



至善館

SHIZENKAN

Course Syllabus of the 2025 Academic Year

- 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.
- The syllabus is current as of July 1, 2025. Content is subject to change.



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

Course Code: A101CL-25EN

Year / Semester: 1st year / 1st semester

Credit: 2 credits (compulsory course)

Supervising Faculty: Prof. Tomo Noda

Guest Faculty: Adjunct Prof. Jesper Koll
Adjunct Associate Prof. Junichi Sato

Class Format: On campus (in person) and online

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 research.

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 like us "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 their 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 second 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. For the past several decades a very simplified American answer of companies as a tool for maximizing shareholder values, had spread globally. However, whether this was 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 has been spreading. The statement released by the American Business Roundtable (a business lobby group of major American companies) in August 2019, which declared a shift from "shareholder capitalism" to "stakeholder capitalism", had a significant impact on the business world. Also, changes in people's behavior and values triggered by the COVID-19 pandemic 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 to 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 model, 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 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 students to form their 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. In parallel, students should not be limited their own self-centric, arbitrary thinking, but also fully consider the expectations that people, society, and the future have on companies to elevate themselves into being someone who can meet such expectations. The goal of learning of this course is for students to develop an acceptable working theory based on their clearer recognition of the responsibilities that a management leader needs to assume.

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.

Supplementary Textbook:

- Colin Mayer (2019) *Prosperity: Better Business Makes the Greater Good*, Oxford Univ Press

REFERENCE READING:

- Charles Handy (1999) *The Hungry Spirit: Beyond Capitalism: A Quest for Purpose in the Modern World*, Broadway
- John Mackey, Rajendra Sisodia (2013) *Conscious Capitalism: Liberating the Heroic Spirit of Business*, Harvard Business Review Press
- Ranjay Gulati (2022) *Deep Purpose: The Heart and Soul of High-Performance Companies*, Penguin Business
- Hubert Joly, Caroline Lambert (2021) *The Heart of Business: Leadership Principles for the Next Era of Capitalism*, Harvard Business Review Press
- Vincent Stanley, Yvon Chouinard (2023) *The Responsible Company: What We've Learned from Patagonia's First 50 Years*, Patagonia
- Pavan Sukhdev (2012) *Corporation 2020: Transforming Business for Tomorrow's*, Island Press
- Paul Polman (2022) *Net Positive: How Courageous Companies Thrive by Giving More Than They Take*, Harvard Business Review Press
- Lynda Gratton (2011) *The Shift: The Future of Work Is Already Here*, William Collins

EVALUATION:

This course will adopt a hybrid evaluation system combining Shizenkan's standard SABCF grading scale with a Pass (P) / Fail (F) format. Specifically, three grade categories will be used: "S", "P", and "F". A grade of "P" will be treated as equivalent to an "A" grade under the standard evaluation scale. The grade of "S" will be awarded to the top 20% or so of students whose performance is deemed exceptionally outstanding.

Feedback Methods for Assignments/Exams:

No feedback is given.

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. Revisit Human-centric Management: Review the Relationship with Employees (Noda) [3.25 hours]
4. Conceptualize the Theory on "What is a Company?" (Noda) [3.75 hours]
5. Re-Consider the Relationship between the Company and Society (Noda) [2 hours]
6. Dialogue with NGO Activists (Noda, Sato) [2 hours]
7. The Challenge of "Integrated Value-Based Management" (Noda) [1 hour]



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Graduate School of
Leadership and Innovation,
Shizenkan University

8. Explore the Future of the Company (Noda) [4.5 hours]



Course Title:	Modern Philosophy, Capitalism, the Future of Human Existence
Course Code:	A102CL-25EN
Year / Semester:	1st year / 1st semester
Credit:	2 credits (compulsory course)
Faculty:	Prof. Ken Nishi, Prof. Katsu Yoshikawa
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. At the same time, the system has created global-scale negative consequences, such as economic disparity in various countries as well as sustainability concerns due to climate change and depletion of natural resources.

In this course, we examine the meaning of capitalism in human history through the framework of “Western modernity.” Western modernity, an epoch-making event in the history of humankind, has two aspects: capitalism as an economic system and democracy as a political system. This politico-economic system, composed of capitalism and democracy, has significantly influenced the world, spanning beyond its origin, Western Europe. And it was modern Western thought (a series of modern philosophical thoughts by philosophers such as Hobbes, Locke, Rousseau and Hegel) that designed this politico-economic system.

The purpose of this course is to understand the meaning and significance of the contemporary politico-economic system in the history of humankind by exploring the essence of Western modernity from the perspective of modern Western thought. In doing so, we focus on the future of human existence, especially on the condition that enables freedom of human beings. On that basis, we confront the challenges of the current global politico-economic system and explore the possibility of identifying the principles that open up our future.

LEARNING OUTCOMES:

The goal of this course is as follows.

1. Overview the process of the establishment of Western modernity and its politico-economic system. Develop a deeper understanding of the essence of Western modernity, focusing on the mutual linkage between capitalism and democracy, which are constituent elements 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 politico-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 (Hegel, Kierkegaard, Nietzsche etc.)

4. Based on the above, deepen the insight into the nature of human existence from the light and shadow that the current politico-economic system encompasses.
5. Overlook the diverse and intermingled politico-economic systems that exist in the world and re-examine the validity of the modern western system.

Develop awareness and vision about the future of humankind and identify key challenges as a prospective leader based on deeper understanding of the nature of human existence and diversity of the global world.

POSITIONING:

This course is closely related to two courses in the first semester and one course in the second semester. In the “COMPANY” and “NUMBERS” courses, students learned the rise of neo-liberalism since the 1980s and the following hayday of shareholder capitalism, which caused the transformation of the existence of corporations as well as significant pressures that corporate managers receive from the market. Furthermore, students explored what is expected for corporations today, as they face another turning point. (Note that students will further explore the relationship between management leaders and capital market/investors in the “FINANCE” course, which will be held in the second semester.)

In this course, we extend our viewpoint from a manager of a company to a leader of a society, or to a leader of humankind, and examine the present and the future of our politico-economic system. Following the discussions in the previous courses, we assume that the contemporary politico-economic system, which has origin in Western modernity, is facing a historic turning point.

LEARNING APPROACH:

- Interactive lecture
- Group discussion

TEXTBOOK:

This course has Western philosophy (modern western thought) as its academic basis. However, we do not assign original texts by philosophers as textbooks or reference materials, because the course refers to a wide range of philosophers’ thoughts, and their original texts are not friendly to non-academic readers. Instead, we assign a part of original texts and/or introductory textbooks of philosophy as reading materials for each session.

PRE-ASSIGNMENT READING:

Students are expected to read the following book before the start of the course. We position this as a supplementary material to help students overview the history of humankind as preparation for discussions in this course and do not directly discuss the contents of the book in sessions.

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



REFERENCE BOOK:

The following books provide useful insights into the challenges that the current politico-economic system faces. Refer to them if you are interested.

- 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:

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|----------------------------------|-----|
| – Class contribution | 20% |
| – Submission of pre-assignments | 20% |
| – Individual report 1 (Mid-term) | 20% |
| – Individual report (Final) | 40% |

Feedback Methods for Assignments/Exams:

Mid-term report and Final report scores and feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:

1. How to evaluate the current situation? (Why do we study philosophy?) (Nishi, Yoshikawa) [3.25 hours]
2. Overview the history of humanity (Nishi, Yoshikawa) [3.25 hours]
3. Understanding the essence of modernity (Nishi, Yoshikawa) [3.25 hours]
4. Investigating human existence in the modern era (Nishi, Yoshikawa) [3.25 hours]
5. Has the blueprint of modernity materialized? (Nishi, Yoshikawa) [3.25 hours]
6. Authoritarian Capitalism - Evaluate the China Model as an alternative (Nishi, Yoshikawa) [3.25 hours]
7. Possibility of an ideal society – The Constitution of Liberty (Nishi, Yoshikawa) [3.25 hours]
8. Confronting the challenges of sustainability (Nishi, Yoshikawa) [3.25 hours]



Course Title:	Diversity of Social Structures and Ethics from the Perspective of Major Religions
Course Code:	A103CL-25EN
Year / Semester:	1st year / 2nd semester
Credit:	2 credits (Compulsory course)
Faculty:	Specially Appointed Prof. Daisaburo Hashizume
Class Format:	On campus (in person) and online

OBJECTIVE:

Religions have had a decisive influence on people's ways of thinking and behavior. In this course, we will consider religions, civilizations, and global community from the angle of comparative sociology of religions, which originated with Max Weber and has been updated with the latest findings. We will also discuss the various issues the contemporary society is facing.

In the lectures, we will give an overview of the world's civilizations in relation to monotheism (Judaism, Christianity, Islam), Brahmanism, Hinduism, Buddhism, Confucianism, and Taoism. We will consider Japanese society and culture in relation to Buddhism, Shinto, and Confucianism.

It is expected that through these lectures, students will deeply reflect on "what are the standards of thought and behavior of the people around the world, and of themselves?" and reaffirm their attitude toward this world.

LEARNING OUTCOMES:

The goal of this course is as follows:

1. Understand that people's ways of thinking, patterns of behavior, and social structures are based on religion.
2. Understand that religion creates diversity among people living in the global community.
3. Gain a perspective that gives you a clear map of the problems facing the global community.
4. Cultivate your humanity as a leader who has to deal with the difficulties of the global community.

POSITIONING:

This course follows "Modern Philosophy, Capitalism, and the Future of Human Existence" in the first semester and "Social Systems Theory and the Future of Human Existence" in the second semester. Through these three courses, students will be able to describe the urgent issues of the global community in universal terms.

"Modern Philosophy, Capitalism, and the Future of Human Existence" explains "modernity" through philosophy. This course explores the complexities of the global community, including civilizations other than Western European. Also, while "Social Systems Theory and the Future of Human Existence" focuses on the "system," this course takes heterogeneous elements into account. In this way, you will be able to develop the whole-person qualities necessary to be a leader.

**LEARNING APPROACH:**

- Lectures and in-class activities
- Group discussions

TEXTBOOK:

None in particular

READINGS:

- "Comparative Sociology of Religion" Introduction, Day 1 - Day 8
Be sure to read it thoroughly (several times) before class starts.

Reference reading:

Students are encouraged 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 pre-assignment reports (40%)
- Final report (50%)

Feedback Methods for Assignments/Exams:

Final report scores and feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

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 Principles and Social Structure of Hindu 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. Beyond Relativism: To be a real holistic leader (Hashizume) [3 hours]



Course title: **Social Systems Theory and the Future of Human Existence**
Course Code: A104CL-25EN
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:

No matter whether one is in business or in the public sector, each of us is first and foremost a member of a community and society. Therefore, a leader with a vision for the future should also seek to be a leader of 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 neighborhood community” 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, especially 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 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.

Throughout the course, students will be asked to consider the questions, “What is your understanding of the current situation of living world and community in the face of systemization? What impact do you think the current situation will have on changing the nature of human existence? How do you evaluate such transformation? What are the problems and challenges? How do you envision the ideal state of human existence,



and furthermore, of society and community? What do you think is necessary to achieve that ideal state?"

LEARNING OUTCOMES:

In this course, we will use the Social Systems Theory perspective for the following outcomes:

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. Understand that the spread of systemization has caused the "hollowing out" of traditional living communities and created instability in human existence.
3. Develop your own set of values by asking yourself the questions: "What is 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 society and on human existence.

POSITIONING:

This course is closely related to the liberal arts courses "Modern Philosophy, Capitalism, the Future of Human Existence" in the first semester and "Diversity of Social Structures and Ethics from the Perspective of Major Religions" in the second semester. 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 this course, "Social Systems Theory and the Future of Human Existence," we will aim to find a prescription for the problems caused by structural issues from multiple viewpoints of society, economy, technology and politics. In "Comparative Sociology of Religion," we will observe 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.

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 seeing 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.

FOCUS:

Sociology as a discipline 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. However, when attempting to analyze and examine countries and cultures which have been influenced by Chinese and Islamic civilizations, sociology in this form cannot be simply applied in all cases, since the premise concerning political and social structures is different. Yet, to examine the changes brought about by globalization and developments in science and technology, Social Systems Theory still helps us to develop a comprehensive and well-rounded view.

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 professors present are constructed primarily based on their observation of 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 will not be able to 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:

- 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 the past. 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. Please follow the instructions below regarding which parts to read and when. After each session, read the corresponding chapter covering the content of that session, and then we will have additional discussions at the beginning of the next session. The book has been translated into English specifically for this course. Reproduction of any part and/or use outside of this course is strictly prohibited.

SUPPLEMENTARY 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 students. 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 supplementary textbook. Please read the following chapters of the book before the course begins, 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

REFERENCE READING:

None in particular

EVALUATION:

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

Feedback Methods for Assignments/Exams:



Final report scores and feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

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) [3.25 hours]
3. How to Govern a Society that has Lost Its “We-Consciousness”? (Miyadai, Noda) [3.25 hours]
4. The Future of Society and its Governance - How Technological Innovation Changes Society and the Individual?, What is a "Good" Society? (Human Existence) (Miyadai, Noda) [3.25 hours]
5. What Sort of Leadership is Required for Reconstructing Society and the Leadership (Leadership) (Miyadai, Noda) [3.25 hours]



Course Title:	Science, Technology, Innovation and the Future of Human Existence
Course Code:	A105CL-25EN
Year / Semester:	1st year / 1st semester
Credit:	1 credit (compulsory course)
Supervising Faculty:	Prof. Mikio Yamamoto
Guest Faculty:	Adjunct Prof. Norishige Morimoto Prof. Keisuke Seya Adjunct Prof. Masahiro Fukuhara Special Invited Prof. Mariko Hasegawa
Assistant Faculty:	Prof. Tomo Noda
Class Format:	On campus (in person)

OBJECTIVE:

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

Such dynamism yielded physical and material prosperity and economic growth to the society, it also generated a great deal of negative effects, such as environmental pollution and increasing economic inequality in the society. We also observed horrible weapons of mass destruction were developed and used, and with the accumulation of such weapons threatens the destruction of the entire society of humankind.

In the past few years, the world has faced a massive AI (artificial intelligence) boom. Although we have seen two AI booms in the past, 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 drastically change society and business. With the advent of General AI (Artificial General Intelligence), a world where AI far surpasses human capabilities is already becoming a reality.

Science, technology, society, and human existence has always been closely connected. It could shed a bright light and a dark shadow on humanity simultaneously. In an era where the evolution of science and technology is accelerating at an unprecedented pace, how should we engage with these advancements? What is the essence of science and technology? Furthermore, how will the interaction between science, technology, and society shape the future of humanity? What are the roles and responsibilities of leaders in this context? These are the central questions we will address in this course.



In this course, we will reflect on history, consider the interaction between science, technology, society, and explore the forefront of rapidly advancing science and technology. Through this, students will develop insights and mindsets about the future

LEARNING OUTCOMES:

In this course, we will reflect on history, consider the interaction between science, technology, society, and explore the forefront of rapidly advancing science and technology. Through this, students will develop insights and mindsets about the future, and contemplate the roles and responsibilities of leaders. The expected learning outcomes for students are as follows:

- Deepen the understanding of history and the mutual interaction of science, technology, human society, and also the elements that drive those interactions.
- Learn how to foresee the future, by taking in account the dynamism between science, technology, and society.
- Understand the frontier of science and technology, their potential impact to the future of humanity, and to society.
- Students will understand the nature of AI and acquire a sense of theories including the benefits and limitations.
- Study the light and shadow of science and technology, think about how leaders should think and act to such ethical challenges in the future society.

POSITIONING:

This course is provided as part of liberal arts courses in Shizenkan. In the "Modern Philosophy, Capitalism and the Future of Human Existence" courses, students examine the political and economic systems created by modernity and the changes in human existence within those systems. Similarly, the development and application of science and technology, the focus of this course, is also a major factor in shaping contemporary society and human existence. In this sense, this course is positioned as a means to consider how the society we live in is constructed, what problems it faces, and what future it is moving towards.

In the 2nd semester, we have 'Marketing: Principles and Practices', followed by 'Introduction to Envisioning and Design' and "Applied Envisioning and Design: Project-based Design Workshop" courses. Throughout these courses, you will learn how to produce new ideas, products, or services, and create new markets in the new society, using the perspectives and mindset to foresee the future, which you will learn from this course.

LEARNING APPROACH:

In this course, we will focus on the dynamic interaction between science, technology, and society, through the past, present and future timeline. We assign some pre-class assignments to help students to be better prepared to participate and understand each class. The class will use various formats such as lectures, discussions, and case studies to help students deepen their understanding of ways to foresee the future trends.



TEXTBOOK:

None in particular

REFERENCE READING:

Unfortunately, there is no single book that comprehensively covers the themes addressed in this course. However, here are some recommended reference books:

- Yuval Noah Harari (2015) *Sapiens: A Brief History of Humankind*, Harper.
*We assume you have already read this book in "Modern Philosophy, Capitalism, the Future of Human Existence [CAPITALISM]".
- Yuval Noah Harari (2017) *Homo Deus: A Brief History of Tomorrow*, Vintage.
- Michio Kaku (2011) *Physics of the Future*, Anchor Books
- Michio Kaku (2014) *The Future of the Mind: The Scientific Quest to Understand, Enhance, and Empower the Mind*, Anchor

EVALUATION:

Class Contribution	20%
Submission of Pre-Session Assignments	30%
Final examination	50%

Feedback Methods for Assignments/Exams:

Final Exam scores and feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:

1. Understand the mutual relation between science, technology, and society through history (Morimoto) [3 hours]
2. Consider the dynamism of industries in the mutual relationship between science, technology, and society (Yamamoto) [3 hours]
3. Confronting the past, present, and future of the life sciences/medical field (Yamamoto) [3 hours]
4. Guidance for AI programming session (Yamamoto) [2 hours]
5. The evolution of information technology and its dynamic interaction with society (Morimoto) [3 hours]
6. Understanding the essence of AI through programming (Seya) [7 hours]
7. "What is AI, and consider the essence of AI" (Fukuhara) [3 hours]
8. Consideration of the ethical issues presented by the advancement of science and technology (Hasegawa, Noda) [3 hours]



Course Title: **East Asian Philosophy and Japan's Cultural Heritage**
Course Code: A106CL-25EN
Year / Semester: 1st year / 2nd semester
Credit: 1 credit (optional course)
Supervising Faculty: Prof. Tomo Noda
Faculty: Adjunct Professor Keiro Kitagami, Prof. Junko Edahiro
Prof. Katsuhiko Yoshikawa
Class Format: On campus (in person) and online

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 complement 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.

POSITIONING:

This course is an intersection of liberal arts courses and courses on leadership offered at Shizenkan. In "Modern Philosophy, Capitalism, the Future of Human Existence [CAPITALISM]" held in November and December, we learned about modern Western philosophy, which has greatly influenced the development of modern and contemporary socio-economic systems. In "Diversity of Social Structures and Ethics



from the Perspective of Major Religions [RELIGIONS]," held in March and April, we discussed the world's major religions and examined the diversity of people's views of humanity and the world. This course is positioned as an opportunity to explore East Asian philosophy in depth, as an opportunity to learn about intellectual traditions different from Western philosophy covered in CAPITALISM, and as an opportunity to further deepen the understanding of Chinese and Japanese civilizations covered in RELIGIONS. The East Asian philosophy we examine in this course also includes deep insights into the requirements of a leader (that is, a manager who stands above others and takes charge of an organisation) and the responsibilities of a leader. In this light, the course is an opportunity for reflection on one's own leadership and a perspective for one's own growth.

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.

REFERENCE READING:

None in particular

EVALUATION:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Reading the Doctrine of the Mean 『中庸』 - Introduction to Eastern Philosophy (Edahiro) [3.25 hours]
2. Reading Lao Tzu 『老子』 - Delving into the Essence of Eastern Philosophy (Kitagami) [3.25 hours]
3. Reading the Great Learning 『大学』 – Studying the Tradition of Eastern Character Education (Yoshikawa) [3.25 hours]
4. Reading the Zhenguan Zhengyao 『貞觀政要』 - The Practice of Eastern Thought in Management and Leadership (Noda) [3.25 hours]



Course Title: **Sustainability Challenges: Facing Dilemmas and Exploring the Futures**

Course Code: A107CL-25EN

Year / Semester: 1st year / 2nd semester

Credit: 1 credit (compulsory course)

Faculty: Prof. Junko Edahiro

Class Format: On campus (in person) and online

OBJECTIVE:

How to respond to the intensification of global environmental issues, including climate change, is an urgent challenge for companies, communities, and individuals alike. Governments, local authorities, and companies are each advancing their own initiatives, but are these efforts sufficient? While information, knowledge, and various methodologies have become widely known, are these efforts based on a solid understanding of what sustainability truly means?

In this course, students will learn the "fundamentals of sustainability" that serve as the foundation for understanding and positioning various phenomena and initiatives, and examine why the situation continues to deteriorate despite the spread of diverse efforts. Through thinking, experiencing, and discussing the current state of sustainability, its past, and its future, the course aims to build a solid foundation for considering sustainability and concrete initiatives for oneself and the organizations, industries, and sectors in which one works.

LEARNING OUTCOMES:

The learning outcomes for this course are as follows:

1. Understand the current state of sustainability as it truly is
2. Understand the "fundamentals of sustainability"
3. Gain a deep understanding of several factors that hinder the sustainability of the planet, society, and humanity
4. Based on this understanding, think about what oneself and one's organization should do by extending the temporal and spatial perspectives, and declare specific actions

POSITIONING:

This course is positioned as one of the liberal arts courses designed to deepen insights into the society and world that surrounds us, and is offered in the second semester, following "What is a Company for?" and "Modern Philosophy, Capitalism, the Future of Human Existence" offered in the first semester. The challenge of sustainability is a critically important issue facing humanity and represents one of the agendas that cannot be avoided in many of the courses offered at Shizenkan.

In "What is a Company for," students explore what companies should and want to be in the future, including the responsibilities required of companies as members of society and even as members of the planet. In "Modern Philosophy, Capitalism, the Future of



Human Existence," students address the greatest challenges of contemporary political-economic systems, namely inequality and sustainability. Building upon these discussions, this course examines more comprehensively how we as humanity should confront complex macro-challenges including environmental destruction and climate change.

This course is also closely related to "Systems Thinking: Confronting Complexity and Shaping Change" offered in the first semester. In that course, students learned systems thinking as an approach to understanding the complexity of the world, identifying intervention points, and generating change and transformation. Such thinking methods and approaches are essential when dealing with complex challenges including environmental destruction and climate change, and will therefore be utilized in this course as well.

Additionally, since sustainability affects all aspects of business activities, the content covered in this course is related to various business skills courses. As one example, in the "Financial Analysis and Levers for Managerial Control" course taken in the first semester, students examined mechanisms that consider environmental impact in addition to financial results as a new trend in management control. Similarly, transformations based on sustainability challenges are occurring in areas such as finance, marketing, and strategy. Students are expected to integrate and gain an overview of these changes in various business skill domains based on the learning from this course.

LEARNING APPROACH:

- Interactive lectures
- Discussions
- Individual tasks
- Group work

TEXTBOOK:

Please refer to the materials distributed in class.

REFERENCE READING:

Please refer to the materials distributed in class.

EVALUATION:

- | | |
|--|-----|
| - Class contribution | 20% |
| - Submission of pre & post-assignments | 30% |
| - Final examination | 50% |

Feedback Methods for Assignments/Exams:

No feedback is given.

SESSION OVERVIEW:



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1. Confronting the current situation and learning the fundamentals of sustainability (Edahiro) [3 hours]
2. Exploring the history of past efforts, what has been accomplished and what hasn't, and the reasons behind them (Edahiro) [3 hours]
3. Confronting the driving forces of the problem: focusing on economic growth and worldview (Edahiro) [3 hours]
4. What will I do? Committing to one's next step (Edahiro) [3 hours]



Course Title: **Field Study**
Course Code: A108OE-25EN
Year / Semester: 1st year / 1st semester
Credit: 1 credit (optional course)
Faculty: Prof. Katsuhiko Yoshikawa
Class Format: In person

OBJECTIVE:

The “Field Study” course offers students an opportunity to go beyond the “walled classroom” in Tokyo and actively engage in the “world classroom”.

India is a superpower with a strong positive relationship with Japan and many other countries. It has a population of more than 1.4 billion – now it is the world’s most populous country (according to the United Nations) - and has the world's 5th largest GDP (based on the International Monetary Fund estimates in 2023). India is the largest democratic society in the world and a country of diversity, hosting multiple religions, ethnicities, and cultures.

The trek is organized by Shizenkan’s alliance partner, SOIL (School of Inspired Leadership). Students will interact with SOIL’s MBA program participants, meet with local entrepreneurs and leaders, and interact with younger generations of India. This trek also invites students from different parts of Asia, thus providing an interesting opportunity for participants to learn together with peers from various societal and cultural backgrounds, exchange their views and understandings from their exposure to India.

Throughout the trek, students will experience first-hand the dynamism of the emerging economy, be in touch with local life and feel the functioning of society, and gain a deeper understanding of ongoing changes (both positive and negative ones) in the economy, society and life of India in the face of rapid globalization.

Students are expected to use this trek experience to widen their perspective, formulate their own opinions on emerging economies, and have a clearer view of what perspective and mindset a global leader must acquire.

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:

This course is designed to enable students to 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 can use "India" as a lens to better understand their own country. By comparing India with their own country, the students will better understand the strengths and weaknesses of their own country and its economy, society, and culture and clarify their role and responsibility as next-generation leaders.

LEARNING APPROACH:

- Field trip
- Discussion and feedback prior to, during and after the field trip
- Writing a group report

TEXTBOOK:

None in particular

REFERENCE MATERIALS:

There is no textbook or assigned reading for the India Trek. However, for those interested in India's history, religion, politics, economy, society, and so forth, we recommend 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)

To deepen their understanding of various aspects of India, students are recommended to watch the following Indian movies, if and when they have time.

The first movie, "Gandhi", teaches us how this country became independent from the British Empire, and we recommend you watch it before you travel to India.



The second movie is one of the most popular movies ever made in India, and it vividly shows the reality of the young generation of Indians and their lives.

The third film is excellent Bollywood entertainment, and the fourth film helps us understand the tensions between Hinduism and Islam that run deep 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:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Pre-fieldtrip guidance (Yoshikawa) [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 (Yoshikawa) [5 hours]
 - Field awareness sessions: dialogue with key government representatives, discussions regarding macroeconomic environment etc. (Yoshikawa) [5 hours]
 - Visit companies and meet with local industry representatives. Lectures and discussion sessions with management. (Yoshikawa) [5 hours]
 - Visit NGOs operating in rural and deprived areas. Discussion about challenges and opportunities of social innovation. (Yoshikawa) [5 hours]
 - Joint-workshop with MBA students at SOIL (Yoshikawa) [5 hours]
3. Follow-up study, presentations and feedback (Yoshikawa) [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
Course Code:	A201CL-25EN
Year / Semester:	1st year / 1st semester
Credit:	1 credit (compulsory course)
Faculty:	Prof. Katsuhiko Yoshikawa, Prof. Masataka Uo, Prof. Mikio Yamamoto, Prof. Junko Edahiro, Prof. Patrick Newell, and other faculty members
Class Format:	On campus (in person)

OBJECTIVE:

The objective of this course is to invite students to reflect upon their own aspirations and challenges as a “whole-person” management leader through questions such as “Why is leadership required now and what does it mean to my own life?”

Through interactive workshops, students will broaden their perspectives, reflect on the history of humankind while gaining a bird’s eye view of the current landscape of the world, and envision the future. During this process, students will clarify the current challenges and dilemmas confronting humanity, and explore future paths to overcome them. Students will also engage in dialogue on the nature of leadership needed to shape a better future for humankind and envision the leadership journey that lies ahead.

Class bonding is another objective of this course. Learning at Shizenkan comprises of three elements: learning from faculty, self-directed learning, and mutual learning with classmates. As you begin your Shizenkan journey, you will examine the kind of learning environment we will co-create and what commitments you will make to each other as the foundation to support such learning whilst getting to know each other.

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.
- Discuss with classmates what kind of learning space students should aim to develop and articulate commitments to each other

POSITIONING:

While knowledge and skill acquisition are essential for cultivating whole-person management leadership, it is equally important to self-reflect and fully engage in oneself. Students will broaden and elevate their perspectives through engaging with inputs and questions from faculty and dialogues with classmates. This iterative process provides an opportunity to compare oneself in the past, reflect on the current state and envision a path forward thus making this process vital for internalizing leadership on a personal level.



To deepen and facilitate such student reflection, we provide “courses aimed at holistic overview, self-confrontation, and reflection”, as the horizontal threads (or “weft”) of the program, along with “liberal arts-based courses” and “knowledge and skill courses based on the integration of business school and design school education”, as the vertical threads (or “warp”) of the program. The weft and warp are integrating threads that together create a consistent flow what might otherwise become a patchwork of learning experiences.

Courses that represent the “weft” like this one, “Leadership Challenge: Opening Our Eyes to the Globe and Looking into the Future” along with “Envisioning your Leadership Journey”, “Living in the Plural World: Conflict, Dialogue and Co-Existence”, “Discovering Your Core by Confronting Yourself,” “Self-Leadership - Aspiration and Pragmatism” are offered in the first year. These are followed by the courses, “Interpersonal Leadership: Engaging and Mobilizing People” and “Living Life as a Leader” in the second year.

LEARNING APPROACH:

This course will employ diverse methods including group discussions, Peer feedback on reflection papers, and quizzes.

TEXTBOOK:

None in particular

REFERENCE READING:

None in particular

EVALUATION:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Icebreaking (Yoshikawa) [3.75 hours]
2. Birds-Eye View on the Globe and Prospect of the Future (Uo, Yamamoto, Edahiro) [5 hours]
3. At the Start of the Leadership Journey (Yoshikawa, Newell) [3 hours]



Course Title: **Living in the Plural World: Conflict, Dialogue and Co-existence**
Course Code: A202CE-25EJ
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 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.

Throughout the course, students will be asked to consider the questions, “How do I confront others that have different values?” and “What do I need to do to overcome such differences?”

LEARNING OUTCOMES:

- Clarify and explore identities, ways of thinking and perspectives on the world by engaging in probing, discussions, collaborative projects and mutual feedback with other 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 experiences engaging in the group project that requires students to collaborate and work with others from different backgrounds; a process that at times will include misunderstandings, tensions, and conflict. Based on their experiences in the course group project, students will consider what effective leadership is 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 less than 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:

World Values Survey:

<https://www.worldvaluessurvey.org/wvs.jsp>

About universal values:

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

About Moral Foundations Theory:

<https://moralfoundations.org/>

EVALUATION:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

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



Course Title:	Discovering Your Core by Confronting Yourself
Course Code:	A203CL-25EN
Year / Semester:	1st year / 2nd semester
Credit:	2 credits (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 judgment. 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”. In other words, this course is about “Learning about Yourself.” People know about one’s selves the most but also, people tend to have assumptions that create blind spots. People also grow and develop everyday and it is important to be aware of that for people to maximize their potential. 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?” In addition, we will be intentional about capturing awareness and actions between classes since the core is clarified through day to day activities.

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 is one of self-reflection courses that play the role of “weft” penetrating the Shizenkan program. Through the 1st-year courses such as “Leadership Challenge: Opening our eyes to the globe and looking into the future,” “Envisioning your Leadership Journey,” and “Living in the Plural World: Conflict, Dialogue and Co-existence,” students have reflected on themselves and their relationships with others and the society. Further, they have also examined challenges that human society faces. This course provides students an opportunity to deepen their self-reflection, building on learnings from these courses. In addition, “Self Leadership - Aspiration and Pragmatism” course,



provided along with this course, will invite students to explore the essence of leadership and envision their own leadership journey. You will build on the self-reflection in this course to draw the leadership journey that you are going to make.

COURSE APPROACH:

- Interactive Lectures
- Individual tasks, Pair work, group work and feedback from classmates

TEXTBOOK:

None in particular

REFERENCE READING:

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

EVALUATION:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Introduction to Internal Journey (Asai) [6 hours]
2. Gifts and Values (Asai) [6 hours]
3. Life Purpose (Asai) [6 hours]
4. Actions toward the future (Asai) [6.75 hours]



Course Title: **Envisioning your Leadership Journey**
Course Code: A204CL-25EN
Year / Semester: 1st year / 1st semester
Credit: 1 credit (compulsory course)
Supervising Faculty: Prof. Tomo Noda, Prof. Patrick Newell, Prof. Masataka Uo
Class Format: On campus (in person) and online

OBJECTIVE:

As the world grows increasingly confused and divided, and the future remains uncertain, there is a pressing need for leadership that is not content with the status quo, but instead creates a new future. This is precisely why Shizenkan is committed to the development of leadership. But what, exactly, is leadership? Leadership is often misunderstood by the public, and discussing it—particularly within an organizational context—can be challenging. Now more than ever, it is essential to deepen our understanding of the nature of leadership, to reflect on it personally, and to envision the challenges we embrace as leaders.

Building on the awareness of these challenges, this course aims to provide participants with the perspectives and frameworks needed to chart their own "leadership journey"—a path of taking initiative, embracing challenges, and growing through experience, while navigating the realities of the world around them. The leadership journey is not one that follows a predetermined path or manual. Rather, it is a process of exploration and self-discovery, shaped by each individual's interactions with others, organizations, and society. It is also a journey marked by inner conflict, as one grapples with the tension between ideals and reality. As such, the course does not seek to provide participants with definitive answers. Instead, it offers a structure for reflection and exploration, creating opportunities for each individual to build a solid foundation for thinking more deeply and effectively about their own leadership journey throughout the course of their professional lives.

Additionally, this course is designed to provide students with opportunities to meet people who could potentially serve as role models and supporters as they embark on their "leadership journey." We hold "Leadership Nights" approximately once a month, inviting challengers who are active in various fields, providing opportunities to learn about their stories of challenge and to engage in dialogue about their thoughts and philosophies as leaders. The aim is to have students reflect on the possibilities for their own futures through exposure to challengers from diverse fields, who are invited through Shizenkan's rich ecosystem.

LEARNING OUTCOMES:

1. Identify your growth challenges through benchmarking against the ideal vision
2. Deepen your understanding of the essence of leadership.
3. Reflect on leadership in a way that is personally meaningful and relevant to you.



4. Through exposure to various challengers, envision the leadership journey that one is about to embark upon.

POSITIONING:

The Shizenkan Program incorporates throughout the first year both "liberal arts-based course" and "knowledge and skill courses based on the integration of business school and design school education," providing opportunities to broaden participants' perspectives, refine their foundational principles, and cultivate their capabilities for vision and execution as business leaders.

If these serve as the vertical threads of the program, then the "courses aimed at comprehensive overview, self-confrontation, and reflection," including this course, function as horizontal threads that integrate the whole and create a coherent flow. The aim is for students to internalize leadership by receiving various stimuli through the aforementioned subject groups, broadening their horizons and elevating their perspectives, then taking opportunities at key junctures to reflect on their current situation and envision their path of challenge and growth as leaders.

This course, which begins immediately after the program launch and continues throughout the first semester of the first year, is designed in conjunction with "Self Leadership - Aspiration and Pragmatism," implemented in the second semester of the first year, to provide opportunities for students to think about their own leadership journey throughout the entire first year. (While these are divided into two separate courses for administrative reasons due to their implementation in different semesters, they should be understood as one continuous course conducted throughout the year.) Additionally, "Living in the Plural World: Conflict, Dialogue and Co-existence," implemented in parallel with this course during the first semester of the first year, and "Discovering Your Core by Confronting Yourself," implemented in the second semester, provide opportunities to examine who one is, what values one holds, and toward what purposes or visions one should live. Building upon the learning from these subjects, each student will envision their own medium to long-term growth as a leader.

Furthermore, in the second year of the Shizenkan curriculum, students participate in the Individual Project, a core course where they take on the roles of business leaders, entrepreneurs to develop proposals. Through this process, they challenge themselves to grow further as whole-person leaders. In this context, the current course is intended to serve as the starting point for learning toward the challenges of the second year of the Shizenkan program.

LEARNING APPROACH:

In this course, students will explore the personal significance and meaning of engaging with the phenomenon of leadership. Through this process, they will clarify their own growth agenda as aspiring leaders and identify the key hurdles they need to overcome.



The course is designed to stimulate students' thinking about their future leadership journey, primarily through individual reflection and peer discussions.

To support more effective reflection, students are required to submit reflection papers as post-assignments following Leadership Nights.

TEXTBOOK:

None in particular

REFERENCE BOOK:

- Joseph Jaworski (1992) *Synchronicity: The Inner Path of Leadership*, Berrett-Koehler Publishers
- Joseph Campbell, Bill Moyers (1991) *The Power of Myth*, Anchor.
- Joseph Campbell (1949) *The Hero With A Thousand Faces*, New World Library

EVALUATION:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Sharing "My Mission" (Uo) [1 hour]
2. The Outlook of "Whole-Person" Leader's Challenges (Uo) [2.25 hours]
3. Looking Ahead to the Future "Journey" as a whole-person management leader (Noda) [6 hours]
4. Leadership Night 1 (Newell) [3 hours]
5. Leadership Night 2 (Newell) [3 hours]
6. Leadership Night 3 (Newell) [3 hours]



Course Title:	Self Leadership - Aspiration and Pragmatism
Course Code:	A205CL-25EN
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Supervising Faculty:	Prof. Patrick Newell
Faculty:	Adjunct Prof. Sapna Masih Advani
Class Format:	On campus (in person)

OBJECTIVE:

This course aims to provide participants with the perspectives and frameworks needed to chart their own "leadership journey"—a path of taking initiative, embracing challenges, and growing through experience, while navigating the realities of the world around them. The leadership journey is not one that follows a predetermined path or manual. Rather, it is a process of exploration and self-discovery, shaped by each individual's interactions with others, organizations, and society. It is also a journey marked by inner conflict, as one grapples with the tension between ideals and reality. As such, the course does not seek to provide participants with definitive answers. Instead, it offers a structure for reflection and exploration, creating opportunities for each individual to build a solid foundation for thinking more deeply and effectively about their own leadership journey throughout the course of their professional lives.

LEARNING OUTCOMES:

1. Revisit your professional journey to date, assess your current standing, and envision your mid- to long-term growth as a whole-person management leader.
2. Reflect on the key elements of the leadership journey - namely time, priorities, resources, and uncertainty.

POSITIONING:

This course is designed to build on Shizenkan's first-year liberal arts curriculum by expanding students' perspectives and deepening their awareness of the times and world they live in. It encourages participants to reflect on their current position and envision their future growth as whole-person management leaders equipped to shape the next generation. Together with the first-year course "Discovering Your Core by Confronting Yourself", this course also serves as an opportunity for students to revisit and refine their life purpose and personal vision.

Furthermore, in the second year of the Shizenkan curriculum, students participate in the Individual Project, a core course where they take on the roles of business leaders, entrepreneurs, or policy-makers to develop proposals. Through this process, they challenge themselves to grow further as whole-person leaders. In this context, the current course is intended to serve as a bridge between the learning in the first year and the further development that takes place in the second year of the Shizenkan program.

**LEARNING APPROACH:**

In this course, students will explore the personal significance and meaning of engaging with the phenomenon of leadership. Through this process, they will clarify their own growth agenda as aspiring leaders and identify the key hurdles they need to overcome. The course is designed to stimulate students' thinking about their future leadership journey, primarily through individual reflection and peer discussions.

To support more effective reflection, students are required to complete several preparatory assignments: creating a personal résumé, engaging with assigned readings, writing reflection papers, and conducting a short survey with people who know them well.

TEXTBOOK:

- Paulo Coelho (2002) *The Alchemist*, Harper Collins Publ. UK

REFERENCE BOOK:

- 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:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Leadership Night 1 (Patrick) [3 hours]
2. Leadership Night 2 (Patrick) [3 hours]
3. Leadership Night 3 (Patrick) [3 hours]
4. Walking the Leadership Journey Admire Ideal and Reality (Advani) [6 hours]



Course Title: **Financial Analysis and Levers for Managerial Control**
Course Code: A301CL-25EN
Year / Semester: 1st year / 1st semester
Credit: 2 credits (compulsory course)
Supervising Faculty: Adjunct Prof. Paul Thurston
Guest Faculty: Adjunct Associate Prof. David Lau
Class Format: On campus, Online

OBJECTIVE:

This course aims to help students gain the ability to read and analyze financial information, a skill that is required for all professional managers. This skill is a basic building block to develop perspectives and viewpoints as professional managers and entrepreneurs.

Financial information, sometimes referred to simply as , “numbers”, is the language of business and vital for understanding and analyzing administrative, managerial and organizational activities. Numeracy is a core competency for all leaders at for-profit companies, NPO/NGOs and public sector organizations, and 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 place particular focus on the ability to “interpret” numbers, which is necessary for all leaders including professional managers. To achieve this objective we use case studies dealing with situations where business and management face various challenges.

It is also important to understand that “numbers” in the financial statements are not necessarily an objective fact. These numbers were prepared using management’s “judgment” about future events which may be arbitrary or contain biases. This is particularly true due to the general shift in the accounting field from a “rules-based” approach, whereby companies apply a set of detailed evaluation standards (as was the case in Japan in the past), to a “principles-based” approach where a company establishes its own accounting policy and explains the validity of the chosen approach.

In this course, we will examine recent accounting scandals of global companies, and discuss how we determine “correctness” in accounting, in the context of management’s ethics and attitudes.

LEARNING OUTCOMES:

- Acquire the ability to interpret financial numbers in business, which is required of any management leader through understanding bookkeeping basics and the process of creating financial statements as well as learning the methods to assess and evaluate a company’s profitability, efficiency, liquidity, and growth.
- Comprehend the method of decision-making, performance management and managerial control utilizing financial figures and develop abilities to apply these methods in practice as a management leader.



- Understand the meaning of creating corporate and social value and examine specific ways to materialize those values as a leader.
- Grasp the impact of decisions and attitudes of management leaders on financial numbers and identify the qualities and attitudes required of effective leaders from one's own perspective.

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, accounting has become more correlated with finance than ever before; therefore this course is strongly related to the “Market principles and corporate finance theory” course that is offered at the first half of the second semester.

Studying these 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 professionals and management executives as guest lecturers in several sessions.

TEXTBOOK:

This course is not intended to be a step-by-step guide on how to be an accountant because it is designed for business people with sufficient work experience. Therefore, there are no textbooks assigned. Instead, a set of materials customized for each session will be distributed to students before and during each class.

For those who have limited work experience and accounting knowledge, we recommend thoroughly reading the following material.

- Robert N. Anthony (11th edition) *Essentials of Accounting*, Pearson.
*This book is a self-study style workbook, which offers basic ideas and terminology essential to understand financial statements. This book has been widely used in business schools around the world as an introductory material for this topic.

Note: Due to the difficulty in obtaining the paperback edition of this book from online stores and other outlets, we recommend purchasing the [Print Replica] Kindle edition. Please note that several typographical errors have been identified in the Kindle edition by Shizenkan, which have been corrected in the paperback edition. The typographical errors in the Kindle edition are found on pages 63, 67, 204, 205, and 206. Please substitute these pages with the PDF documents below.
<https://drive.google.com/file/d/1desCRV4wrjCvQXz5UCInZsBluTM5GRvj/view?usp=sharing>



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%)

Feedback Methods for Assignments/Exams:

Exam scores will be released once confirmed grades are announced. Output of Group work will receive feedback on the day of the presentations.

SESSION OVERVIEW:

1. How Business Activities Affect Financial Statement (Paul) [3 hours]
2. Bookkeeping & Financial Statements (Part.1) (Paul) [3 hours]
3. Bookkeeping & Financial Statements (Part.2) (Paul) [3 hours]
4. Decision Making Based on Numbers (Paul) [3 hours]
5. Financial Ratio Analysis for Corporations (Paul, Lau) [3 hours]
6. Accounting and Management (Paul) [3 hours]
7. Accounting and Ethics (Paul, Lau) [3 hours]
8. Using Financial Numbers to Understand Business Challenges and Acting as a Management Leader (Paul) [3 hours]



Course Title:	Market Principles and Corporate Finance Theory
Course Code:	A302CL-25EN
Year / Semester:	1st year / 2nd semester
Credit:	2 credits (compulsory course)
Faculty:	Adjunct Professor Yasunori Iwanaga
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 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 various cases on corporate management and business operations from finance angles .

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.

Throughout the course, students will be asked to consider the questions, “As a management leader, how do you analyze and discuss the value of your business activities? and “Is it sufficient to analyze and discuss value from the point of view of financial investors, who always behave in an economically rational manner?”

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. Cash Flow Discounting, Present Value (PV)/Net Present Value (NPV), Capital Assets Pricing Model (CAPM), Weighted Average Capital Cost (WACC),



free cash flow, enterprise value (EV), Modigliani-Miller Theorem (MM Theory), optimal capital structure, etc.

3. Consider the qualities, attitudes, and ethical standards expected of a business leader when approaching markets.

POSITIONING:

This course is allocated at the first semester of the overall program in Shizenkan University, and follows the two other courses: “What is a Company For?: Exploring Relationships among Business Enterprise, Market and Society” and “Financial Analysis and Levers for Managerial Control,” which take place during the first 2 months of the program. In the past decades, the interconnections between accounting and finance have been rapidly increasing, and thus this course has a strong relationship with “Financial Analysis and Levers for Managerial Control”. 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.

In addition, for the 2nd session and onwards, we will ask participants to bring newspaper articles related to finance that participants have interest and make in-class discussions to see how finance works in real business world.

TEXTBOOK:

No textbook is required. Instructor distributes class handouts.

REFERENCE MATERIAL:

Relevant chapters are assigned as self-study/review reading for each session.

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

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

EVALUATION:

- Examination (50%)



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- Assignment (30%)
- Class contribution (20%)

Feedback Methods for Assignments/Exams:

Examination scores will be released once confirmed grades are announced.

SESSION OVERVIEW:

1. Principles of Finance and Cashflow (Iwanaga) [3.25 hours]
2. Overview of Capital Markets and Principles of Markets (Iwanaga) [3.25 hours]
3. Investment Opportunity Evaluation and Investment Decision Making (Iwanaga) [3.25 hours]
4. Valuation and Value Creation Management (Iwanaga) [3.25 hours]
5. Valuation and Value Creation Management (continued) (Iwanaga) [3.25 hours]
6. Case discussion (Iwanaga) [3.25 hours]
7. Wrap Up (Iwanaga) [3.25 hours]



Course Title: **Systems Thinking: Confronting Complexity and Shaping Change**

Course Code: A303CL-25EN

Year / Semester: 1st year / 1st semester

Credit: 2 credits (compulsory course)

Faculty: Adjunct Prof. Riichiro Oda

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. 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 and applications of systems thinking while using case studies, group discussions, management strategy exercises, group work, and other participatory, active learning processes. 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.

Throughout the course, students are expected to confront the question, "What does it mean to understand a complex event in organizations and society as a system, and why is it so difficult?"

LEARNING OUTCOMES:

This course aims to:

- Deepen understanding of the complex causal relationship systems that exist between various factors and their interactions in the issues faced by society and organizations.
- Develop the ability to examine such causal systems and identify effective solutions through learning system thinking methods. In particular, by tackling actual social issues, students will acquire knowledge that can be used in practice.
- Cultivate the mindset, thinking, and attitude required to face complex issues as a leader.

POSITIONING:

The modern business environment is volatile, uncertain, complex and ambiguous, as expressed by the acronym VUCA. Advances in technologies such as AI and IOT have an impact on the raison d'état and working of companies, regardless of industry or sector. The manifestation of the deteriorating planetary environment is confronting companies,



organizations, regions and nations with the additional demands of a new era in the form of SDGs and ESG investments.

The “complexity” in VUCA does not merely mean a situation with many types and kinds of factors, but a situation where many types and kinds of factors influence each other, producing unpredictable/unprojectable consequences. 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, management of corporations and other organizations, and the way how we structure society have not changed so much from the "old times" – an era that have created various 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 reductionism, linear ways of understanding and thinking.

Systems thinking offers tools and frameworks for analyzing complex system and considering effective interventions by visualizing behavioral patterns and their structures. It is only possible to turn technological innovations, such as AI, robotics, IoT, blockchains, and life science, into blessing instead of a nightmare by deeply considering the causal chains and potential unintentional consequences that such technological innovations may produce and take preemptive actions.

In this course, students will acquire the basics of systems thinking as well as the ability to tackle sustainability challenges that the planet and societies face. Such capabilities can also be positioned as one of the foundations for "abilities to envision," by which one draws an ideal state of the business/society upon potential needs/wants of people and society. In other words, 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.

LEARNING APPROACH:

- Interactive lectures
- Simulation games
- Discussions
- Individual tasks
- Group work



TEXTBOOK:

- Donella H. Meadows, *Thinking in Systems: A Primer*, Chelsea Green Publishing, 2008
- 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
- John Sterman, *Business Dynamics: Systems Thinking and Modeling for a Complex World*, Irwin Professional Pub, 2000
- Adam Kahane, *Everyday Habits for Transforming Systems: The Catalytic Power of Radical Engagement*, Berrett-Koehler Publishers, 2025
- Brian Walker and David Salt, *Resilience Thinking: Sustaining Ecosystems and People in a Changing World*, Island Press, 2012

EVALUATION:

- Class contribution (30%)
- Group presentation (30%)
- Final examination (40%)

Feedback Methods for Assignments/Exams:

Final examination scores will be released once confirmed grades are announced. Post-assignments will be reviewed, and feedback given in class. Group presentations will receive feedback on the day of the presentations.

SESSION OVERVIEW:

1. Introduction and Learning the Basics of Systems Thinking 1 – Iceberg model, BOT and CLD and explanation about group work (Oda) [3 hours]
2. Management Simulation Game 1 (Oda) [4.5 hours]
3. Analyzing Business and Sustainability Issues using the Framework of Systems Thinking (Oda) [3 hours]
4. Management Simulation Game 2 – Organizational Strategy in the Reputation Era (Oda) [4 hours]
5. Exploring "Leverage Points" as the Keys to Understanding and Transforming Systems / Intermediate Presentation (Oda) [3 hours]
6. System leadership for system change (Oda) [3 hours]
7. Final Presentation and Discussion (Oda) [3.5 hours]



Course Title: **Marketing: Principles and Practices**
Course Code: A304CL-25EN
Year / Semester: 1st year / 2nd semester
Credit: 2 credits (compulsory course)
Faculty: Adjunct 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.

Throughout the course, students are expected to confront the question, "What does a customer represent to a business organization? How does one create and retain it?".

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.

TEXTBOOK:

None in particular

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.

REFERENCE 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 contribution – both quality and quantity (20%)
- Pre and Post 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%)

Feedback Methods for Assignments/Exams:

Post-course individual report feedback will be released once confirmed grades are announced.

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]



Course Title: **Creative Methods for Envisioning**
Course Code: A305CL-25EN
Year / Semester: 1st year / 2nd semester
Credit: 1 credit (compulsory course)
Faculty: Adjunct Associate Professor Seiji Inuzuka
Class Format: On Campus (in person) and Online

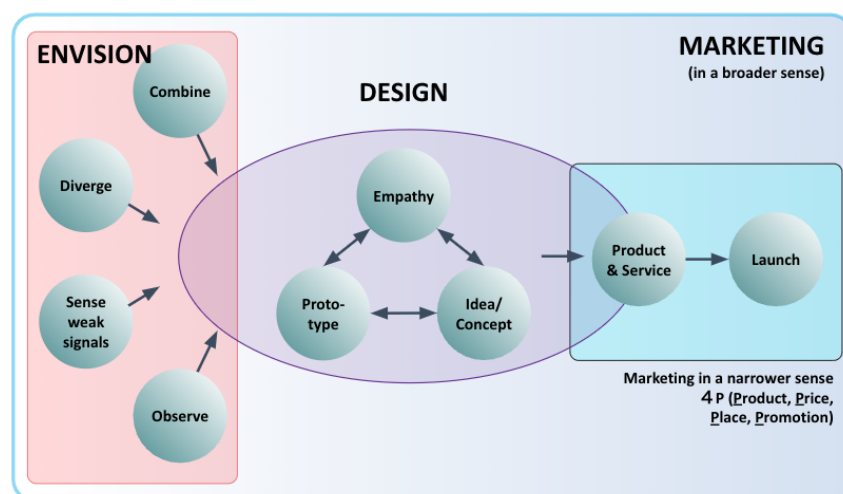
About Envision Series:

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.

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 endeavours. 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 to boldly envision the future and develop solutions that deliver on that vision.

Envision Series





OBJECTIVE:

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

Leaders of today face complex challenges. Technologies advance and evolve at a rapid pace. New competition and constraints emerge from unexpected places. And in this environment, today's leaders cannot simply "manage" their situation by resorting to existing answers — like industry practices and existing protocols —, or settle for the kind of generative strategies that your competitors are just as likely to come up with.

Instead, leaders of today must be ready and willing to envision their own (sometimes unconventional) response, based on a strategic insight. 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 instead 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 / organization to think imaginatively, and push the boundaries of what is possible.

LEARNING OUTCOMES:

By the end of this course, students are expected to:

- Understand the approaches introduced in the course, and is able to apply them to create their vision towards the future. (= Enhanced Individual Creativity)
- Apply these approaches to draw out the inherent creativity in others (i.e. members of their team & organization) and be able to exercise creative leadership. (= Understanding towards Collective Creativity)

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 creative & tangible visions and solutions for the future; and they also 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. On the other hand, 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 an Exercise-based Learning Approach.

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 practices 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 from the exercise assignment, and
- b) *Critique* where lecturers will discuss student' outputs and point out its merits as well as the potential room for growth.

At the end of the course, students will each submit a short coursework, where they will be asked to envision their individual vision of the future to a given theme, and outlining the processes they used to reach those conclusions. Their work will be assessed on their mastery of the key ideas & exercises covered in the course, as well as on the originality and practicality of the visions they propose.

TEXTBOOK:

Not applicable

REFERENCE BOOKS:

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

EVALUATION:

1. 20% : Class Contribution



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2. 30% : Evaluation of In-Class Exercise (Individual & Group Work)
3. 50% : Final Individual Report

Feedback Methods for Assignments/Exams:

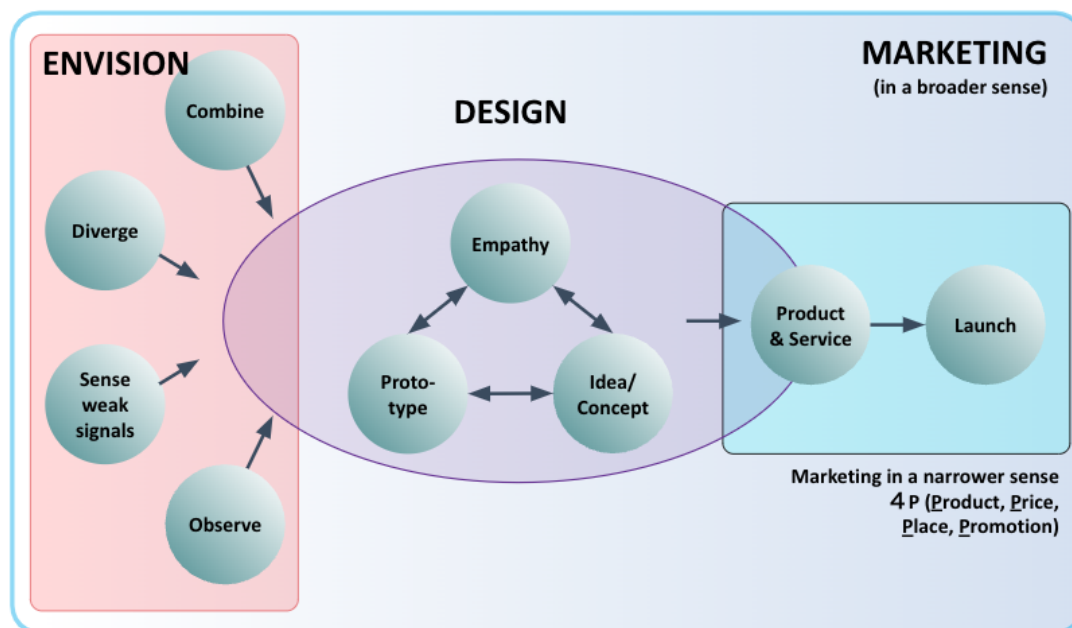
Final report feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:

1. Introduction, Combination and Creative Confidence (Inuzuka) [3 hours]
2. Divergence through Brainstorming (Inuzuka) [3 hours]
3. Detecting Signals for Future Foresights (Inuzuka) [3 hours]
4. Observation and Interpretations (Inuzuka) [3 hours]
5. Methods to Realize Innovation (Inuzuka) [2.25 hours]

Course Title: **Design Thinking and Project-Based Learning**
 Course Code: A306CE-25EN
 Year / Semester: 1st year / 2nd semester
 Credit: 2 credits (compulsory course)
 Faculty: Adjunct Associate Professor Seiji Inuzuka
 Class Format: On campus (in person)

Envision Series



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 1st 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.

Previous course [Creative Methods for Envisioning] focused on introducing students to 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.



In the [Design Thinking and Project-Based Learning] course, students will be asked to go beyond simply envisioning to materializing their ideas in more tangible terms using Design Thinking approaches. This course is also project-based with a real “client” briefing us, and students assigned to working in groups; thus delivering on the overall objective of the Envision series, which is to offer students the opportunities to learn and experience the methods to boldly envision and develop concrete solutions towards the future, in a way that’s practical and applicable to real life situations.

The process & methods of creating customers and markets, using frameworks like 4P, is what is generally referred to as “Marketing” in the narrow sense of the word. Theory of marketing continues to evolve with the change in business environment, and in the [Marketing: Principles and Practices] (Marketing in the broader sense) course, we will cover both the traditional frameworks, as well as the discussing the broader perspectives and viewpoints required of leaders looking to create customers and markets.

OBJECTIVES:

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 *Art Thinking* course placed emphasis on 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 Art Thinking and Design Thinking, 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. Also, the approaches of Future Thinking as covered earlier in the first year is considered vital in understanding the current condition and the key drivers behind them. 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—TAKASHIMAYA CO.,LTD. Marketing and Sales Promotion Office. The theme for this year has been set as follows:

Envision the retail and service experience that maximize the appeal of Nihombashi Takashimaya S.C. as a 'must-visit destination' for international travellers — while treating it as a 'cohesive single town (ひとつのまち)'

By making our store a 'must-visit destination', we aim to contribute to the entire Nihombashi by generating vibrancy and increasing overall foot traffic to the area

What is a "must-visit destination store"?



- A symbolic and iconic store that travelers are eager to visit and shop at
- A store people want to talk about and share their visit with others
- A store that offers meaningful experiences that make the visit worthwhile — beyond the simple act of shopping

Key Perspectives:

- Create a store that is even more attractive to international travelers, without compromising the quality of product selection and services for our valued domestic customers who have long supported us
- Offer easily recognizable elements of Japanese culture and aesthetics
- Incorporate appealing aspects of Japan that Japanese themselves overlook
- Provide touchpoints beyond just the App to engage customers through various channels
- May include ideas to collaborate with other Takashimaya stores (Nagoya, Osaka etc) though any proposal must place Nihombashi S.C. as its centerpiece

TEXTBOOK:

None specified

REFERENCE BOOKS:

- 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%)

Feedback Methods for Assignments/Exams:

The scores and feedback of “Final Group Presentation” and “Group Contribution”, “Final Individual Report” will be released once confirmed grades are announced.

SESSION OVERVIEW:

1. Introduction (Inuzuka) [3 hours]
2. Design Research (Inuzuka) [3 hours]
3. User Research (Inuzuka) [3 hours]



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4. Synthesis (Inuzuka) [3 hours]
5. Mid-term Check-in (Inuzuka) [3 hours]
6. Prototyping (Inuzuka) [3 hours]
7. Project Clinic (Inuzuka) [3 hours]
8. Final Presentation (Inuzuka) [3 hours]



Course Title:	Strategic Management: Theories, Frameworks and Ways of Thinking
Course Code:	A307CL-25EN
Year / Semester:	1st year / 2nd semester
Credit:	2 credits (compulsory course)
Faculty:	Adjunct Associate Prof. Daisuke Nozaki, Prof. Seiichi Ohtaki
Class Format:	On campus (in person) and online

OBJECTIVE:

In this course, we will examine together how business leaders should define the key questions they need to answer to develop a strategy aligned with their purpose and mission. The core of the course will focus on developing a business strategy which positions the business to define and deliver their value propositions for their customers and aligns all activities within the business 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 limitation of the classic framing of business strategy since its heyday in the late 1980's has been an 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 reality, companies can also create significant value through new business models, as seen in the rise of the leading cloud service providers.

This course 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 be more 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 returns with by executing a solid 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, throw out its entire 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:

- Define key strategic questions that need to be answered for a given business in order to meet its goals aligned with its purpose and mission
- 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.

POSITIONING:

This course is offered at the end of Shizenkan's first year curriculum, following the "Marketing: Principles and Practices" and "Creative 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: Concepts and Practices" and "Creating a Business Plan and a Business Model" courses which will be offered in the first half of the second-year curriculum, as well as the "Individual Project" course.

Please note that this course focuses on business strategy, not corporate strategy and global strategy. These topics will be explored in "Business Policy: Concepts and Practices" and "Global Strategy, Management and Leadership" courses, respectively, in the 2nd year.

LEARNING 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 **Key strategic questions, 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 the class to Blue Ocean Strategy. This is 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 discuss a case from the leadership point of view. As a strategy leader of an organization, you will be required to adopt different perspectives in defining the strategy, consider trade-offs and risks, and turn them into a strong implementation plan. In Session 7, we will take an integrative approach to discuss a case, including both traditional strategy (Session 1-4) and Blue Ocean Strategy (Session 5 and 6), and how to apply the strategy building theories and evolve into concrete corporate actions as a leader.

The final session (Session 8) serves as the capstone experience for the course, designed to put strategic thinking and decision-making skills to the test. The class will be presented with a mystery case study at the beginning of the session, which will challenge the students to address a complex business problem. Working in small groups and with limited amount of time, the teams will analyze the case, develop a strategic solution, and prepare a compelling pitch. Each group will then present their strategy to the entire class, simulating a high-level boardroom or investor meeting.

Across the 8 sessions, we will discuss core questions to look at business strategy from various angles.

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 differentiated 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.

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 MATERIAL:

- 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.

EVALUATION:

1. Class participation	40%
2. Post class assignment	20%
3. Mid-term examination	20%
4. Essay on learnings	20%

Feedback Methods for Assignments/Exams:

Mid-term examination scores will be released once confirmed grades are announced. Post-assignments will be reviewed, and feedback given in class.

SESSION OVERVIEW:

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



Course Title: **The Art of Communication as a Global Leader**
Course Code: A401CE-25EN
Year / Semester: 2nd year / 1st semester
Credit: 1 credit (compulsory course)
Faculty: Professor Patrick Newell
Class Format: On-campus (in person)

OBJECTIVE:

This course focuses on learning the art of persuasion to inspire the audience to support and act on the presented ideas globally as a whole-person leadership manager. Students will learn how to prepare, design, and deliver speeches and presentations more effectively to their targeted global audience. As leaders, students will refine skills to convey their thoughts, ideas, and visions to groups from diverse nationalities and cultural backgrounds, ensuring understanding, empathy, and support from their global audiences.

Communicating as a managerial leader to a diverse audience significantly differs from communicating within an organization you belong to. Within an organization, it's assumed that both the speaker and listener have shared knowledge. Furthermore, presentations and speeches must often conform to that organization's specific style. In contrast, when addressing a diverse international audience as a managerial leader, it's essential to deliver clear messages that resonate across cultures and positions, exuding the leader's passion and intent. The techniques to create a psychological connection with the audience are vital. It's assumed that what's obvious to the speaker might not be for the listener, and there's no need to stick to organizational styles. This course is designed to equip students with the skills they'll need as they face the world as managerial leaders. Conversely, it doesn't focus on enhancing communication skills as a regular member within an organization. Throughout the course, students will position themselves as managerial leaders and use this opportunity to explore what is required to effectively convey their ideas and vision to others while also evaluating their current leadership abilities and identifying areas for future development.

In today's globalizing world, leaders operating on the international stage, regardless of the nationality or size of their companies (whether large corporations or startups), use presentation methods that are becoming international standards. Therefore, this course highlights the so-called "TED-style" techniques and incorporates frameworks and techniques widely used by leaders from various countries and businesses.

As a global leader, moments will inevitably arise when you must convey your thoughts to a global audience. We expect students to envision themselves leading multinational teams and, through this course, to acquire universally effective communication skills.



LEARNING OUTCOMES:

- Learn the ability required as a managerial leader to convey your thoughts and visions to a global audience, secure their understanding and empathy, and prompt action.
- After studying various aspects of effective communication, such as building a storyline, visual design, and nonverbal expression techniques like voice modulation, facial expressions, and body movement, internalize them through practice.
- Reflect on the current state of one's managerial leadership ability to convey your thoughts and visions, establish psychological connections with the audience, secure their support, and contemplate areas for future growth.

POSITIONING:

This course aims to cultivate the "Ability to Realize" the Competencies required for a whole-person management leader. Throughout the course, students will nurture the ability to engage with others and gain their cooperation and the ability to empower people and mobilize an organization.

No matter how innovative the products, techniques, or ideas appear, they may only be realized if you can effectively convey convincing messages to the target audiences and elicit their empathy and trust.

This course offers a process to enhance communication skills with a global audience by effectively organizing and conveying the knowledge gained from the courses the students have had so far and the ideas they have envisioned. By receiving feedback, students can expand their business concepts and the potential for social activities to the world.

LEARNING APPROACH:

The skills students will learn in this course are practical and can only be mastered with practice. Therefore, in this course, students will repeat the steps of creating and delivering their presentations and speeches, watching them (video images) by themselves, and giving feedback and advice to each other. This allows a deeper understanding of how their message, energy, and emotions resonate with global audiences.

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 presentation in Session 3. The last three sessions are focused on making a recruiting speech. Students will craft and deliver speeches to inspire individuals from diverse cultural and thought backgrounds to join the organization you lead.

TEXTBOOK:

- Garr Reynolds (2019) *Presentation Zen*, 3rd. Ed, New Riders



*This book is a required reading for this course. Please ensure you have read it before Session 2.

REFERENCE BOOKS:

- Nancy Duarte, (2019) *DataStory: Explain Data and Inspire Action Through Story*, IDEA Press
- Noah J. Goldstein, Ph.D. (2009) *Yes!: 50 Scientifically Proven Ways to Be Persuasive*, Free Press
- Scott Berinato (2016) *Good Charts: The HBR Guide to Making Smarter, More Persuasive Data Visualizations*, Harvard Business Review Press
- Chip Heath and Dan Heath (2008) *Made to Stick: Why some ideas take hold and others come unstuck*, Arrow

EVALUATION:

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

Feedback Methods for Assignments/Exams:

Speech will be reviewed, and feedback given in class.

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**
Course Code : A402CL-25EN
Year / Semester: 2nd year / 1st semester
Credit : 2 credits (compulsory course)
Faculty : 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.

As the phrases such as *human resource* and *human capital* indicate, people are resources that businesses use and thus, *means for value creation*. Managers need to employ people with capabilities that the business requires, assign each of them to appropriate positions, and encourage them not only to carry out the assigned tasks but also proactively take initiatives and collaborate with each other. In addition, managers need to reallocate individuals and secure new skills in accordance with the changing environment, while also managing people-related costs considering the economics of the business.

On the other hand, unlike other resources, companies do not *own* people. People become members of an organization through an employment relationship, but they are also beings with their own will. Today, many individuals have a desire to control their own life rather than being obedient to corporate interests. This means that if companies do not provide meaning and value for working individuals, it will be difficult to secure talent and encourage them to play an active role. Hence, people are “targets of value provision,” along with being a “means of value creation” for companies.

Further, as a result of rapid changes in the business environment, we observe significant changes in how organizations are organized, how people work, and the nature of relationships between individuals and organizations. Traditional management approach, which is rooted in industrial capitalism of the 20th century and is characterized by hierarchical control and extrinsic incentives, has become obsolete, and companies explore the ways to unleash individual proactivity and creativity. Even more, rapid progress of AI and robot technologies drives automation of tasks that humans have traditionally carried out, and organization’s boundary is increasingly blurred as organizations increasingly involve people outside of their direct employees to business activities. 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 course, we expect students to see the topic not only from their own standpoint, but also from that of top management leaders. Students are invited to explore questions such as “What is the nature of people and organization?” “What are the roles of leaders in mobilizing people and organization?” and “What is required of leaders to play such roles?”

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.

POSITIONING:

This course corresponds to the *Abilities to Realize* in Shizenkan’s competency model for Whole-Person Management Leadership. Students learn how to mobilize people and organization in order to achieve their vision through this course, along with *The Art of Communication as a Global Leader*, *Interpersonal Leadership: Engaging and Mobilizing People*, and *Leadership and Negotiation*. Among these courses, this course emphasizes understanding the dynamisms of people and organization from more conceptual and theoretical perspectives. In contrast, *The Art of Communication as a Global Leader* and *Leadership and Negotiation* focuses on acquisition of more practical skills, whereas *Interpersonal Leadership: Engaging and Mobilizing People* aims to facilitate self-reflection and peer dialogue about each students’ interpersonal approach and influence.

This course is also an opportunity to build on students’ learning from *Business Policy: Concepts and Practices* and *Creating a Business Plan and Business Model*, expanding their insights into the human aspect of management. Students have learned the importance of aligning organization with vision and strategy. In this course, we aim to further deepen our understanding from the perspective of micro foundation of an organization such as individuals and teams.

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 BOOKS:

- 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 Organization & Make Hybrid Work for Everyone*. Penguin Business.
- Patty McCord (2018), *Powerful: Building a Culture of Freedom and Responsibility*. Silicon Guild.

EVALUATION:

- | | |
|---------------------------------|-----|
| – Course Contribution | 30% |
| – Individual report (mid-term) | 20% |
| – Individual report (Session 8) | 30% |
| – Individual report (final) | 20% |

Feedback Methods for Assignments/Exams:

Mid-term and Final report scores and feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:

1. Introduction - why do we learn management of people and organization? (Yoshikawa) [3 hours]
2. Motivate individuals (Yoshikawa) [3 hours]
3. Dynamics of individual behaviors in groups (Yoshikawa) [3 hours]
4. Promote proactive and collaborative behaviors (Yoshikawa) [3 hours]
5. Align individual interests and organizational interests (Yoshikawa) [3 hours]
6. Flexibility of people and organization under changing environment. (Yoshikawa) [3 hours]
7. Reconsider the individual-organization relationship (Yoshikawa) [3 hours]
8. Future of Organizations (Yoshikawa) [3 hours]



Course Title :	Interpersonal Leadership: Engaging and Mobilizing People
Course Code:	A403CE-25EN
Year / Semester:	2nd year / 2nd semester
Credit :	1 credit (compulsory course)
Supervising Faculty :	Adjunct Professor, Patricia (Tish) ROBINSON
Faculty:	Professor Katsuhiko Yoshikawa
Class Format:	On campus (in person)

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.

Students are expected to explore the following questions throughout the course: "What are my characteristics in interpersonal relationships? What lies at the root of my characteristics?" We also expect students to think about their next growth challenges in order to enhance your influence as a leader.

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.

POSITIONING:

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. While "The Art of Communication as a



Global Leader” course focuses on the ability to gain trust and empathy through communication, this course focuses on one’s influence on others through day-to-day interactions at work.

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., “Envisioning your Leadership Journey”, “Self Leadership - Aspiration and Pragmatism” and “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 APPROACH:

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

TEXTBOOK:

None in particular

REFERENCE READING:

- 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.
- Adam Grant (2013), Give and Take: Why Helping Others Drives Our Success. Weidenfeld & Nicolson.

EVALUATION:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Your Influence on Your Team (Tish) [3 hours]
2. Building Relationships with Diverse Individuals (Tish) [3 hours]
3. Face with Others and Gain Empathy (Tish) [3 hours]
4. Develop and Empower Others (Tish) [3 hours]



Course Title: **Leadership and Negotiation**
Course Code: A404EL-25EN
Year / Semester: 2nd year / 2nd semester
Credit: 2 credits (elective course)
Faculty: Prof. Jiro Tamura, Adjunct Assistant Prof. Yuka Shimokawa
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. Throughout this course, we expect that participants will explore the question, "Win-Win Negotiation."

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

POSITIONING:

This course corresponds to "abilities to realize" in the competency model of Whole-person Management Leadership. Along with the compulsory course, "The Art of Communication as a Global Leader," which took place in earlier semesters, this course provides students an opportunity to learn interpersonal skills that are required of leaders in facing others. While students learned the skills of effective speech and presentation toward diverse audiences in the course, "The Art of Communication as a Global Leader," they explore how they can effectively build consensus with parties

having different interests and priorities as well as what is required for leaders in doing so. As students have learned in courses such as “A Bird’s Eye View of the World and Transcending Conflicts of Values,” which was offered in the first year, people have different values. This is also positioned as an opportunity to learn skills to overcome such differences in a constructive manner.

LEARNING APPROACH:

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

TEXTBOOK:

None.

REFERENCE MATERIAL:

- 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)) *
- Jiro Tamura (2023) Introduction to Basic Leadership: Developing Listening, Dialogue, Negotiation and Persuasion Skills!, Tokyo Shoseki (田村次朗『「リーダーシップ基礎」入門 傾聴力・対話力・交渉力・説得力を鍛える!』 (東京書籍 2023)) *

* 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%)

Feedback Methods for Assignments/Exams:

No feedback is given.

SESSION OVERVIEW:

1. Dialogue Basics (Tamura, Shimokawa) [3 hours]
2. Dialogue and Decision Making (SPICE Approach) (Tamura, Shimokawa) [3.25 hours]
3. Logic in Negotiation (Tamura, Shimokawa) [3.25 hours]
4. Preparation for Negotiation (Tamura, Shimokawa) [3.25 hours]
5. On-the-ground skills during negotiations (Tamura, Shimokawa) [3.25 hours]
6. Negotiating the Discussion Matters (Tamura, Shimokawa) [3.25 hours]
7. Leadership Leading from Conflict to Cooperation, Learning from the Cuban Crisis (Tamura, Shimokawa) [3.25 hours]



Course Title:	Business Policy: Concepts and Practices
Course Code:	B101EL-25EN
Year / Semester:	2nd year / 1st semester
Credit:	2 credits (elective course)
Supervising Faculty:	Specially Appointed Prof. Hiroyuki Mitani
Guest Faculty:	Prof. Tomo Noda, Prof. Katsuhiko Yoshikawa, Adjunct Prof. Naonori Kimura
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:

- “Contextual Management: Empowering Individuals to Enhance the Quality of Management” (originally published in Japanese by Kobunsha in 2023)

*For session #5 it is assumed that this book has been read, especially chapters 1 to 6. As this book is quite detailed, we highly recommend that you start reading well in advance to be prepared for session #5. Chapter 6 of the book is currently being translated and will be provided to you at a later date.

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.

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.

EVALUATION:

■ Class Participation and Contribution	30%
■ Post-Session Assignments (Submission of 3 Reflection Notes)	20%
■ Final Exam	50%

Feedback Methods for Assignments/Exams:

Final Exam feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:

1. Confronting with the law of rise and fall of companies / Confronting with the Universal Law of the Rise and Fall of Companies (Mitani) [3 hours]
2. Simulating management decision-making in turning around a business (Kimura, Mitani) [3.75 hours]
3. Cultivating the ability to devise a new business scheme/model (or creatively reconstruct an existing business scheme/model) (Mitani) [3 hours]
4. Explore the roles and tasks of a management leader during each stage of a company's development / Experience decision-making as a management leader (Mitani) [3.75 hours]
5. Empowering individuals and enhancing "quality of management" (Noda) [4.5 hours]
6. Rebuild corporate culture and Leadership (Mitani) [3.5 hours]
7. Managing the process of organizational transformation (Yoshikawa, Mitani) [8 hours]



Course Title:	Global Management: Strategy, Organization and Leadership
Course Code:	B102EL-25EN
Year / Semester:	2nd year / 2nd semester
Credit:	2 credits (elective course)
Faculty:	Adjunct Associate Professor Ryukichi Miyabayashi
Class Format:	Mainly online, with several on campus (in person) sessions

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. Through this course, students will explore what is required of leaders to tackle challenges in managing global business.

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-subsidary and subsidiary-subsidary 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.

POSITIONING:

This course is offered as one of the courses in the course group "Global Management Transformation." Students build on what they learned in prior courses, such as "Strategic Management: Theories, Frameworks, and Ways of Thinking" and "Business Policy: Concepts and Practices," as this course focuses on unique challenges in making strategic, organizational, and managerial decisions in global business environment.

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 MBA students from our partner schools 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.

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.

EVALUATION:

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

Feedback Methods for Assignments/Exams:

Final exam scores and feedback will be released once confirmed grades are announced.



SESSION OVERVIEW:

1. Globalization, industry, and corporations (Miyabayashi) [3 hours]
2. Understanding the Key Framework for Global Strategy: Global Integration vs. Local Responsiveness (Miyabayashi) [3 hours]
3. Dealing with the Tension between Headquarters and Subsidiaries (Miyabayashi) [3 hours]
4. Designing Collaborative Networks between Subsidiaries (Miyabayashi) [3 hours]
5. Facilitating Learning and Innovation in Global Organizations (Miyabayashi) [3 hours]
6. Cross-Cultural Management in MNCs (Miyabayashi) [3.25 hours]
7. Managing Cross-Border M&A (Miyabayashi) [3 hours]
8. Living as a Global Leader (Miyabayashi) [3 hours]



Course Title : **Creating Social Impact**
Course Code : B201EL-25EN
Year / Semester: 2nd year / 1st semester
Credit : 2 credits (elective course)
Faculty : Professor Peter David Pedersen
Class Format: On campus (in person) and online

*In this course, we will have participants both from Shizenkan University (Second Year) and from the global non-profit NELIS, Next Leaders' Initiative for Sustainability. From the latter, participants will join from several regions in the Global South (Asia, MENA, Africa, Latin America). NELIS: www.nelisglobal.org

OBJECTIVE:

Social Entrepreneurship vs Social Intrapreneurship – history, differences and similarities, and strategic approaches to generating social impact

Social entrepreneurship (starting your own social business) and social intrapreneurship (working from within incumbent organizations on social business/sustainable business opportunities) are both approaches through which individuals work with or through business to create social impact. Social entrepreneurship gained traction in the 1980s and 1990s, while social Intrapreneurship was born as a concept in 2008, rapidly gaining attention in the global business world.

This course explores the difference between social entrepreneurship and social intrapreneurship; the historical background and early pioneers; the differences and similarities in the two approaches to value creation; and the future potential to harness business for social impact. We will first look at how social entrepreneurship (SE) and social intrapreneurship (SI) were born as concepts and as practices. Why were these new approaches to business required; what are the underlying sustainability challenges that demanded a new approach to social impact creation through business? What is the actual theory behind SE & SI. What are the similarities between the two approaches and how do they differ? How do you operate as a social entrepreneur or social intrapreneur? What are the mindsets, traits and key skills of a social entrepreneur versus a social intrapreneur? We will also explore how SE & SI relate to the recent global focus on impact business and impact investment.

The course will explore the value of both SE and SI in delivering desired outcomes/creating social impact (going beyond conventional business outcomes) and will give students a solid overview of both approaches both from a theoretical and practical perspective and based on real life examples not only from Japan/the global north, but also from the global south.

The course also includes a personal assessment which allows students to position themselves on a spectrum between SE and SI, which will help uncover key strengths and weaknesses as well as personal preferences. Case studies of social entrepreneurship and

social intrapreneurship, from both the global north and global south, will be used throughout the course.

The course work will ask students to create a “life plan for impact creation” in which personal purpose, preferred approach to impact creation and an analysis of relevant tools and techniques are included.

LEARNING OUTCOMES:

- A holistic understanding of how societal megatrends impact business and, in particular, innovation and value creation.
- Insight into the history behind and meaning of social entrepreneurship and social intrapreneurship.
- An understanding of the strategic approach to and key methodologies of both social entrepreneurship and social intrapreneurship (including an insight into the similarities and differences between the two).
- A context-based, real life understanding of both approaches to social impact creation through case studies and discussions with practitioners from global north and global south.
- A personal Life Plan for Impact Creation which will help guide students in their future work.

POSITIONING:

This course is part of the Sustainability and Social Innovation track of the second year at Shizenkan University. Students are expected to apply skills, knowledge, and self-awareness they obtained in the first-year courses to explore their own leadership journey to tackle societal issues and bring innovative solutions through this course.

LEARNING APPROACH:

- Lectures by faculty members and external practitioners with experiences from both global north and global south in social entrepreneurship and social intrapreneurship.
- Reflection and discussion centered around the required readings and based on the diverse perspectives of students both from the global north and the global south.
- Case based discussions, blending viewpoints of Shizenkan Students and participants from NELIS’ global south network.
- Self-Assessment to identify personal traits, strengths and challenges.
- The use of tools such as the Life Plan for Impact Creation to define the students’ personal journey towards their desired social impact.

TEXTBOOK:

The following materials are assigned across the course. Please refer to the session outlines for which session each assignment is required. This list includes a book (No. 2), and we recommend you start reading it early.

1. On social entrepreneurship:

Roger L. Martin & Sally Osberg, *Social Entrepreneurship – the Case for Definition*, Stanford Social Innovation Review (PDF to be provided by the university)

2. On social intrapreneurship:

Marjorie Brans, Maggie De Pree, Florencia Estrade, *The Intrapreneur's Guide to Pathfinding*, League of Intrapreneurs (book available on Amazon.com)

3. On impact business (short article with overview):

<https://www.talkspirit.com/blog/impact-driven-business-sustainable-development>

4. On impact investment:

Global Impact Investing Network (GIIN), *Impact Investing – a guide to this dynamic market*, (PDF to be provided by the university)

*Readings will be used actively in group discussions during class, so kindly make sure to cover the requirements.

REFERENCE BOOKS:

N/A

EVALUATION:

- | | |
|---|-----|
| – The level of participation in class and group discussions | 30% |
| – Quality of pre- and post-assignments | 30% |
| – The final course work (Life Plan for Impact Creation) | 40% |

Feedback Methods for Assignments/Exams:

Final work (Life Plan for Impact Creation) feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:

1. The Backdrop – why is a new, more sustainable (social) approach to impact creation through business needed? What are the key megatrends 1900-2050? (Pedersen) [3 hours]
2. The evolution of business-driven value creation – how new innovation drivers emerged forcing business to embark on a journey of social/sustainability innovation (Pedersen) [3 hours]
3. The birth of social entrepreneurship – pioneers, definitions and upscaling (incl. the challenges in going big) (Pedersen) [3 hours]
4. From social entrepreneurship to social intrapreneurship – innovating from the inside: what are the similarities and key differences to social entrepreneurship? (Pedersen) [3 hours]
5. Strategies and methods – incl. a deep dive into real life challenges in the practice of SE/SI (with live case story presentations by practitioners) (Pedersen) [3 hours]
6. Why has a new global trend of impact business emerged and what is impact finance,



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how can it be leveraged? (Pedersen) [3 hours]

7. SE & SI Personal Assessment, case study deep dive and an exploration of the role of leadership in implementation (Pedersen) [3 hours]
8. Presenting your own personal plan for impact creation (Pedersen) [3 hours]



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Course Title : **Circular Economy:
Designing the Future of Business, Economy and Society**

Course Code : B202EL-25EN

Year / Semester: 2nd year / 1st semester

Credit : 2 credits (elective course)

Supervising Faculty: Specially Appointed Associate Prof. Akira Sakano

Faculty: Specially Appointed Associate Prof. Yu Kato,
Adjunct Prof. Yumiko Noda

Class Format: On campus (in person) and online

OBJECTIVE:

What is the Circular Economy? This course aims to equip students with the ability to form their own perspectives on this fundamental question, envision a circular future they wish to realize, and lay the groundwork to lead a transition toward new systems by engaging and mobilizing others.

In the face of mounting environmental and social challenges—such as climate change, biodiversity loss, resource constraints, and growing geopolitical risks—there is a global call to shift away from the traditional linear economy of mass production, consumption, and disposal. In its place, a fair and rapid transition to a Circular Economy is emerging as a necessary alternative economic and social model.

The Circular Economy aspires to ensure the prosperity of all people, including future generations, within planetary boundaries. This shift requires a systemic transformation that extends beyond economics to include society, culture, values, and lifestyles—demanding a fundamental restructuring of industrial systems. Achieving this vision necessitates cross-sectoral dialogue and collaboration across government, academia, business, and civil society.

At the same time, discussions around the Circular Economy—its objectives, definitions, strategies, implementation methods, progress metrics, and effectiveness—are diverse, evolving, and dynamic, with no single definitive answer. This complexity is part of what makes the Circular Economy so compelling, reflecting both its vast potential and significant challenges.

Accordingly, this course is designed to foster leaders capable of driving the transition to a Circular Economy. Students will begin by critically exploring the conceptual foundations, definitions, and principles of the Circular Economy within the broader context of why this transition is needed. Through case studies and practical exploration, the course will cover topics such as circular business models, circular design strategies, regulatory trends, digital technologies, circular finance, circularity measurement, and municipal circular city policies.

In addition to lectures, guest speakers, and discussions, the course will provide

experiential learning opportunities—including assignments and workshops—that encourage embodied intelligence and first-hand engagement with the realities of the linear economy and the transformative potential of circular approaches.

LEARNING OUTCOMES:

1. Ability to approach the Circular Economy from diverse and multi-dimensional perspectives
Students will develop a comprehensive understanding of the Circular Economy by examining its essence through environmental, cultural, social, economic, political, and technological lenses. This includes an awareness of global dynamics such as climate change, biodiversity loss, and resource constraints.
2. Understanding of practical strategies and challenges in transitioning to a Circular Economy
Students will gain foundational knowledge of the principles of the Circular Economy, circular business models, and design strategies. They will also understand key challenges surrounding regulations, technology, costs, and supply chain collaboration, recognizing that systemic approaches are essential for a successful transition.
3. Development of hypotheses on their potential role in the transition to a Circular Economy
Students will be able to formulate their own hypotheses about how their organization can contribute to the realization of a Circular Economy. This includes identifying potential strategies, policies, business model innovations, and reflecting on the role they themselves can play in leading and supporting transformative change.

POSITIONING:

Offered in the first half of the second year of the program, this course is designed to synthesize and integrate the knowledge and critical thinking acquired in other subjects through the lens of the Circular Economy. It aims to transform this interdisciplinary understanding into practical knowledge and skills essential for leading the transition toward a new economic and societal system.

The Circular Economy requires the integration and organic application of insights not only from economics, but also from fields such as environmental science, culture, society, politics, and technology. Accordingly, this course invites students to revisit and reweave what they have learned in other courses from a circular perspective.

In addition, the course positions itself as a unique opportunity to rediscover the values embedded in Japanese culture and Eastern philosophy through the lens of circularity. It encourages exploration of Japan-specific contributions, strengths, and transition pathways toward a Circular Economy.

LEARNING APPROACH:

This course employs a diverse mix of instructional methods, including lectures, video screenings, case studies, group discussions, and workshops. Its design is centered around three key pillars:

1. Exploration through Inquiry

The Circular Economy is a vision for society and the economy that lacks a single, absolute answer. To empower each student to transform concepts into action based on their own philosophy and convictions, every class session will present thought-provoking and unconventional questions. These inquiries are intended to deepen students' understanding of the core principles and complexities of the Circular Economy.

2. Balance Between Theory and Practice

The Circular Economy is an evolving field of exploration and application. Alongside exposure to cutting-edge theories and global discourse, the course integrates guest lectures by practitioners from businesses and municipalities actively engaged in circular initiatives. This approach enhances students' practical understanding of real-world challenges—such as regulatory hurdles, economic viability, and technological constraints—and fosters the foundational insight needed to co-create effective, actionable solutions.

3. Embodied Understanding

Above all, this course emphasizes embodied learning—engaging not just the mind, but all five senses. Through pre and post assignments and workshops centered around familiar yet often unexamined themes like "waste," students will re-encounter the linear economy that shapes their daily habits and thinking. By physically engaging with its systemic issues and experiencing the sights, sounds, and atmosphere of circular economy practices in real contexts, students will gain firsthand insights that fuel both deep understanding and personal motivation for change.

TEXTBOOK:

- *"Schools of thought that inspired the circular economy"* (Ellen MacArthur Foundation, 2023)

REFERENCE BOOKS:

- Thomas Rau & Sabine Oberhuber (2022) *Material Matters: Developing Business for a Circular Economy*, Routledge.
- A typology of circular economy discourses: Navigating the diverse visions of a contested paradigm (Martin Calisto Friant et al., 2020)
- *Design for Sustainability: A Multi-level Framework from Products to Socio-technical Systems* (Fabrizio Ceschin, İdil Gaziulusoy, 2020)



- Circular design: turning ambition into action (Ellen Macarthur Foundation)
- Overview of Measures on Waste Management in Japan (Ministry of Environment Japan, 2021)
- Universal Circular Economy Policy Goals (Ellen MacArthur Foundation, 2021)
- Peter Lacy, Jessica Long, Wesley Spindler (2020) The Circular Economy Handbook: Realizing the Circular Advantage, Palgrave Macmillan.
- The circular economy: Going digital (European Policy Center, 2020)
- “Financing the Circular Economy” (Ellen MacArthur Foundation, 2020)
- The circular economy as a de-risking strategy and driver of superior risk-adjusted returns (Ellen MacArthur Foundation, 2021)
- Circular cities: thriving, liveable, resilient (Ellen MacArthur Foundation)
- Zero Waste Cities (Zero Waste Europe)
- Circular neighbourhoods (Ellen Macarthur Foundation, 2023)
- Kate Raworth (2017) Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist, Random House.
- William McDonough & Michael Braungart (2012) Cradle to Cradle: Remaking the Way We Make Things, North Point Press.
- Gunter Pauli (2010) The Blue Economy: 10 Years, 100 Innovations, 100 Million Jobs, Paradigm Publications.
- Tristram Stuart(2009)WASTE: Uncovering the Global Food Scandal, W. W. Norton & Company.

REFERENCE WATCHING:

- Ray Anderson: The business logic of sustainability (Youtube)(TED, 2009)
- Resource Abundance by Design | William McDonough at World Economic Forum (Youtube)(William McDonough, 2014)
- THREE INCONVENIENT TRUTHS ABOUT CIRCULAR ECONOMY#1: It is about more than just economy (Youtube)(Faculty of Geosciences Utrecht University, 2021)
- The Performance Economy (Youtube) (Disruptive Innovation Festival, 2018)
- The Performance Economy: Thomas Rau at TEDxWageningen (Youtube) (TED Talks, 2012)
- Building a Circular Economy: Lessons from Edo Japan | Azby Brown | TEDxOgikubo (Youtube)(TED Talks, 2021)

EVALUATION:

- | | |
|---|-----|
| - Class participation and contribution | 30% |
| - Submission of Pre-Session Assignments | 10% |
| - Submission of Post-Session Reports | 10% |
| - Submission of Final Assignment | 50% |

Feedback Methods for Assignments/Exams:

Post-assignments: We will refer to the inputs and feedback in the Post-assignment reports during the next sessions;



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Final Assignment: We will provide feedback after the course.

SESSION OVERVIEW:

1. Re-Encountering the Waste (Sakano) [3 hours]
2. Meeting the “Circular” (Noda, Sakano) [3 hours]
3. Circular Design from Input (Kato, Sakano) [3 hours]
4. Circular Design Out Waste (Sakano) [3 hours]
5. Circular Business (Sakano, Kato) [3 hours]
6. Circular Cities (Sakano, Kato) [3 hours]
7. The Grass-roots Revolution (Sakano) [3 hours]
8. Leadership and Partnership for Innovation (Sakano, Noda, Kato) [3 hours]



Course Title: **DX and Platform Strategy**
Course Code: B301EL-25EN
Year / Semester: 2nd year / 1st semester
Credit: 2 credits (elective course)
Supervising Faculty: Specially Appointed Prof. Tatsuyuki Negoro
Faculty: Adjunct Associate Prof. Sari Shimizu
Class Format: On campus (in person) and online

OBJECTIVE:

Digitalization is forcing significant transformations in business models and operational structures across many industries. This course will examine innovations underpinned by digital technologies from the perspective of management leaders, using case discussions as a basis. The course explores these changes through the lenses of value chain shifts, supply chain innovations, and business model transformation. The purpose of this course is to help participants develop the ability to lead their own company's digital transformation.

The first session will focus on the progression of product/service substitution driven by digital innovation (DI), starting with case discussions and moving toward generalization. Sessions 2–4 will explore business innovation within individual companies as influenced by DI. Specifically, the discussions will center on the impact of digital innovation on product design (customer value propositions) and research and development (value creation). Additionally, the course will delve into the role of management in driving successful digital transformation (DX).

Sessions 5–7 will build on the earlier discussions to examine the responses to digitalization in industries such as retail, content, and manufacturing (production) while considering structural changes brought about by DI in these sectors. Furthermore, the course will address the creation, competition, and expansion of platform businesses (PF) that have emerged (or are emerging) in these industries.

Through this course, participants will be expected to prepare to think about their own strategies for responding to digitalization within their companies and to draft such strategies as their final report.

LEARNING OUTCOMES:

1. Understand what is required of management leaders in the face of industrial transformation driven by the advancement of digital technology.
2. Understand that digital strategy creates new added value and/or new markets.
3. Understand that the progression of digitalization can lead to significant innovations in operational structures and structural shifts in the value chain (VC).
4. Understand the unique nature of platform businesses that have emerged through digitalization.
5. Understand the key points for addressing platformers as disruptors from the viewpoint of existing companies.



6. Draft a preliminary digital strategy for your own company.

POSITIONING:

This course is positioned as an opportunity to deepen the strategic thinking cultivated in the first-year course "Strategic Management: Theories, Frameworks, and Ways of Thinking" by addressing the contemporary challenge of digital strategy development. Specifically, it aims to understand the possibilities and risks of innovation and business transformation brought about by digitalization, and to prepare participants to develop business concepts for responding to digitalization from the perspective of corporate executives.

In the first-year second-semester course, "Science, Technology, Innovation and the Future of Human Existence," students explored the development of digital technologies and industry, as well as the nature of AI and its impact on industries. "AI: Dealing with Its Impact on Business and Society" – another elective course in the second year – will provide an opportunity to dig deeper into rapid progress and deployment of AI technologies and its impact on business and society. As part of that course, the impact of AI on business models was also discussed. To avoid redundancy, this course does not include sessions specifically focused on AI itself but does address the strategic utilization of AI (machine learning).

Additionally, this course complements the second-year parallel course "Business Policy: Concepts and Practices," particularly its discussions on "the principles of corporate success and decline," by delving deeper into the disruptive impact of digitalization on existing business models. Furthermore, while the second-year course "Creating a Business Plan and Business Model" covers platform (PF) businesses and their characteristics to some extent, the latter half of this course will further explore these topics, focusing on strategic entry into platform businesses and responses to platform competitors mainly from the viewpoint of exiting companies.

LEARNING APPROACH:

The course will progress through individual preparation, group discussions, whole-class case debates, and theoretical lectures following these discussions. Theories are positioned as tools for generalization and are introduced *after* case discussions, rather than being explained in advance for direct application to cases. However, the final report is positioned as an opportunity for participants to internalize what they have learned, including theories, by applying them to your own specific circumstances and company conditions.

CONCEPTS AND FRAMEWORKS TO BE USED (TENTATIVE):

- [Key Concepts to Be Studied (Deepen theoretical understanding throughout the course)]
Digital Innovation (DI), Complete Substitution and Partial Substitution, Digital Transformation (DX), Customer Value Transformation Driven by Digitalization,



Digital Disruptors, Platform Products/Services (PF), Network Effects, Aggregation, Data Flywheel Model

- [Frameworks to Be Studied (Understand and try practical application throughout the course)]
Product Substitution Through Innovation, Constraints on Transformation for Established Companies, Ambidextrous Management in the Context of Digitalization, Development Stages of Digitalization and Barriers to Stage Transitions, Second-Wave Challenges of Digitalization
- [Supplementary Concepts Introduced to Understand the Cases (Not the primary focus of learning)]
Modularization, Openness, Cyber-Physical Systems, Machine Learning, Positive Feedback Loops
Note: A deep understanding of the above supplementary concepts is not required in advance.
- [Supplementary Frameworks Introduced for Analysis and Discussion (Not the primary focus of learning)]
Value Proposition Canvas (Customer Value Design Framework), Cascade Choice (Strategy Consideration Framework),
Note: A deep understanding of the above supplementary frameworks is not required in advance.

CASE PREPARATION:

Preliminary questions are set as a reference axis to guide deeper consideration of the case and other preliminary materials. We believe that reflecting on the preliminary questions will deepen your understanding of the case. This outline will include the cases that will be used and preliminary questions for each case. However, there is a possibility that some parts of this outline may be changed after delivery in order to improve the sessions, etc. Therefore, before preparing for class, please be sure to check in SOS whether there have been any changes to the case and preliminary questions. As a general rule, you are requested to prepare a preliminary report by answering the preliminary questions. The preliminary report should focus on objective analysis. On the other hand, during classroom discussions, you are expected to always assume the role of the business leader responsible for the case in question. We ask you to participate in discussions with a sense of commitment and ownership, as if you were directly involved. Analysis requires the exclusion of personal values to ensure objectivity, while decision-making, though based on facts, is inherently subjective. The future is uncertain, and the legitimacy or appropriateness of actions may vary depending on one's values.

The preliminary questions are designed to help you prepare for the case, but the class discussion will not necessarily be based on the same questions. Assuming that students have considered the case beforehand, the instructor will pose questions as appropriate



to introduce new perspectives and deepen the exploration of the resolution of the issues facing the case study company, from the perspective of the parties involved.

NATURE OF THE CASES IN THIS COURSE (ON-GOING CASES):

This course will primarily focus on case discussions in each session. The distributed cases adhere to the classic rules of the case method, describing the situation and challenges of a company at a specific point in time. However, the cases used will generally reflect the most recent situations of the companies in question. For companies whose circumstances have evolved since the described point in time, additional materials will be provided to reflect their current situation (or students may be asked to conduct their own research on the current state of affairs).

The reason for prioritizing discussions based on the present situation is as follows: The pace of digitalization is rapid, and older cases often become technologically outdated. Moreover, with the increasing ease of conducting research using AI agents (such as Deep Research tools), it has become simpler to engage in discussions based on the "current state" of affairs. This approach is also intended to make discussions more engaging and tangible, as focusing on recent developments provides a greater sense of immediacy and relevance.

PRE-ASSIGNMENT (PRE-ASSIGNMENT REPORT):

Submit a pre-session report on the designated questions at least 3 days prior to each session (e.g., by 11:59 PM on Monday for sessions held on Thursday).

Format: PowerPoint (PPT) file (Word files are not acceptable).

There is no strict limit on the number of slides; however, as a general rule, the report should be summarized in 5 slides (PPT) or fewer per session.

We encourage you to actively use charts and graphs where appropriate. Text may be presented in bullet points.

A cover page is not required, but please make sure to include your student ID number and name in the file name and on each page of the document.

You may use generative AI tools to assist in creating the pre-assignment report. However, please explicitly note the use of such tools in your submission.

The reason we ask for submissions in PPT format is to facilitate the integration of files when presenting sample answers during class (PDF format is acceptable under certain circumstances).

Pre-session reports will be graded on a three-tier scale: "Excellent," "Standard," and "Needs Improvement."

Individual feedback will not be provided on pre-session reports, but outstanding reports will be introduced during class. Students are encouraged to compare their own work with the excellent reports shared in class and reflect on areas for improvement based on the content and discussions.

GENERATIVE AI AND PC USE ON THE DAY OF EACH CLASS:

You may use generative AI tools to assist in creating your pre-assignment (pre-assignment report). The use of generative AI is intended to be auxiliary to understanding and should be combined with one's thinking, rather than simply pasting in mechanical output. However, if you use AI-generated outputs, you must clearly indicate which parts of your report were generated using AI, for what purpose, and which parts reflect your own analysis. Pre-assignments are intended to deepen your understanding of the class, so please remain mindful of this purpose when using generative AI.

During classroom discussions, the use of generative AI tools or search tools is strictly prohibited in order to focus on understanding each other's contributions and actively engaging in discussions.

Case materials and supplementary case documents will primarily be shared via SOS.

TEXTBOOK:

This course uses the latest cases and theoretical developments; therefore, traditional textbooks, which may contain outdated information, are not assigned. Please refer to the materials distributed in class.

REFERENCE BOOKS:

You do not need to read them before the sessions. In fact, I would recommend not reading it in advance, as it may limit your thinking. After the sessions, you can review the parts that interest you.

- Michael A. Cusumano (2019), *"The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power,"* 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
- Michael Wade et al., (2016), *"Digital Vortex: How Today's Market Leaders Can Beat Disruptive Competitors at Their Own Game,"* Dbt Center Press
- Deloitte Center for the Edge (2017) *Approaching disruption*
https://www2.deloitte.com/content/dam/insights/us/articles/2724_Responses-to-disruption/ER_2724_Responses-to-disruption.pdf
- Deloitte Center for the Edge (2017) *Patterns of disruption*
https://www2.deloitte.com/content/dam/insights/us/articles/3520_Patterns-of-disruption_Wholesale-banking/DUP_Patterns-of-disruption_Wholesale-banking.pdf
- The following book can be referred to if you can read Japanese.
根来龍之『プラットフォームの教科書』日経 BP 社 (2017)

EVALUATION:

- Active participation in each class session (30%)
- Pre-session reports (30%)
- Final report (40%)

Feedback Methods for Assignments/Exams:

Final report scores and feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:

1. The Disruptive Power of Digital Innovation (Negoro) [3 hours]
2. Enhancing Customer Value through Digital Innovation (DI) (Shimizu) [3 hours]
3. Digitalization of R&D (Value Creation) (Shimizu) [3 hours]
4. Management Approaches for Successful Digital Transformation (DX) (Shimizu) [3 hours]
5. Retailers' response to Digitalization (Negoro) [3 hours]
6. Content companies' response to digitalization (Negoro) [3 hours]
7. (LA) Expansion of existing companies into the platform business (Negoro) [3 hours]
8. Final report presentation (Negoro) [3 hours]



Course Title:	AI Impact: Assessing Its Potential and Challenges
Course Code:	B302EL-25EN
Year / Semester:	2nd year / 1st semester
Credit:	1 credit (elective course)
Faculty:	Adjunct Associate Prof. Sari Shimizu, Adjunct Associate Prof. Allan Sumiyama
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.

LEARNING APPROACH:

Lecture

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.

TEXTBOOK:

None in particular

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



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EVALUATION:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Thinking about the Benefits and Limitations of AI from an Entrepreneur's and Manager's Perspective (1) (Shimizu, Sumiyama) [3 hours]
2. Challenges of Business Innovation in the AI Era (Shimizu, Sumiyama) [3 hours]
3. Thinking about the Benefits and Limitations of AI from an Entrepreneur's and Manager's Perspective (2) (Shimizu, Sumiyama) [3 hours]
4. Thinking about the Benefits and Limitations of AI from an Entrepreneur's and Manager's Perspective (3) (Shimizu, Sumiyama) [3 hours]



Course Title:	Entrepreneurship and Business Start-up
Course Code:	B303EE-25EN
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, and 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. Entrepreneurial thinking is developed through intentional exploration, experimentation, and reflection. While launching a business may not be the goal for all students, the course provides a structured opportunity to apply innovative thinking across various contexts.

Through the course, we expect students to experience the process of converting an opportunity into a profitable and sustainable new business idea, while considering the risks and opportunities in a systematic manner. At the same time, the course will provide students an opportunity to reflect on their strengths and challenges in developing themselves as an entrepreneur. For participants with substantial professional experience in established organizations, this course provides tools to translate that expertise into new venture or innovation contexts. 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.

LEARNING OUTCOMES:

1. Learn the mindset that successful entrepreneurs share
2. Understand the critical concepts, such as identifying a market, considering and deciding on methods of financing, determining what performance metrics to use, and how to prepare for the unexpected
3. Practice the process of generating and testing business ideas, developing initial value propositions, and communicating them clearly to stakeholders including potential customers, internal sponsors, or investors

POSITIONING:

This course is intended for students who seek to understand the challenges of being an entrepreneur, or students who already have their own business ideas although those might yet be vague. Students with or without a concrete business idea are welcome. Those without a specific venture concept may take an active role in another student’s project or frame their learning through an internal innovation challenge within their company or industry.



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).

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 the 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 exploring future startup leadership
2. Professionals interested in venture creation, internal innovation, or entrepreneurial problem-solving
3. Individuals seeking frameworks for launching new ideas within established organizations
4. Consultants, investors, or professionals evaluating or supporting entrepreneurial ventures. For careers such as these, it is useful to understand the venture creation process from the viewpoint of the entrepreneur

TEXTBOOK:

"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>

Lecture recording online [here](#)

<https://www.youtube.com/watch?v=ii1jCLg-elQ>



“Do Things That Don’t Scale”, Paul Graham, 2014.

Blog online [here](#)

<http://paulgraham.com/ds.html>

REFERENCE MATERIALS:

- “The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses”, Eric Ries, 2011
- “Zero to One: Notes on Startups, or How to Build the Future”, Peter Thiel, 2014

EVALUATION:

- | | |
|--|-----|
| - Submission of 3 post-session assignments | 30% |
| - Class participation and contribution | 20% |
| - Final pitch deck and delivery | 50% |

Feedback Methods for Assignments/Exams:

Pitch will receive feedback in class.

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.



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- 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) [3.25 hours]
2. Fostering an Entrepreneurial Mindset and Core Skills (Nagao) [3.25 hours]
3. Your first 90 Days and How to Prepare for it (Nagao) [3.25 hours]
4. Fund Raising, KPIs, Unit Economics and Brushing Your Business Model (Nagao) [3.25 hours]
5. Dialogue with Entrepreneur off Campus (Nagao) [3.25 hours]
6. Brushing your Venture Pitch Through a Dry Run (Nagao) [3.25 hours]
7. Final Venture Pitch (Nagao) [3.25 hours]



Course Title: **Creating a Business Plan and Business Model**

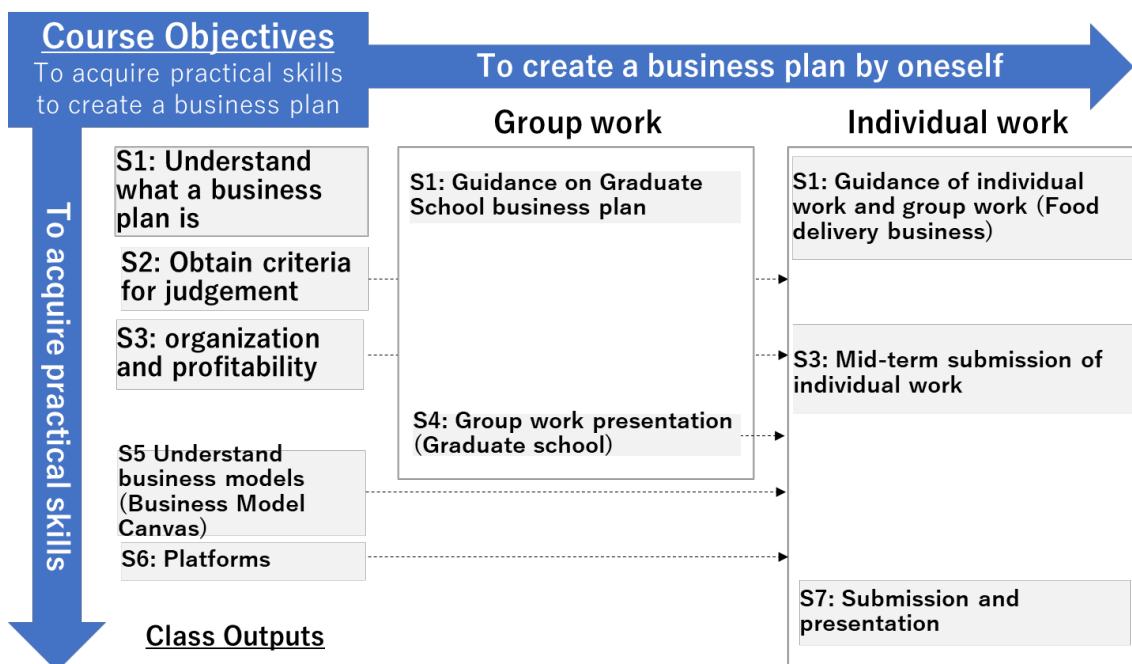
Course Code: C101CL-25EN

Year / Semester: 2nd year / 1st semester

Credits: 2 credits (compulsory course)

Faculty: Adjunct 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, physical assets, 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.

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 projects.

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



LEARNING APPROACH:

- Interactive lectures
- Case Study
- Discussions

TEXTBOOK:

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

REFERENCE BOOKS:

- 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 (quality over quantity of participation) 10%
- Group work (Presentation in-class) 35%
- Individual work (at mid-term presentation 15%, final submission 40%) 55%

Feedback Methods for Assignments/Exams:

Group work scores and Individual work scores and feedback will be released once confirmed grades are announced.

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]



Course Title:	The Future of Capitalism: New Roles and Responsibilities of Businesses and Leaders
Course Code:	C102EE-25EN
Year / Semester:	2nd year / 2nd semester
Credit:	2 credits (elective course)
Faculty:	Prof. Tomo Noda, 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 an opportunity to interact with other students from different parts of the world. At this time of critical change in human history, we will together explore new roles and responsibilities of business enterprises and leaders in realizing a more just, inclusive, and sustainable future. The educational journey will be based around a sharing of insights, experiences and reflections with top executives, entrepreneurs, policymakers, 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 (FoC) project was initiated by IESE Business School and Shizenkan University in 2021 in collaboration with 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 subsequent editions, including Oxford University Said Business School and National University of Singapore Business School. The number of schools joining the 2025 edition will be approximately twenty from the five continents.

OBJECTIVE:

The primary aim of this course is to help students critically examine the core challenges facing business within the capitalist system. Through virtual dialogues with thought leaders addressing the flaws and opportunities within capitalism—from ESG and impact investing to redefining corporate value creation—students will gain invaluable insights into the future of business and leadership.

Each participant will be encouraged to reflect on the role of business in society and the personal responsibility of leaders to drive change. By engaging with key concepts such as purpose-driven management, the relationship between corporations and the environment, and reimagining corporate value creation, students will be equipped to take actionable steps towards shaping a more sustainable and equitable future. The course is an invitation to not only learn, but also to make a personal commitment to the betterment of society as next-generation leaders.



CONTENT:

- Where are we going? What are the challenges facing business enterprises and leaders at this critical time of change in capitalism?
- What is a company, and what is a manager? Revisiting and going beyond the agency theory
- Where are the capital markets heading (including ESG and impact investment)? How can we tame the capital markets?
- Examining the relationship between companies and society. Human rights issues
- Exploring purpose-driven management and new corporation models (B-Corp, French legal framework “Entreprise à Mission”)
- Reflecting on the relationship between companies and the planet
- What are employees for a corporation? Considering the relationship with employees
- Marketing and business models for a new era
- Redefining corporate value creation
- Exploring the trends in disclosure standards and impact-weighted accounting
- Where is MBA education heading? Can we become the Good Ancestors?

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
- Outline your own vision of capitalism in pursuit of a better society
- Devise a plan for maximizing your positive impact in society through your professionalism and spirit of service

POSITIONING:

This course is offered as one of the courses in the course group "Roles and Responsibilities of a Management Leader". It is an online virtual program co-hosted with Shizenkan's partner educational institutions. Students have an opportunity to study together with participants from different countries.

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



- Enhance your virtual teamworking skills in a cross-cultural setting over different time zones
- Presentations skills in analysis as well as in synthesis

TEXTBOOK:

None in particular

REFERENCE READINGS:

- *Doughnut Economics: Seven Ways to Think Like a 21st Century Economist*, Kate Raworth (2017)
- *Net Positive: How Courageous Companies Thrive by Giving More Than They Take*, Paul Polman (2021)
- *Awaken: The Path to Purpose, Inner Peace, and Healing*, Rajendra Sisodia (2023)
- *Reimagining Capitalism in a World on Fire*, Rebecca Henderson (2020)
- *Green Swan: The Coming Boom in Regenerative Capitalism*, John Elkington (2020) or *Tickling Sharks*, John Elkington (2024)
- *Corporation 2020: Transforming Business for Tomorrow's World*, Pavan Sukhdev (2012)
- *The Future of the Responsible Company: What We've Learned from Patagonia's First 50 Years*, Yvon Chouinard, Vincent Stanley (2023)
- *The Good Ancestor*, Roman Krznaric (2020)
- *Capitalism and Crises: How to Fix Them*, Colin Mayer (2024)

EVALUATION:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Where are we going? What are the challenges facing business enterprises and leaders at this critical time of change in capitalism? (Noda) [3 hours]
2. What is a company, and what is a manager? Revisiting and Going Beyond the Agency Theory (Noda) [2 hours]
3. Where are the capital markets heading (including ESG and impact investment)? How can we tame the capital markets? (Noda) [2 hours]
4. Examining the relationship between companies and society. Human rights issues (Noda) [2 hours]
5. Exploring purpose-driven management and new corporation models (B-Corp, French legal framework "Entreprise à Mission") (Noda) [2 hours]
6. Reflecting on the relationship between companies and the planet (Noda) [2 hours]
7. What are employees for a corporation? Considering the relationship with employees. (Noda) [2 hours]
8. Marketing and business models for a new era (Noda) [2 hours]
9. Redefining corporate value creation (Noda) [2 hours]
10. Exploring the trends in disclosure standards and impact-weighted accounting (Noda) [2 hours]
11. Where is MBA education heading? Can we become the Good Ancestors? (Noda) [2 hours]



Project Co-Initiators

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

Faculty

- Prof. Olawale Ajai, Professor of Legal, Social and Political Environment of Business and Head, Department of Strategy, Lagos Business School (Nigeria)
- Prof. Maciej Bazela, Professor of Social and Political Affairs, IPADE Business School (Mexico)
- Prof. Niloy Biswas, Associate Professor of International Relations, University of Dhaka (Bangladesh)
- Prof. Edward Brooks, Director of the Programme for Global Leadership at DPIR and Executive Director of the Oxford Character Project, University of Oxford (UK)
- Prof. Siti Jahroh, Lecturer, IPB University School of Business (Indonesia)
- Prof. Edson Kenji Kondo, Dean, School of Public Policy and Government, Fundação Getulio Vargas (Brazil)
- Prof. Debora Linehan, Assistant Professor of Business, Royal Roads University (Canada)
- Prof. Lawrence Loh, Professor and Director of Centre for Governance and Sustainability, National University of Singapore
- Ms. Danielle Meyerowitz, Lecturer, Gordon Institute of Business Science, University of Pretoria (South Africa)
- Prof. George Olcott, Adjunct Professor and Vice President, Shizenkan University Graduate School of Leadership and Innovation (Japan)
- Prof. Choelsoon Park, Former Dean, Professor of Strategy and International Management, Seoul National University Graduate School of Business (South Korea)
- Mr. Anil Sachdev, Founder and CEO, School of Inspired Leadership (India)
- Prof. Raj Sisodia, Distinguished Professor of Conscious Enterprise, EGADE Business School (Mexico)
- Prof. Fathyah Hashim, Associate Professor and Dean, Graduate School of Business, Universiti Sains Malaysia (Malaysia)
- Prof. David Veredas, Professor of Finance and Associate Dean for Sustainability, Vlerick Business School (Belgium)
- Prof. Muhammad Junaid, Assistant Professor of Marketing, Asian Institute of Technology (Thailand)
- Prof. Wan Wongsunwai (Associate Professor of Accounting and Director, MBA Programs, The Chinese University of Hong Kong)
- Prof. Sourav Mukherji, Professor of Organizational Behavior & Human Resources Management and Dean, Alumni Relations & Development, Indian Institute of Management - Bangalore (India)



Course Title: **Living Life as a leader**
Course Code: C201CL-25EN
Year / Semester: 2nd year / 2nd semester
Credit: 2 credits (compulsory course)
Head Faculty: Professor Tomo NODA, et al.
Class Format: On campus (in person) and online

OBJECTIVE:

At a time when the world is increasingly confused and divided, and the future is uncertain, leadership is needed that is not content with the status quo, but that creates a new future. So what exactly is leadership? Leadership is often misunderstood in the public eye and it is difficult to talk about leadership, especially in an organizational context. One of the aims of this course is to better understand the phenomenon of leadership, and to draw it back to ourselves and look at the challenges we face as leaders.

At the same time, we cannot continue to take on big challenges on our own. As the African proverb goes, "If you want to go fast, go alone; if you want to go far, go together". Leaders become managerial leaders who are responsible for people and organizations. So 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? Facing these questions head-on is another objective of this course.

POSITIONING:

It is imperative for leaders to have a high level of integrity. This is the conclusion of this course. 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. What is, then, in reality? Related not only to private enterprises, but also to government and politics, we know numerous cases worldwide that question the ethics of leaders. In the dizzying reality of the pursuit of profit and power, words like 'integrity' and 'ethics' seem to, on occasion, become textbook rhetoric.

Based on this recognition, in this course, we 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 we can truly act in accordance with the expectations of others and society when we are actually in a position of responsibility. Using case studies and video materials that address ethical dilemmas, we should think as management leaders about the decisions we would make and how we would act in a similar situation.

However, what happens when we confront such a situation in reality? 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.

Therefore, the main purpose of this course is, by putting the hand on the chest and opening up to oneself and others, to get a feeling of the anxiety and conflict deep inside ourselves and the inner vulnerability that one cannot talk about easily. 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 of us will establish a commitment to ourselves to continue the leadership journey.

LEARNING OUTCOMES:

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

1. Explore the essence of leadership in contrast to management
2. Think about leadership in relation to oneself
3. Imagine and think through a moral dilemma that a management leader might face
4. Contemplate human nature and reflect on the dark side of the heart
5. Reflect on how to confront an ethical dilemma
6. Speak as to the qualities, attitudes, and personality that are required of a whole-person management leader
7. Outline one's possible leadership journey and confirm one's agendas for development

LEARNING APPROACH

This course mainly consists of workshops. Prior to each workshop, 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 in advance your ideas as a management leader so that you can have fruitful discussions with your classmates on the day of the workshop.



After the fifth workshop (which means after the final session), students are required to submit several post-assignments. Please note that the submission of these post-assignments is a requirement for graduation.

TEXTBOOK:

There is no official textbook for this course; however, it is recommended that students refer to the below readings:

- 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 BOOKS:

Although not directly linked to the discussions in the course, the following books 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 evaluation will be made by either a pass (P) or a fail (F).

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Challenges of a Management Leader (Noda) [2.75 hours]
2. Code of Conduct Required of a Management Leader, Dig Deep Into Human Nature and Self-Reflection (Noda) [4.25 hours]
3. Code of Conduct Required of a Management Leader, What is the "Right Thing"? (Noda) [4.25 hours]
4. What Does Leadership Mean to You? (Noda) [8 hours]
5. Looking ahead to the Challenges of Leadership (Noda) [6.5 hours]



Course Title:	Body, Senses and Self-Reflection: Yoga and Meditation
Course Code:	C202OE-25EN
Year / Semester:	2nd year / 1st and 2nd semester
Credit:	1 credit (optional course)
Faculty:	Adjunct Professor Emiko Matsuda
Class Format:	On campus (in person)

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-rediscovery 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.

POSITIONING:

This course is offered as one of the courses in the course group "Beliefs and Character Required of a Management Leader" and is delivered throughout the second year. It is positioned as an opportunity for students to face with themselves and deepen self-reflection.

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.



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EVALUATION:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

The course will have 7 monthly sessions from October 2025 to May 2026.

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]



Course Title:	Zen Meditation and Self-reflection
Course Code:	C203OE-25EN
Year / Semester:	2nd year / 1st and 2nd semester
Credit:	1 credit (optional course)
Faculty:	Adjunct Professor Shoshu Hirai
Class Format:	On campus (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.

POSITIONING:

This course is offered as one of the courses in the course group "Beliefs and Character Required of a Management Leader" and is delivered throughout the second year. It is positioned as an opportunity for students to face with themselves and deepen self-reflection.

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:

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

Feedback Methods for Assignments/Exams:

When it is a pass (P) or fail (F) grade, no feedback is given.

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**
Course Code: D101CE-25EN
Year / Semester: 2nd year / 1st semester
Credit: 2 credits (compulsory course)
Supervising Faculty: Prof. Katsuhiko Yoshikawa
Faculty: Associate Professor Shunsuke Nagao, Adjunct Associate Professor Takeshi Kawasaki, Professor Tetsuya Shiokawa, Adjunct Associate Professor Minami Tsubouchi, Adjunct Associate Professor Jeff Volinsky, Adjunct Associate Professor Daniel van Wasseem, Adjunct Associate Professor Allan Sumiyama, Adjunct Professor Koichi Tamura, Adjunct Associate Professor Azusa Owa
*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:

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 that challenge to other people to gain empathy and trust.

Students 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 next-generation leaders.

POSITIONING:

Individual Project starts in September in the 2nd year, preceded by a guidance session at the end of the 1st year. 4 to 5 students form a seminar group and organize seminar activities 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 the collection and analysis of 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 for their project.

*Individual Project consists 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 a prerequisite for Individual Project 2.

LEARNING OUTCOMES:

During the course students will:

1. Assume themselves to be a business manager, entrepreneur (including internal and social entrepreneurs), and policy maker, and as a whole person management leader, to craft 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 their plan through speeches and presentations.
3. Acquire and improve the ability to confront others, through repetitive questioning and discussions with other seminar members.
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.

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:

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

Feedback Methods for Assignments/Exams:

Speech and report will be reviewed, and feedback given in class.

SESSION OVERVIEW:

Each seminar group is expected to conduct a standard cycle of two 3-hour and 15-minute sessions per month. The seminar faculty in charge will design and manage the process according to the needs of the group and individual members. The following outlines the standard pattern:

1. Team building and sharing of problem awareness



2. Setting the scope for vision development and establishing initial hypotheses for the core concepts (current situation analysis, future vision, schemes, etc.)
3. Field research, case analysis, and review of the core concepts (Part 1)
4. Field research, case analysis, and review of the core concepts (Part 2)
5. Field research, case analysis, and review of the core concepts (Part 3)
6. Review of the core concepts
7. Hypothesis building for the business scheme and examination of verification methods

In addition to the individual seminar meetings, there will be two open seminars (3 hours each) conducted for the entire class.



Course Title: **Individual Project 2**
Course Code: D102CE-25EN
Year / Semester: 2nd year / 1st and 2nd semester
Credit: 2 credits (compulsory course)
Supervising Faculty: Prof. Katsuhiko Yoshikawa
Faculty: Associate Professor Shunsuke Nagao, Adjunct Associate Professor Takeshi Kawasaki, Professor Tetsuya Shiokawa, Adjunct Associate Professor Minami Tsubouchi, Adjunct Associate Professor Jeff Volinsky, Adjunct Associate Professor Daniel van Wasseem, Adjunct Associate Professor Allan Sumiyama, Adjunct Professor Koichi Tamura, Adjunct Associate Professor Azusa Owa
*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:

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 that challenge to other people to gain empathy and trust.

Students 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 next-generation leaders.

POSITIONING:

Individual Project starts in September in the 2nd year, preceded by a guidance session at the end of the 1st year. 4 to 5 students form a seminar group and organize seminar activities 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 the collection and analysis of 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 for their project.

*Individual Project consists 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 a prerequisite for Individual Project 2.

LEARNING OUTCOMES:

During the course students will:

1. Assume themselves to be a business manager, entrepreneur (including internal and social entrepreneurs), and policy maker, and as a whole person management leader, to craft 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 their plan through speeches and presentations.
3. Acquire and improve the ability to confront others, through repetitive questioning and discussions with other seminar members.
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.

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:

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

Feedback Methods for Assignments/Exams:

Speech and report will be reviewed, and feedback given in class.

SESSION OVERVIEW:

Each seminar group is expected to conduct a standard cycle of two 3-hour sessions per month. The faculty in charge of each seminar will design and manage the process according to the needs of the group and individual members. The following outlines the standard pattern:

8. Hypothesis testing of the scheme and consideration of challenges and actions to overcome (Part 1)



9. Hypothesis testing of the scheme and consideration of challenges and actions to overcome (Part 2)
10. Hypothesis testing of the scheme and consideration of challenges and actions to overcome (Part 3)
11. Report writing, progress updates, and mutual feedback
12. Presentation and speech preparation and sharing, along with mutual feedback (Part 1)
13. Presentation and speech preparation and sharing, along with mutual feedback (Part 2)
14. Final Individual Seminar meeting

In addition to the individual seminar meetings, joint seminars will be conducted with two seminar groups combined, with each joint session lasting approximately 6 hours in total (usually split into two 3-hour sessions).