online or offline).
- Students have the option to withdraw from the course within 72 hours after the conclusion of the first session.
- During the first session, each student will share her/his business idea to the class. Students that decide not to work on their own business idea for this course, either before or after the first session, may still take this course by joining another classmate’s idea as a value-adding team member. The student that wants to join a fellow classmate’s business idea should clearly state and communicate to that classmate how (s)he will contribute (e.g. financial modeling, potential user interview, app development, recruiting, etc)
- Students that receive an offer from a fellow student to join their business idea should assess the fit of that student with their business idea, and either accept or reject the offer. **The maximum number of offers a student can accept is capped at two.**
- Within 72 hours after the conclusion of the first session, students pursuing their business idea are asked to submit by email a brushed-up business idea using the



“Business Model Canvas” framework, and b) the name of the student that is joining with the pledged contribution. Similarly, students who have been accepted to join another student’s business, will turn in a) the name of the student they are joining, and b) the contribution to that business they have pledged.

- After 72 hours of the conclusion of the first session, we will drop any student who do not turn in either one of the above from the course.
- Please note students are allowed/encouraged to invite their outside collaborators to join and contribute to their business ideas and participate in the course sessions as a team.

SESSION OVERVIEW:

1. Introduction to the Entrepreneur Course and the Entrepreneurial Journey (Nagao) [4.5 hours]
2. Fostering an Entrepreneurial Mindset and Core Skills (Nagao) [4.5 hours]
3. Your first 90 Days and How to Prepare for it (Nagao) [4.5 hours]
4. Brushing Up your Venture Pitch (Nagao) [4.5 hours]
5. Final Venture Pitch (Nagao) [4.5 hours]



Course Title:	Corporate Sustainability Innovation and Intrapreneurship
Year / Semester:	2nd year / 1st semester
Credit:	2 credits (elective course)
Faculty:	Prof. Peter D. Pedersen
Class Format:	On campus (in person) and online

OBJECTIVE:

With an outlook to 2030-2050, and in a response to societal drivers such as the SDGs (and other social and environmental drivers), corporations are expected to further promote innovation for sustainability in both business and corporate domains. In this process, the importance of social entrepreneurship/sustainability intrapreneurship is gaining attention globally. By being part of a large organization, intrapreneurs may utilize the organization's resources to link social/environmental issues to corporate value creation. Looking at the future competitive landscape, staff with such social intrapreneurial skills hold the potential to add truly new value to the company to which they belong.

In this course, we will not only learn about the background for and approach to corporate sustainability innovation through case studies of world-leading corporations, but also explore the worldview that lies behind intrapreneurship for sustainability and discuss frameworks and tools for implementation.

Students who take this course are expected not only to gain a deep understanding of key sustainability challenges and how they link to a new form of intrapreneurship in existing corporate organizations, but also, through the participation of experts and practitioners, to gain an insight into the philosophy and tools of a new generation of emerging sustainability intrapreneurs. Guest lecturers from Japan, Australia and Finland, will provide global, gemba-based, real-life input for students to utilize.

LEARNING OUTCOMES:

1. Learn about the background for and approach to corporate sustainability innovation through case studies of world-leading corporations
2. Gain a deep understanding of key sustainability challenges and how they link to a new form of intrapreneurship in existing corporate organizations
3. Identify the sustainability innovation challenges in the organization you belong to, and examine how you, as a leader, can deal with these challenges.

POSITIONING:

This course, taking the CAPITALISM and SYSTEMS THINKING courses of year one as a point of departure, looks at the relationship between corporate sustainability innovation and intrapreneurship, exploring also how this relates to holistic leadership.

The course is mainly for students who belong to corporate organizations with a desire to use its resources and networks to develop their skills as intrapreneurs for sustainability/the SDGs, but we also welcome researchers of ISL & Shizenkan Management Innovation Center.



In this course, we are not going to develop and pitch actual business plans (as in the ENTREPRENEURSHIP course). We will learn about megatrends related to sustainability and the SDGs and look at how this is leading to a redefinition of corporate innovation and the need for a new generation of social intrapreneurs/intrapreneurs for sustainability. Students will be developing their own ideas and create a personal Intrapreneur's Compass for their intrapreneurial explorations, while also developing themselves personally as whole-person management leaders.

LEARNING APPROACH:

- Lectures
- Group discussion
- Individual presentation

LANGUAGE:

The course will be conducted in both English and Japanese, English being the main language of instruction.

All slides from faculty members will contain both languages, and all sessions with external lecturers will include consecutive translation (English ↔ Japanese)

TEXTBOOK (required reading)

FOR ALL PARTICIPANTS:

Please read in either English or Japanese (it is the same book).

BOOK:

ENGLISH:

- Marjorie Brans, Maggie De Pree, Florencia Estrade (2020) *"The Intrapreneur's Guide to Pathfinding, League of Intrapreneurs"*, League of Intrapreneurs

JAPANESE:

- マージョリー・ブランズ、マギー・デ・プリー、フローレンシア・エストラーデ著『ソーシャル・イントラプレナー ― 会社にながら未来を変えられる生き方』（生産性出版、2022年）

WEBSITES:

To gain an understanding of the notion of social intrapreneurship (intrapreneurship for sustainability)

Website of League of Intrapreneurs:

<https://www.leagueofintrapreneurs.com/resources/>

Project Drawdown: Database of climate solutions. Will be used to student assignment between Session 1 and 2:

<https://drawdown.org/>



REFERENCE MATERIAL (OPTIONAL/Japanese only):

- ピーター D. ピーターセン著『SDGs ビジネス戦略—ワークブック』（日刊工業新聞、2022年）※特に第一部

EVALUATION:

1. Participation in/contribution to the course discussions 20%
2. Submission and presentation of sustainability innovation ideas 20%
3. The quality of the course work – Content/quality of The Intrapreneur's Compass 60%

SESSION OVERVIEW:

1. Global Sustainability Megatrends and the Impact on Corporate Management and Business (Peter) [3.5 hours]
2. Corporate Sustainability Innovation and Intrapreneurship (Peter) [3.5 hours]
3. Intrapreneurship for Sustainability (social intrapreneurship) – definitions, frameworks, tools, and examples. Group work and mutual feedback on course work (Peter) [3.5 hours]
4. Learning from corporate intrapreneurs in the circular economy space. Sharing and mutual feedback of course work (Peter) [3.5 hours]
5. MENTORING SESSIONS (Peter) [3.5 hours]
6. Final presentation – Intrapreneur's Compass (Peter) [5 hours]



科目名： 公共政策：枠組みと実践
実施年度/学期： 二年次前期
単位数： 2 単位（選択科目）
担当教員： 上山 信一 特命教授
授業実施形態： 対面とオンラインで行う

科目の目的：

この授業では、履修者が企業や公的機関の幹部、あるいは市民（住民、国民）として社会問題の解決に向けて積極的に関わり、リーダーシップを発揮する方法を学ぶ。社会には貧困、雇用、地域開発など様々な課題がある。また政府は教育、福祉、医療など様々な政策を展開している。さらに、社会問題の解決の担い手は政府（国と地方）に限らず企業、NPO など多岐にわたる。この授業では社会課題の構造を理解するとともに、政府がどういう原理で動いているか（機能と限界）、また政策がどう形成、実行されるかを学ぶ。その上で、公共政策へのビジネスモデルや組織論などの経営手法の適用可能性とその限界を考える。また、公共政策の背後にある政治や財政の仕組み、さらに官僚主義（政府）と民主主義（議会）の本質についても学ぶ。

学修アプローチ：

講義とケース演習を組み合わせた対話型講義によって「社会課題」、「公共」、「政策」、「改革」についての洞察を深める。その上で具体的な社会課題の分析と課題提案の演習に取り組み、リーダーとして自ら思考し、行動する力を培う。

なお毎回の授業では事前に予習課題をオンラインプラットフォーム上で配布する。授業は、それらを予習してきたことを前提に反転授業方式で進める。また難易度の高いテーマに関しては復習レポートを出題する予定である。

欠席した回については、レポートの提出が必要となることに留意されたい。

学修の到達目標：

本科目では、公共政策や社会課題を解決する上で前提となる各種の制度と改革ツールの使い方を理解した上で個人演習を通じて実践に向けた勘所を習得する。

教科書：

- 上山信一著『大阪維新』（角川 SSC 新書、2010 年）
- 上山信一著『組織がみるみる変わる 改革力』（朝日新聞出版、2014 年）

参考図書：

- 佐々木毅著『民主主義という不思議な仕組み』（ちくまプリマー新書、2007 年）
- 吉村・松井・上山著『大阪から日本は変わる』（朝日新聞出版、2020 年）
- 伊藤正次・出雲明子・手塚洋輔著『はじめての行政学』（有斐閣、2016 年）

（注）教科書も参考資料も PDF をネット上で配布する

（但し、利用は履修者限りとし、授業以外での使用は禁止する）

成績評価：

- 各回の事前課題レポート及び復習課題（40%）
- 各種演習の成果物及びプレゼンテーション（30%）
- 中間・最終レポート（30%）

各セッションの概要：

1. 社会の課題と公共のランドスケープ（上山） [1時間 30分]
2. 国家戦略を”ビジネスモデル”から考える（上山） [1時間 30分]
3. 公共のマルチステークホルダー構造：官僚、業界団体、族議員、住民 etc（上山） [1時間 30分]
4. ビジネスリーダーは社会課題の解決にどうかかわるか（上山） [1時間 30分]
5. 議会、民主主義（上山） [1時間 30分]
6. 政策を評価する（上山） [1時間 30分]
7. ケース：火災抑止と消防（上山） [1時間 30分]
8. 住民運動、直接民主主義（上山） [1時間 30分]
9. ケース：高齢化と医療（新潟の例）（上山） [1時間 30分]
10. 公共の改革とイノベーション（上山） [1時間 30分]
11. 財政と税（上山） [1時間 30分]
12. 大都市の経営と改革（上山） [1時間 30分]
13. PPP（公民連携）と民営化（上山） [1時間 30分]
14. デジタルガバメントとスマートシティ（上山） [1時間 30分]
15. ケース：ニュータウン再生（上山） [1時間 30分]
16. 個人レポート発表（上山） [1時間 30分]



科目名： インパクトビジネスとエコシステムの実践
 ～先端的成功事例の体感と先導者とのダイアログ
実施年度/学期： 二年次前期
単位数： 1 単位（選択科目）
担当教員： 鶴尾 雅隆 教授、工藤 七子 特任准教授、田淵 良敬 特任准教授
授業実施形態： 対面で行う

科目の目的：

本コースの目的は「（社会的）インパクトビジネスの成功事例とその成功を支えるエコシステムの先端的事例や最新状況の可視化、及び社会変革とビジネスを両立している先導者たちとのダイアログによるインパクトビジネスの創出力と実践力の強化」にある。

1 年次に世界と社会に貢献する全人格リーダーとしての学びを深めた皆さんが、この探究の旅の次の段階として、どう実践的なビジネスモデルに今の感覚値を落とし込むのか。その問いの答え必要不可欠な、社会課題解決に資するビジネスモデルを多様な視点から可視化する。このコースは、社会的インパクトの創出を実現するインパクトビジネスの創出に長年携わってきた実践者である 3 人の教員の協力によって提供する。

資本主義の限界性の議論から、新しい資本主義のあり方についての様々な議論が世界中で起こり始めてきている。西洋近代が描いた処方箋としての資本主義が今後どう進化していくのか、そしてその中において全人格リーダーとして一人ひとりがどのような哲学を持ち、企業のパーパスを構築し、実践していくのかが問われてきている。

新しい時代の資本主義は、その哲学、制度や仕組み、市場メカニズムの形態といった要素のみならず、実際にインパクトビジネス（社会的インパクトと財務的インパクトを両立させ、かつ従業員や周囲のステークホルダーのウェルビーイングを高める「3つのインパクト」を創出するビジネスモデル）を実施する企業が存在しなければ実現することが不可能である。インパクトビジネスの主体も上場企業、ユニコーン企業から地域のローカルビジネスまで多様である。しかし、近年「社会的インパクトの創出」が世界で中心的な注目関心のテーマとなる中で、その本質的な理解や成功モデルの可視化が十分に進んでいるとはいいがたい状況にある。

経営者においても「社会的インパクトを目指すことは経済的インパクトを犠牲にすることにつながるのではないか」という問いや「社会的インパクトはどのように評価、可視化するのか」といった問いなどもあり、実際の取り組みを躊躇するケースもある。

本講義では、3つの目的を融合して取り組む

第一に、インパクトビジネスの世界・国内の成功事例を体系化して解説し、またインパクトビジネスの実践者との対話を通じてその本質的理解を進めるとともに、「社会的インパクトを生み出そうとしている」というパッションがもたらす付加的可能性として、インパクト投資を含めた新たな金融や Blended Financing の鍵となる政府や財団の支援、社会的インパクトを可視化するために必要な社会的インパクト評価の仕組



みや考え方など、インパクトビジネス創出と実践を支えるエコシステムの全体像も紹介する。

第二に、本コースには至善館アルムナイ、及びインパクトビジネス実践者・支援法人等多様なバックグラウンドからの聴講生・科目等履修生を積極的に招聘することを通じて、インパクトビジネス創出と支援のエコシステム全体から生徒が参加し、組織や分野を超えて学びを通じて信頼できる繋がりを生み出す機会とする。この場が、卒業後も通じて自らが社会変化を生み出すうえで必要な枠をこえた同志を得る機会となる。

第三に、授業を通じて社会的インパクト創出事業モデルを構想する旅を多様なエコシステムのプレイヤーとともにいき、全人格リーダーとして、実際に自らがインパクトビジネスのアイデアを考え、自分との対話、他者との対話を通じて設計し、相互アドバイスを通じて、「3つのインパクト」創出力を高める。

学修の到達目標：

1. 「社会にインパクトを生み出す」という観点からのインパクトビジネスの創出と実践の先端事例について理解し、先導者との対話により、自らの世界観を進化させる。
2. 社会的インパクトの創出を目指すという事業特有の支援や協働のエコシステムへの理解を踏まえて、多角的な切り口からインパクトビジネスの創出について構想し、相互アドバイスと協働可能性の検証を通じて実現力を高める。

科目の位置づけ：

本科目は、至善館のコア科目の受講を終え、全人格リーダーとして企業、社会、資本主義等について本質的理解を深めたうえで、その新たな世界観、時代観、リーダー観を活かして新たな事業を創出しようとする人が対象である。実際に新たなビジネスを創出する際に必要となる社会的インパクトと財務的インパクト、ステークホルダーのウェルビーイングを両立させるビジネスモデルをどう創造し、実践として成功させるのかの体感値的理解を得ることを目指す。

学修アプローチ：

講義及びゲスト講師による先端的事例の紹介（講師による網羅的事例紹介と先導者のゲストスピーカーとしての体験紹介）を踏まえて、グループ討論を行い、成功するインパクトビジネスの構造的要件を検証し、自らの今後の構想も検討する。

教科書：

- アレックス・エドマンズ著『GROW THE PIE - パーパスと利益の二項対立を超えて、持続可能な経済を実現する』（ヒューマンバリュー社、2023年）
- Sir Ronald Cohen 著『On Impact-A Guide to Impact Revolution（インパクトとはーインパクト革命へのガイド）』（日本語訳提供）
- マーク・エプスタイン他著・鶴尾雅隆監訳『社会的インパクトとは何かー社会変革のための投資・評価・事業戦略ガイド』（英治出版、2015年）



参考図書：

招聘聴講生、科目等履修生は至善館の生徒が前提としている社会認識を理解するためにこの参考文献を読むことを推奨する。

- 宮台真司、野田智義著『経営リーダーのための社会システム論 構造的問題と僕らの未来』（光文社、2022年）

成績評価：

- | | |
|-----------------|-----|
| - クラスへの参加・貢献度 | 30% |
| - フィードバックシートの提出 | 30% |
| - 最終レポート | 40% |

各セッションの概要：

1. （理解）インパクトビジネス創出の価値とフレームワーク（鶴尾、工藤、田淵）
[3時間]
2. （情熱と葛藤）インパクトビジネス創設者たちとのダイアログ（鶴尾、工藤、田淵）[3時間]
3. （体感と構造化）トリプルインパクトを創出するインパクトビジネス（鶴尾、工藤、田淵）[3時間]
4. （連携）インパクトビジネスを生み出すエコシステムの最前線（鶴尾、工藤、田淵）[3時間]
5. （創造と実践）インパクトビジネス共創ワークショップ（鶴尾、工藤、田淵）[3時間]



Course Title:	Creating and Managing Social Impact
Year / Semester:	2 nd year / 2 nd semester
Credit:	2 credits (elective course)
Faculty:	Prof. Masataka Uo
Class Format:	On campus (in person) and online

OBJECTIVE:

Globalization of the economy has brought with it many issues, including poverty, socioeconomic disparity, the failure of the healthcare system, a decline of primary industries, the hollowing out of local communities, and a weakening of human relations. These issues remain mostly unsolved by traditional capitalism and market mechanisms and many start explore the new form of the capitalism. As Peter F Drucker stated, society was relatively stable and we could focus on economy and technology for improving our wellbeing until 1990s, but now society itself becomes fragile. Under this circumstances, leaders are expected to understand how social innovation and created and managed especially by social business and nonprofit organizations.

In this course, students will seek to identify what roles nonprofit organizations (NPOs) and social businesses play in society and how they can make a social impact. This will be achieved by examining case studies and taking part in discussions with leading social entrepreneurs.

LEARNING OUTCOMES:

- Gain an understanding of the value, potential, and challenges of the social sector in the concept of rebalancing society.
- Through case studies of various examples of social innovation, the students will go beyond a simple analysis of success factors and gain an essential understanding of "how to change society" that goes beyond the common wisdom of the business sector.
- The class will be a "journey" of mutual exchange of thoughts, experiences, ideas, and thoughts among the students. This class is not about learning the right answer, but rather about discovering the question, and about living a life that will create an impact on society throughout one's life.

POSITIONING:

This course will provide opportunities for students to think about the leadership of social change by gaining an understanding of how social innovation and social impact are



created in our society. In this course, students are expected to apply all the knowledge and skills they have obtained in the last one and a half years at Shizenkan. Students will learn how the “whole-person leadership” approach, which comprises “whole personality,” “leadership,” and “management,” can apply to real social innovation and also understand how they can design their own lives to maximize their social impact.

LEARNING APPROACH:

- Interactive lecture
- Group discussions of case studies and societal challenges

TEXTBOOK:

None in particular

REFERENCE MATERIAL:

- Henry Mintzberg (2015) *“Rebalancing Society - Radical Renewal Beyond Left, Right, and Center”*, Berrett-Koehler Publishers

EVALUATION:

- Active participation in each class session (30%)
- Each class’s short feedback sheets (30%)
- Final brief essay (40%)

SESSION OVERVIEW:

1. Why do Nonprofit Organizations and Social Businesses Matter in Our Society? (Uo) [3 hours]
2. Empathy and Social Innovation (Uo) [3 hours]
3. Managing Global Innovation (Uo) [3 hours]
4. Social Impact Investment and Envisioning the Future of the Impact Economy (Uo) [3 hours]
5. Evidence-based Social Innovation (Uo) [3 hours]
6. Logic Model Workshop (Uo) [3 hours]
7. Thinking About Your Life and the Future of Society (Part.1) (Uo) [3 hours]
8. Thinking About Your Life and the Future of Society (Part.2) (Uo) [3 hours]



Course Title:	Strategic Management of Cities and Infrastructure
Year / Semester:	2nd year / 2nd semester
Credit:	2 credits (elective course)
Faculty:	Adjunct Prof. Yumiko Noda
Class Format:	On campus (in person) and online

OBJECTIVE:

One of the major trends of the 21st century is “urbanization”. People are moving to cities, in search for a better opportunity for employment, convenience, and wealth. It is predicted that by 2050, 2 people out of 3 of the world population will be living in cities.

This wave of urbanization poses many challenges to us. In cities in the emerging economies, the development of infrastructure such as electricity, roads, transportation, water and sewage, and waste disposal cannot keep up with economic development, causing serious problems such as deteriorating living conditions, traffic congestion, and pollution.

Cities in developed economies have different challenges. Their infrastructure assets are aging and need to be maintained and rehabilitated while cities are under fiscal challenges due to maturing economies. In particular, Japan is struggling with various challenges, including rapidly declining birthrate and an aging population, climate change, and natural disasters. In addition, as COVID-19 is impacting the values of people, cities need to rethink their vision and direction.

In both emerging and developed countries, in line with the rapid technological advancement, fostering innovation becomes important in managing cities and infrastructure. The energy and mobility systems in cities are undergoing drastic changes. In addition, as the global environment problem intensifies, we need to shift our focus toward creating a “circular economy” and develop social infrastructure accordingly.

Traditionally, the management of cities and infrastructure management has been performed by the public sector. However, the public sector alone cannot confront all the challenges presented by a big wave of urbanization. In addition, as people, money, and information move across regions and borders, cities are more exposed to competition with other cities. This will necessitate strategic management of cities so that they can attract talents, business, and capital through developing quality infrastructure to ensure a high standard of living. Financial resources and innovative ideas become indispensable, and therefore, the role of the private sector becomes critical.



Furthermore, cities are ultimately for people who live there (citizens), and therefore, citizens' participation in urban management and infrastructure development is also important. In accordance with the increasing presence of the civil sector such as NPOs, a collaboration across sectors is indispensable as well.

This course is neither a typical strategic management course taught at business schools, nor a public policy course dealing with policy formulation and implementation based on economics taught at public policy schools. Rather, this course will focus on cities (not only large and medium cities, but also small cities and villages) and infrastructure which is increasingly important in the era of urbanization - how to develop vision, how to realize this vision, how to strike partnerships among governments, businesses and citizens under PPP, and what kind of leadership they require.

Themes of this course will cover areas across government, business, and the civil sector. Due to the fact, that neither an academic foundation nor clear framework supporting the analysis of the current situation and future prospects yet exists, in this course, we will use case studies, on an ad hoc basis, on strategic management of cities and infrastructure that are considered to be among the best practices.

In addition, we will invite guest speakers and experts who are engaged in the area of urban management and infrastructure development, and through discussions with such experts, we will deepen our understanding of the subject.

LEARNING OUTCOMES:

This course has the following learning objectives:

1. Acquire the perspective to analyze and understand the challenges and opportunities of cities and infrastructure in the era of urbanization megatrend.
2. Develop the ability to formulate the vision and design the path toward realizing such vision for cities and infrastructures through analysis of successful cases of transforming cities and regions that once struggled with enormous challenges into those with unique competitive advantages.
3. Master the basic framework of partnerships among government, business, and the civil sector (particularly PPP [Public Private Partnership], focusing on the effective use of private funds and know-how) in developing infrastructure.
4. Nurture sensitivity towards the future of cities and infrastructure in response to technological advancement and sustainability challenges.
5. Understand the design and management of cities' transformation processes and comprehend the role of a leader who drives the process and realizes the vision.



POSITIONING:

This course is arranged in the Spring semester of the second year and is held in parallel with other non-core course such as “Creating and Managing Social Impact”. Students are expected to select from these courses depending on their respective interest and future career, which should be clearer through participation in the group seminars.

Each course has its target audience. The main target of “Social Business and Social Impact” are entrepreneurs and social innovators. This course, on the other hand, is primarily designed for students who aim at becoming city leaders, government officials in charge of urban management and infrastructure, consultants, and community entrepreneurs. In addition, students who are interested in participating in urban development from a business perspective as well as students who will be engaged in infrastructure business are secondary targets.

Unlike “Social Business and Social Impact”, this course deals with a large-scale theme of cities and infrastructure. Also, there will be rather limited positions where students can pursue the role of leading cities (e.g. governors/mayors). Therefore, it should be noted that this course is not designed for acquiring “how-to” skills that will produce short-term results, but for gaining long-term perspective and overall understanding required by society leaders.

LEARNING APPROACH:

- Interactive lecture
- Case study
- Class discussion

TEXTBOOK:

Not assigned

COURSE EVALUATION:

1. Review report submission (3 times): 30%
2. Contribution to class discussion: 20%
3. Final report: 50%

SESSION OVERVIEW:

1. Introduction (Noda) [3 hours]
2. Challenge to an urban regeneration (Noda) [3 hours]
3. Singapore's City Strategy (Noda) [3 hours]



4. Urban infrastructure development and PPP (1): Challenges of emerging countries (Noda) [3 hours]
5. Urban infrastructure development and PPP (2): Challenges of developed countries (Noda) [3 hours]
6. Future of cities - challenges for smart city and SDG city (Noda) [3 hours]
7. Challenge towards circular economy (Noda) [3 hours]
8. Required leadership (Noda) [3 hours]



Course Title:	Business Policy: Concepts and Practices
Year / Semester:	2nd year / 1st semester
Credit:	2 credits (compulsory course)
Faculties:	Prof. Hiroyuki Mitani, Prof. Tomo Noda
Class Format:	On campus (in person) and online

OBJECTIVE:

Business policy is the overarching framework that incorporates the various aspects of management such as operational and organizational factors as well as individual functional and technical skills from the perspective of a management leader. As business policy goes beyond a mere collection of functional expertise and divisional administration and focuses on integrating the various aspects of management, management leaders must cultivate a holistic view, be able to see the big picture and interlocking issues, as well as possess a high level of skills and strong sense of responsibility.

What roles and responsibilities should a management leader fulfil in order to be able to respond to a rapidly changing business environment and develop a successful and sustainable business? Furthermore, in order to effectively carry out these roles and responsibilities, what type of management policies and practices are required?

In this course, students will experience first-hand the challenges and conflicts that management leaders face on an everyday basis through simulation exercises such as decision-making and action-taking tasks, and case discussions.

In addition to gaining a big-picture perspective of business policy, as next generation leaders, students will create their own individual development plan.

LEARNING OUTCOMES:

1. This course will examine key questions such as: What is the role of a management leader? What responsibilities are unique to management leaders?
2. In particular, this course will focus on exploring important challenges that management leaders must face such as, realizing an alignment between a business and its environments; building systems that mobilize people and organization; fostering innovation; developing organizational capabilities for realizing long-term sustainable growth; implementing corporate turnaround and organizational transformation.
3. Through management leader simulation exercises, students will develop an understanding of the overall framework of business policy as well as explore the mind-set and perspectives that management leaders must possess. Building on this, students will gain a practical knowledge of what it takes to be an effective management leader.
4. Throughout the course and in each session, students will discover that there is no one optimal solution that can be applied to every management problem or company. The important thing is that each student develops her/his own outlook, approach and philosophy. A key objective of this course, then, is to support this individual development process.



POSITIONING:

Shizenkan aims to go beyond the traditional approach of business education that is separated according to functions (such as accounting, finance, operations, marketing, strategy etc.), and is committed to providing a holistic and integrated approach to business education. In doing so, Shizenkan intends to revive the tradition of business policy education that Harvard Business School used to adhere to, and to provide its own curriculum which emphasizes management and entrepreneurship. This commitment and aspiration lie at the heart of this course.

Therefore, this course, taken alongside: the “Creating a Business Plan and Business Model”; “Entrepreneurship and Business Start-up” and “Global Management: Strategy, Organization and Leadership” classes, will bring together in an integrated manner the various function-specific skills and concepts that students acquired in their first year of study. At the same time, this course is designed to prepare students for the course, “Managing People and Organizations”.

LEARNING APPROACH:

Case study discussions and group work will form the core of this course. At key points throughout the course, theoretical and conceptual frameworks and matters related to practical application will be introduced. Students will take part in role-play activities as part of the simulation exercises.

TEXTBOOK:

None in particular

COURSE READINGS:

The core concept of this course is to provide students with a big picture and holistic perspective on business policy and management. With this in mind, the course will draw from and utilize multiple books in order to achieve this goal. (There is no single book covering all the contents of the course.)

During the course, we recommend that students refer to the following books listed below for the purpose of review. Students are not required to read these books prior to the start of the course. There will be an announcement during the course instructing students on how to best utilize these books for review.

- O’Reilly III, Charles A., Michael L. Tushman (2016) *“Lead and Disrupt: How to Solve the Innovator’s Dilemma”*, Stanford Business Books.
- James Collins (2005) *“Built to Last: Successful Habits of Visionary Companies”*, Random House Business.
- Sumantra Ghoshal, Christopher A. Bartlett (1997) *“The Individualized Corporation: A Fundamentally New Approach to Management”*, Harper Business.

REFERENCE MATERIALS:

- Hiroyuki Itami (1991) *“Mobilizing Invisible Assets”*, Harvard University Press.



- Heike Bruch, Sumantra Ghoshal (2004) *"A Bias for Action: How Effective Managers Harness Their Willpower, Achieve Results, and Stop Wasting Time"*, Harvard Business Review Press.
- John P. Kotter (2012) *"Leading Change"*, Harvard Business Review Press.

EVALUATION:

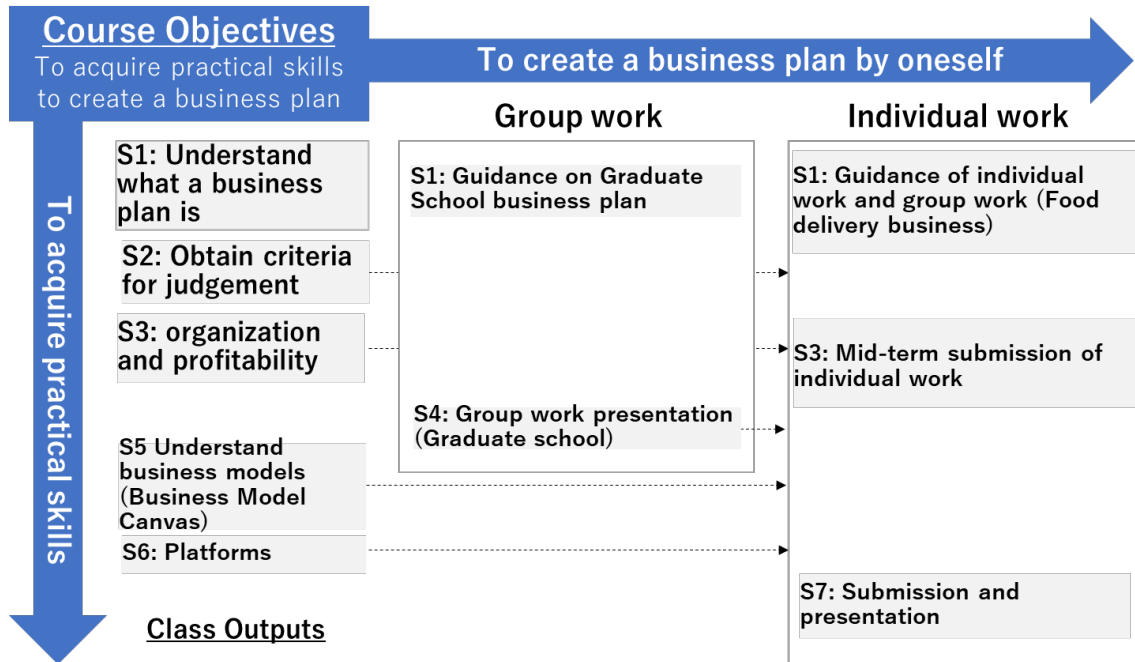
■ Class Participation and Contribution	20%
■ Post-Session Assignments	10%
■ Group Presentation	20%
■ Final Exam	50%

SESSION OVERVIEW:

1. Overview of the role and responsibilities of a manager/ Considering the law of decline (Mitani) [3 hours]
2. Develop a point of view at the stage of business rebuilding (Mitani) [3 hours]
3. Explore the roles and tasks of a management leader during each stage of a company's development (Mitani) [3 hours]
4. Examine "Quality of Management" (Noda) [4.5 hours]
 - 4-1: From Strategic Analysis to Organizational Capability
 - 4-2: Conceptualize organizational decision-making and action-taking
 - 4-3: Examine Organizational Capability from the Viewpoint of Organizational Learning
5. From Organizational Capability to Management Competency (Noda) [5 hours]
 - The Framework of a Corporate-level Strategy
 - Managerial Challenges for Fostering an Entrepreneurial Spirit and Nurturing Innovation
 - Conceptualize the Organizational Capability that is Required for Sustainable Growth
6. Experience Decision-Making as Manager/ Explore Challenges for Developing Management Talent (Mitani) [3 hours]
7. Rebuild corporate culture and Leadership (Mitani) [3 hours]
8. Leadership Challenges in Managing the Process of Organizational Transformation (Yoshikawa) [8 hours]



Course Title: **Creating a Business Plan and Business Model**
 Year / Semester: 2nd year / 1st semester
 Credits: 2 credits (compulsory course)
 Faculty: Adjunct Associate Professor Tomo Yamane
 Class Format: On campus (in person) and online



OBJECTIVE:

In starting a new project at a given organization or company, or to revise and evolve one of the existing businesses, or even yet, start an entirely new project as an individual, to “Think from Zero and Execute” is a theme constantly facing the modern day leader. Whether or not such a proposal comes to fruition depends on the proposal itself and the surrounding environment within or beyond the organization, if one does not propose anything, nothing starts.

Any decent such proposal would have to clearly show the social or environmental “issues” the leader feels urgently enough to act, as well as explain logically how to solve such issues, who benefits from its solution, etc., Furthermore, it also needs to be based on the grand vision, challenging spirit or passion of the leader in believing why solving such issues is so important, and this needs to be communicated to the audience. A “good” proposal will highlight not vague pictures of the mission, but concrete steps and milestones to achieve the goal, the resources required to realize the solution (people, things, money,



information), and methods to acquire them. Any risks or potential hazards and how to overcome them would also need to be included all along the grand storyline.

In this course, the participants will acquire practical skills required in devising a business plan, which is an important medium to propose solutions to the “issues.” To this end, each participant will understand what is indeed a business plan, and completes it on one’s own in the mind as well as on the paper. People, money, things, information, environment, values, etc. How these elements interact with each other, and how changing one affects the premises of decision making, how we can pivot (without changing the core, change the surrounding structures), etc. Understanding the overarching structure and how they are represented in a business plan significantly affects its credibility and the subsequent business activities.

There is no “finished” business plan. In modern day society, it happens all too often that the underlying premises are proven wrong, or unexpected competitive response hampers the course of the business. In order to overcome such unexpected situations and falsifications without wavering from the grand vision, and to amend, improve and reignite the business, one needs to master the very deep structure of the business plans. The ultimate aim of the course is for every participant to acquire skills to thrive in the era of modern day uncertainty, not by resorting to wishful thinking, but by being able to turn grand visions and business ideas into realizable, concrete and agile structures.

LEARNING OUTCOMES:

- Understand what is a business plan, what are the required elements and structures, and how to tell a coherent story throughout the business plan
- Deepen understanding of business models, which are integral part of a business plan, and learn about platforms which are becoming increasingly relevant in many areas
- Do it yourself; experience the process of devising business plans firsthand and acquire practical skills in formulating business plans from visions and ideals

POSITIONING:

The course integrates the learnings from the 1st year courses such as corporate finance, financial statement analysis, future perspectives, design thinking, marketing, and strategy, and bridges them to the 2nd year contents such as individual seminars.

COURSE APPROACH:



- Interactive lectures
- Case Studies
- Group work & group discussions
- Individual work & discussion
- Presentations

TEXTBOOK:

- Alexander Osterwalder, Yves Pigneur (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, Wiley

REFERENCE MATERIALS:

- Joseph H. Boyett, Jimmie T. Boyett (2000) *The Guru Guide to Entrepreneurship: A Concise Guide to the Best Ideas from the World's Top Entrepreneurs*, John Wiley & Sons

EVALUATION:

- Class participation 10%
- Group work 35%
- Individual work 55%

SESSION OVERVIEW:

1. What is a business plan? From (half-finished) plans (Yamane) [3.25 hours]
2. What are good and bad plans? Profitability and organization (Yamane) [3 hours]
3. Understanding the structures: BMC and dilemma (Yamane) [3.25 hours]
4. Group presentation of Graduate School business plan (Yamane) [3.25 hours]
5. Mid-term presentation and evolution of business models (Yamane) [3.75 hours]
6. Platforms (Delving deeper into business models) (Yamane) [3 hours]
7. Presentation of individual work (Yamane) [3.5 hours]



至善館

Graduate School of
Leadership and Innovation,
Shizenkan University

Course Title: **Living Life as a Leader**
Year / Semester: 2nd year / 2nd semester
Credit: 2 credits (compulsory course)
Faculty: Professor Tomo NODA, Associate Professor Katsuhiko Yoshikawa
Class Format: On campus (in person) and online

OBJECTIVE:

Skilled management leaders who are in a position to influence institutions, organizations, and individuals are often required to make tough decisions in difficult and uncertain situations. These decisions, intended or not, all have an impact on organizations and society at large, as well as upon individuals.

In this course, we will revisit the concept of leadership as a phenomenon, question the essence of leadership, understand the difference between leadership and management, and explore the qualities, capabilities, and attitudes required of a leader.

This course goes beyond a mere intellectual exercise of leadership analysis. Rather, we define leadership in the first person and ask students to apply leadership to their lives by asking, "what does leadership mean to you and in your life?".

What does it mean to be a management leader? What does the world look like when viewed through the eyes of a management leader? What kind of pressure do they feel? What are the attitudes, qualities, and even personality types required of a management leader? These questions are the focus of this course.

Is it imperative for leaders to have a high level of integrity?

The answer is definitely yes. Integrity is an important quality that is required not only for top management within organizations but also for the management professionals who play a key role within the organization. In his book, "The Practice of Management", Peter F. Drucker writes, "...management must demonstrate that it realizes that integrity is one absolute requirement of any manager, the one quality that he has to bring with him and cannot be expected to acquire later on." He argues that those who lack integrity, no matter how knowledgeable, resourceful, or able to do their jobs, corrupt the organization. These ideas are strongly supported by Warren Buffett, who is renowned as one of the world's greatest investors.

What is in reality?

Not only related to private enterprises, but also to government and politics, we know numerous cases worldwide that question the ethics of leaders. A few examples worth mentioning are: the Enron and WorldCom cases, Bill Clinton's transgressions in the Monica Lewinsky scandal, and the ongoing revelations concerning Catholic Clergy who have been exposed engaging in sexual abuse. Moreover, the case of Carlos Ghosn, the



former CEO of Renault-Nissan, who fled to Lebanon (he was a member of our Shizenkan global advisory board), is still fresh in our minds and forces us to rethink the way management should act. In the dizzying reality of the pursuit of profit and power, words like integrity and ethics seem to, on occasion, become textbook rhetoric.

In this course, students will not only develop an understanding of what kind of high principles and values, as well as ethics are required of a management leader, but will also have the opportunity to think about whether they can truly act in accordance with the expectations of others and society when they are actually in a position of responsibility. Using case studies and video materials that address ethical dilemmas, as a management leader, students should think about how they would make decisions and act if they were in a similar situation and share their conclusions with the other students.

However, what happens when we confront such a situation in reality instead of a simulation at our desks? Human beings are not always perfect, and there is, sometimes, darkness deep in our hearts. Moreover, social and economic power and position of influence tend to, at times, blind people to the reality around them. It is not certain that the words that the "present self" says to others during the simulations in this course will be realized in a similar situation by the "future self as a management leader" in a position of power and influence.

The main purpose of this course is to get a feeling of the anxieties and conflicts deep inside ourselves and the inner vulnerability that we cannot talk about with others easily, by opening up to ourselves and others and showing our hands. By going beyond a superficial understanding of the ethics and codes of conduct required of management leaders, each of us faces our own internal challenges. We will seek to identify what can serve as guidelines and commandments for our personal growth. We will seek to achieve a better awareness of our "future selves as whole-person management leaders" who will exert influence over institutions, organizations, society, and people, and each student will establish a commitment to themselves to continue the leadership journey.

LEARNING OUTCOMES:

Along with the "Leadership" course, this "LIFE" course is designed as the final culmination course of the 20 months learning journey at Shizenkan. The course will prepare students for future challenges and the leadership journey they will begin after graduation. By questioning themselves, defining what integrity is, developing their ethical perspectives and attitudes, adjusting their mindset, and exploring the qualities demanded of leaders, they will be required to do deep introspective reflection and self-evaluation exercises and consider feedback from others. Students will identify their individual obstacles and challenges to developing as whole-person management leaders and further develop their internal moral compass to support this growth.

1. Simulate the environment, social pressures, and challenges that management leaders face



2. Reflect on how you would behave if placed in complex situations as a leader, and through this process, you will consider the nature of leadership and the qualities demanded of leaders
3. Identify your personal challenges related to leadership growth and create a future development plan
4. Imagine and think through a moral dilemma that a management leader might face
5. Contemplate human nature and reflect on the dark side of the heart
6. Reflect on how to confront an ethical dilemma
7. Speak as to the qualities, attitudes, and personality that are required of a whole-person management leader
8. Outline your possible leadership journey and confirm your agendas for development

POSITIONING:

This course is offered at the end of the second year.

These courses are a concluding part of the leadership journey Shizenkan curriculum aims to offer. The Shizenkan curriculum is carefully designed to give students a chance to objectively view where they are in the world in the context of the current era, reflect upon themselves, and explore their own purpose and vision. The workshops in GROUP 1 & 2 and CORE are the center of this process. In the second year, students have an opportunity to put themselves in the position of a management leader and look ahead to future challenges through their Individual Project (seminar activities).

Students will be asked to integrate these processes and questions from the point of view of leadership. By exploring the essence of leadership and questioning what it means to them, i.e., in their professional career as well as in their entire life, they will be encouraged to stretch their perspective, see the unseen future as a leader and identify a set of actions necessary for realizing that future.

LEARNING APPROACH:

This course consists of three full-day workshops. Prior to the workshops, students are required to watch videos and prepare for the evaluation, discussion, and assessments. Note that the process of preparation itself constitutes learning and developing awareness as an important process of reflection, so it is a prerequisite to work on the pre-assignments. The pre-assignments in this course are designed to deepen your awareness of the issues, help you reflect on them, and help summarize your ideas as a management leader in advance so that you can have fruitful discussions with your classmates on the day of the workshop.

After the final seminar, students are required to submit a post-assignment. Please note that the submission of this post-assignment is a requirement for graduation.



TEXTBOOK:

- Paulo Coelho *"The Alchemist"*

QUASI-TEXTBOOK:

- John P. Kotter(2012) *"Leading Change, With a New Preface by the Author"*, Harvard Business Review Press
- Joseph L. Badaracco Jr.(2016) *"Managing in the Gray: Five Timeless Questions for Resolving Your Toughest Problems at Work"*, Harvard Business Review Press.

REFERENCE MATERIALS:

Although not directly linked to the discussions in the course, they give us meaningful suggestions on the way of life as a leader.

- Marcus Aurelius (1997) *"Meditations"*, Dover Publications.
- Tenzin Gyatso, the 14th Dalai Lama (1998) *"Art of Happiness"*, co-authored by Howard Cutler, Easton Press
- Kazuo Inamori (2009) *"A Compass to Fulfillment: Passion and Spirituality in Life and Business"*, McGraw-Hill Education.
- Nelson Mandela, (1994) *"Long Walk to Freedom"*, Little Brown & Co.

EVALUATION:

The principal objective of the course is not skillset learning and accumulation of knowledge, but to confront oneself and one's assumptions – as well as gain an understanding of the potential future in relation to other citizens and society at large. Therefore, the evaluation will be done with a pass or fail. Students will be assessed based on their level of participation and contribution to in-class discussions and debates.

SESSION OVERVIEW:

1. What Does Leadership Mean to You? (Noda) [8 hours]
2. Code of conduct Required of a Management Leader (Yoshikawa) [8 hours]
 - Part 1. Dig Deep Into Human Nature and Self-Reflection
 - Part 2: What is "Right Thing"?
3. Looking ahead to the challenges of leadership (Noda) [8 hours]
 - Part 1: Roles and Responsibilities of Leaders
 - Part 2: Think Through the Qualities Required of a Management Leader
 - Part 3: Outlook of a Leadership Journey



Course Title:	The Future of Capitalism: New Roles and Responsibilities of Businesses and Leaders
Year / Semester:	2nd year / 2nd semester
Credit:	2 credits (elective course)
Faculty:	Prof. Tomo Noda, Prof. George Olcott et al
Class Format:	Online

*The course will be conducted in partnership with ten business schools across the world.

INTRODUCTION:

The future of capitalism will soon be in the hands of the next generation of business leaders, who will want to leave their own imprint on the shaping a new socio-economic system. This is viewed not only an aspirational thought but also as a responsibility. This course is designed to be a catalyst for personal thought and commitment as well as a network building opportunity. The educational journey will be based around a sharing of experiences and reflections with top executives, entrepreneurs, policy-makers, activists, and academics of various backgrounds. Professors will facilitate a dialogue between students and those guest speakers.

The course will build on remote, virtual learning technologies, e.g., Zoom, to gather both students and guest speakers.

The Future of Capitalism was initiated by IESE Business School and Shizenkan University, and the first edition was held from January to April 2021 as a joint course among four schools, namely IESE, Shizenkan, School of Inspired Leadership (India) and Fundação Getulio Vargas (Brazil). In our attempt to scale the impact of this course and people involved in as well as to provide a broader platform for students participating, several like-minded schools joined the 2022 edition. In 2023, eleven schools from around the world will join this course: EGADE, FGV, IESE, IPADE, IPB University, Lagos Business School, National University of Singapore, Seoul National University, Shizenkan, SOIL and Universiti Sains Malaysia.

OBJECTIVE:

The objectives of this course are to help students understand the key issues society faces within the capitalist system today. By connecting virtually with thought leaders who are trying to address key concerns arising out of the current system, students will gain insight from firsthand experiences. Each student is expected to reflect upon the role of business enterprises in society and responsibility of business leaders, and to translate the inputs from the sessions into a personal commitment for the betterment of society as a future leader.

CONTENT:

There will be eleven sessions in this course on Tuesdays - with some exceptions - from January 31 until April 25. Below is the tentative lineup of the content. While the dates and hours are fixed, the order of the sessions is subject to change due to the availability of speakers. For each session, we will assign a few pre-session materials, e.g., articles, videos, and preparatory questions.

LEARNING APPROACH:

The course will achieve the objectives through three learning approaches. Firstly, students will examine a wide range of issues and perspectives to critically observe the current state of capitalism. This will be done mostly through lectures by professors. Secondly, students shall



expose themselves to diverse views by virtually visiting different locations around the globe and engaging in virtual dialogues with people from diverse backgrounds. Lastly, students shall discuss the issues with classmates to integrate the knowledge acquired and to develop their own vision of capitalism and role of business in society.

LEARNING OUTCOMES:

- Seek to understand the range of issues concerning capitalism today, and their causes and background
- Analyze capitalism as a socio-economic system from multiple angles
- Imagine your own vision of capitalism in pursuit of a better society
- Draw a plan for maximizing your positive impact in society through your professionalism and spirit of service

COMPETENCES:

Students will develop the following competences:

- Connecting business practice with wider socio-economic visions
- Turning that vision into plans for individual and collective actions
- Empathy and compassion by putting yourself in the shoes of others who are from different social background

STUDENT PROFILE:

Students from the eleven schools will join this course. While each school has a limited number of seats from 6 to 24 depending on diversity, we expect to have approximately 120 students in total enrolled in this course in 2023.

REFERENCE READINGS:

The following books are written by participating speakers in this course. While we will be assigning a few pre-materials for each session -to be announced closer to the session-, students who wish to deepen their study are encouraged to read them as background readings:

- Net Positive: How Courageous Companies Thrive by Giving More Than They Take, Paul Polman (Oct 2021)
- Breaking Boundaries: The Science of Our Planet, Johan Rockström (May 2021)
- A Capitalism for the People: Recapturing the Lost Genius of American Prosperity, Luigi Zingales (Jun 2012)
- Marx in the Anthropocene: Towards the Idea of Degrowth Communism, Kohei Saito (forthcoming in Feb 2023)
- Conscious Capitalism: Liberating the Heroic Spirit of Business, Raj Sisodia (Dec 2012)
- Reimagining Capitalism in a World on Fire, Rebecca Henderson (Apr 2020)
- Green Swan: The Coming Boom in Regenerative Capitalism, John Elkington (Apr 2020)
- Corporation 2020: Transforming Business for Tomorrow's World, Pavan Sukhdev (Aug 2012)
- True North: Leading Authentically in Today's Workplace, Emerging Leader Edition, Bill George (Aug 2022)

EVALUATION:

This course will be graded on a Pass or Fail basis.



SESSION OVERVIEW:

1. Introduction and Visionary Leadership (Noda, Olcott) [2.75 hours]
2. Power and Influence of Capital Markets: Is ESG Investment a Panacea or a Placebo (Noda) [2.75 hours]
3. Challenges of Emerging Economies: Cases of Latin America and Asia (Noda) [2.75 hours]
4. Saving Capitalism from the Capitalists (Noda) [2.75 hours]
5. Capitalism in the Age of Anthropocene (Noda) [2.75 hours]
6. Circular Economy and Rule Making (Noda) [2.75 hours]
7. Leveraging Technologies for a Better Capitalism (Noda) [2.75 hours]
8. Social Entrepreneurship and Innovation (Noda) [2.75 hours]
9. Conscious Enterprise (Noda) [2.75 hours]
10. Integrated (Value-Based) Management (Noda) [2.75 hours]
11. Roles and Responsibility of Enterprise and Leadership (Noda) [2.75 hours]

INITIATORS OF THE COURSE/PROJECT

- Prof. Franz Heukamp, Dean, IESE Business School (Spain)
- Prof. Tomo Noda, Founder and President, Shizenkan University Graduate School of Leadership and Innovation (Japan)

FACULTY INVOLVED

- Mr. Anil Sachdev, Founder and CEO, School of Inspired Leadership (India)
- Prof. Antonino Vaccaro, Professor of Business Ethics and Academic Director of Center for Business in Society, IESE (Spain)
- Prof. Azlan Amran, Dean, Graduate School of Business, Universiti Sains Malaysia (Malaysia)
- Prof. Choelsoon Park, Professor of Strategy and International Management, Former Dean, Seoul National University Graduate School of Business (South Korea)
- Prof. Edson Kenji Kondo, Dean, School of Public Policy and Government, Fundação Getulio Vargas (Brazil)
- Prof. Niloy Biswas, Associate Professor, Department of International Relations, University of Dhaka
- Prof. George Olcott, Vice President, Shizenkan University Graduate School of Leadership and Innovation (Japan)
- Prof. Henrietta Onwuegbuzie, Professor of Entrepreneurship, Lagos Business School
- Prof. Maciej Bazela, Professor of Social and Political Affairs, IPADE Business School (Mexico)
- Prof. Lawrence Loh, Professor and Director of Centre for Governance and Sustainability, National University of Singapore
- Profs. Raden Dikky Indrawan & Siti Jahroh, Lecturer, IPB University School of Business (Indonesia)
- Prof. Raj Sisodia, Distinguished Professor of Conscious Enterprise, EGADE Business School (Mexico)



Course Title: **Body, Senses and Self-Reflection (Yoga and Meditation)**
Year / Semester: 2nd year / 1st and 2nd semester
Credit: 1 credit (optional course)
Faculty: Adjunct Professor Emiko Matsuda
Class Format: On campus (in person) and online

OBJECTIVE:

Recently, the practice of “mindfulness” has gained worldwide attention as an effective approach to improving focus and efficiency in the workplace. Indeed, mindfulness is especially popular among professionals in cities across the West Coast of the United States.

One can trace the roots of mindfulness to yoga, a spiritual discipline originating in ancient India. The original purpose of mindfulness was to connect the mind, soul, and body in order to maintain one’s “natural state”.

Yoga and meditation allow you to rediscover and reclaim a sense of self, which may have been lost as a result of the distractions of everyday life. This course provides an invaluable opportunity for self-discovery through deep reflection.

This is a joint course for both Japanese and English programs, and the instructions will be given in Japanese and concurrently translated into English.

LEARNING OUTCOMES:

During the course students will:

Train their mind, body and spirit to attain and maintain their natural state. Through this discipline, students will begin to cultivate a firmness of spirit that is not easily swayed by external distractions.

LEARNING APPROACH:

Yoga and meditation

TEXTBOOK:

None in particular

REFERENCE MATERIALS:

- John Selby (2003) *Seven Masters, One Path: Meditation Secrets from the World's Greatest Teachers*, HarperOne.

EVALUATION:

Since the skills and knowledge acquired throughout the course are hard to evaluate, you will be graded either pass (P)/ fail (F) based on class attendance and participation.

SESSION OVERVIEW:

The course will have 7 monthly sessions from October 2023 to May 2024.



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1. Yoga and meditation exercises (Matsuda) [2 hours]
2. Yoga and meditation exercises (Matsuda) [2 hours]
3. Yoga and meditation exercises (Matsuda) [2 hours]
4. Yoga and meditation exercises (Matsuda) [2 hours]
5. Yoga and meditation exercises (Matsuda) [2 hours]
6. Yoga and meditation exercises (Matsuda) [2 hours]
7. Yoga and meditation exercises (Matsuda) [2 hours]
8. Yoga and meditation exercises (Matsuda) [2 hours]



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Course Title: **Zen Meditation and Self-Reflection**

Year / Semester: 2nd year / 1st and 2nd semester

Credit: 1 credit (optional course)

Faculty: Adjunct Professor Shoshu Hirai

Class Format: In person

OBJECTIVE:

In the East, it has been said that the most important leadership quality is Heijoshin (peaceful presence of mind). Suzuki Daisetsu used the word “Childlikeness” when translating the Zen Buddhist concept of Mushin (no-mindedness) into English. Indeed, this course takes the position that successful leaders are those that can harness these states of mind when making important decisions and facing uncertainties. In this course, through Zen meditation, we confront the “self” or “ego”, which stems from earthly desires such as greed, jealousy, anger, hatred, and fear. Through confronting the “ego”, students will understand the importance of Heijoshin and Mushin and take the first step in developing these qualities.

This is a joint course for both Japanese and English programs, and the instructions will be given in Japanese and concurrently translated into English.

LEARNING OUTCOMES:

During the course students will:

Confront their “self” or “ego”, which stems from earthly desires such as greed, jealousy, anger, hatred, and fear. Through confronting their “ego” students will understand the importance of Heijoshin and Mushin and take the first step in developing these qualities.

LEARNING APPROACH:

- Zen meditation
- Lectures

TEXTBOOK:

None in particular

REFERENCE MATERIALS:

- Daisetsu Suzuki (1997) *Zen and Japanese Culture*, Fine Communications.



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EVALUATION:

Since the skills and knowledge acquired throughout the course are hard to evaluate, you will be graded either pass (P)/ fail (F) based on class attendance and participation.

SESSION OVERVIEW:

1. Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
2. Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
3. Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
4. Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
5. Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
6. Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
7. Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
8. Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]



Course Title:	Individual Project 1
Year / Semester:	2nd year / 1st and 2nd semester
Credit:	2 credits (compulsory course)
Faculty:	Associate Prof. Shunsuke Nagao (Supervising Faculty), Specially Appointed Prof. Tetsuya Shiokawa, Prof. Junko Edahiro, Adjunct Prof. Paul Duerloo, Adjunct Associate Prof. Jeff Volinsky, Adjunct Associate Prof. Daniel van Wasseem, Adjunct Associate Prof. Dai Agawa Adjunct Associate Prof. Minami Tsubouchi *Each instructor will be in charge of one seminar group consisting of a small number of students throughout the course. *Faculty list is subject to change prior to the start of the course.
Class Format:	On campus (in person) and online

OBJECTIVE:

Individual Project is deeply related with each student's problem awareness as well as his/her career and challenge agenda after graduation from Shizenkan. In Individual Project, each student envisions his/her challenge as a whole person management leader to create significant value for people, organization and society and communicates his/her challenge to other people to gain empathy and trust.

Students will envision turnaround, reconstruction, or global growth of an existing business or organizational reform from the perspective of the top management of the business, develop a plan for new business creation as an entrepreneur (incl. intrapreneur and social entrepreneur), or develop a policy proposal to reform a country/region as a policymaker. This is to put themselves in a position much higher than where they currently are to accelerate their growth as a next-generation leaders.

Individual Project starts in September in the 2nd year, while students have a guidance session for the seminar activity at the end of the 1st year. 4 to 5 students gather in a seminar group under the guidance of the seminar faculty for 8 months, from September to April*. They meet online/offline twice a month, learn and grow together through constructive criticisms and mutual support. Students will investigate the current state of business, management, and organization as well as its surrounding environment and social trends through collecting and analyzing macro statistics as well as conducting field study and interviews. They also envision a future business model, identify key actions to realize the vision, considering the timeline to carry out the ideas. Finally, students will write up a business proposal report and conduct a speech and presentation to gain support to their project.

*Individual Project is consisted of two courses, Individual Project 1 and 2. While they are separate courses, students will remain in the same seminar group throughout the 2nd



year and work with the same faculty member and seminar mates. Note that completing Individual Project 1 is pre-requisite for Individual Project 2.

LEARNING OUTCOMES:

During the course students will:

1. Assume himself/herself to be a business manager, entrepreneur (including internal and social entrepreneurs), and policy maker, and as a whole person management leader, will envision a plan to create significant value for people, organizations, and society.
2. Develop the ability to gain the empathy and trust of others by sharing your plan through speeches and presentations.
3. Acquire and improve the ability to confront others, through considering seriously the plans of other seminar members as well as your own.
4. Envision the future with a higher perspective and broader vision through working on projects with a perspective that is one or two steps higher than their own current position, brush up the ability to create a path of challenge while facing reality and identify your own post-graduation graduation agenda.

LEARNING APPROACH:

- Individual fieldwork and research, development of business proposal, and presentation
- Discussions and mutual feedback in small-size seminar groups
- Class sessions, such as Open Seminar and Speech Workshop

TEXTBOOK:

None in particular

REFERENCE MATERIALS:

None in particular

EVALUATION:

Considering the unique nature of this course, which involves students participating in seminars and developing their own concepts through Individual Project 1 and 2, students will receive the same grades to the two courses at the end of Individual Project 2. The evaluation of grades will be based on the following criteria.

- Contribution in seminar activities (20%)
- Reports (80%)

SESSION OVERVIEW:

Seminar faculty will design the details of the course according to the specific interests and situation of seminar members. The following is the overall outline of the course:

1. Identify issues
2. Project theme and scope (1)



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3. Project theme and scope (2)
4. Initial project hypothesis (current situation, future state, business scheme etc.)
5. Field research, analysis and hypothesis development (1)
6. Field research, analysis and hypothesis development (2)
7. Field research, analysis and hypothesis development (3)

The above schedule is for small group activities (3-4 hours/session x 7 times basically), students are also required to participate in the joint seminar sessions (3 hours x 2 times) for all groups.



Course Title:	Individual Project 2
Year / Semester:	2nd year / 1st and 2nd semester
Credit:	2 credits (compulsory course)
Faculty:	Associate Prof. Shunsuke Nagao (Supervising Faculty), Specially Appointed Prof. Tetsuya Shiokawa, Prof. Junko Edahiro, Adjunct Prof. Paul Duerloo, Adjunct Associate Prof. Jeff Volinsky, Adjunct Associate Prof. Daniel van Wasseem, Adjunct Associate Prof. Dai Agawa Adjunct Associate Prof. Minami Tsubouchi *Each instructor will be in charge of one seminar group consisting of a small number of students throughout the course. *Faculty list is subject to change prior to the start of the course.
Class Format:	On campus (in person) and online

OBJECTIVE:

Individual Project is deeply related with each student's problem awareness as well as his/her career and challenge agenda after graduation from Shizenkan. In Individual Project, each student envisions his/her challenge as a whole person management leader to create significant value for people, organization and society and communicates his/her challenge to other people to gain empathy and trust.

Students will envision turnaround, reconstruction, or global growth of an existing business or organizational reform from the perspective of the top management of the business, develop a plan for new business creation as an entrepreneur (incl. intrapreneur and social entrepreneur), or develop a policy proposal to reform a country/region as a policymaker. This is to put themselves in a position much higher than where they currently are to accelerate their growth as a next-generation leaders.

Individual Project starts in September in the 2nd year, while students have a guidance session for the seminar activity at the end of the 1st year. 4 to 5 students gather in a seminar group under the guidance of the seminar faculty for 8 months, from September to April*. They meet online/offline twice a month, learn and grow together through constructive criticisms and mutual support. Students will investigate the current state of business, management, and organization as well as its surrounding environment and social trends through collecting and analyzing macro statistics as well as conducting field study and interviews. They also envision a future business model, identify key actions to realize the vision, considering the timeline to carry out the ideas. Finally, students will write up a business proposal report and conduct a speech and presentation to gain support to their project.

*Individual Project is consisted of two courses, Individual Project 1 and 2. While they are separate courses, students will remain in the same seminar group throughout the 2nd



year and work with the same faculty member and seminar mates. Note that completing Individual Project 1 is pre-requisite for Individual Project 2.

LEARNING OUTCOMES:

During the course students will:

1. Assume himself/herself to be a business manager, entrepreneur (including internal and social entrepreneurs), and policy maker, and as a whole person management leader, will envision a plan to create significant value for people, organizations, and society.
2. Develop the ability to gain the empathy and trust of others by sharing your plan through speeches and presentations.
3. Acquire and improve the ability to confront others, through considering seriously the plans of other seminar members as well as your own.
4. Envision the future with a higher perspective and broader vision through working on projects with a perspective that is one or two steps higher than their own current position, brush up the ability to create a path of challenge while facing reality and identify your own post-graduation graduation agenda.

LEARNING APPROACH:

- Individual fieldwork and research, development of business proposal, and presentation
- Discussions and mutual feedback in small-size seminar groups
- Class sessions, such as Open Seminar and Speech Workshop

TEXTBOOK:

None in particular

REFERENCE MATERIALS:

None in particular

EVALUATION:

Considering the unique nature of this course, which involves students participating in seminars and developing their own concepts through Individual Project 1 and 2, students will receive the same grades to the two courses at the end of Individual Project 2. The evaluation of grades will be based on the following criteria.

- Contribution in seminar activities (20%)
- Reports (80%)

SESSION OVERVIEW:

Seminar faculty will design the details of the course according to the specific interests and situation of seminar members. The following is the overall outline of the course:

8. Mid-term progress check and mutual feedback in a joint seminar
9. Develop the project report, share progress, and provide mutual feedback (1)



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10. Develop the project report, share progress, and provide mutual feedback (2)
11. Develop the project report, share progress, and provide mutual feedback (3)
12. Prepare and deliver speech/presentation and provide mutual feedback (1)
13. Prepare and deliver speech/presentation and provide mutual feedback (2)
14. Final seminar meeting

The above schedule is for small group activities (3-4 hours/session x 7 times basically), students are also required to participate in the joint seminar sessions (3 hours x 2 times) for all groups.