

アジアにおける社会的イノベーション 2単位(3学期)
SOCIAL INNOVATION IN ASIA 2credits (Winter)

Language of instructions: English

特任准教授 シャンカー, サヴィータ

Course Description:

<Course Objective>

The course aims at providing an understanding of the development challenges in Asia and discussing some of the innovative business solutions that have been attempted in recent times to address them. The development challenges relating to hunger, health care, education, risk management, access to credit, access to savings avenues, employment, electricity and safe drinking water will be discussed. After a discussion on the challenge, a case study of an innovative attempt to address the challenge will be discussed. The innovations discussed include those by Government programs as well as those by NGO programs and social enterprises.

<Course Contents>

Development challenges relating to hunger, health care, education, risk management, access to credit, access to savings avenues, employment, electricity and safe drinking water and case discussions on recent innovations to address them.

Course Plan

Please enter the number of lesson plans corresponding with the number of class sessions as indicated below:

- 1 (Class) Introduction / Challenge of hunger
- 2 (Group Work) Case
- 3 (Class) Challenge of Health care
- 4 (Group Work) Case
- 5 (Class) Challenge of Education
- 6 (Group Work) Case
- 7 (Class) Challenge of Risk Management
- 8 (Group Work) Case
- 9 (Class) Challenge of Credit Provision
- 10 (Group Work) Case
- 11 (Class) Challenge of providing savings avenues
- 12 (Group Work) Case
- 13 (Class) Challenge of providing employment
- 14 (Group Work) Case
- 15 (Class) Challenge of providing electricity
- 16 (Group Work) Case
- 17 (Class) Challenge of providing safe drinking water
- 18 (Group Work) Case

Method of Evaluation:

Class Participation 30%

Group Presentations 30%

Case Analysis 40%

Textbooks:

Poor Economics by Abhijit Banerjee and Esther Duflo

経営戦略におけるアントルプレナーシップ 2単位(3学期)
GENERAL MANAGEMENT IN JAPAN 2:
ENTREPRENEURSHIP 2credits (Winter)

This course utilizes the case method using various cases (mainly Harvard and Stanford Business Schools cases) with one guest speaker featuring his successful entrepreneurship in Japan, plus Business Plan Contest on the final day of the course to be prepared throughout the course period after the class-3 by all the registered students divided into 4 or 5 "companies". Both Instructors' background are quite entrepreneurial after working for the same big company (Mitsui & Co.) and then each successfully started a separate venture, both of which eventually have gone public. Both of them hold MBA degrees from Harvard Business School. International students with strong interest in entrepreneurial situation in Japan are especially encouraged to join this unique bi-cultural entrepreneurship course.

講師 須賀 等

講師 玉置 浩伸

Course Description:

The objective of the course is to learn management theories of entrepreneurship and to nurture future entrepreneurs, who are also expected to easily cross national borders in their venture business activities related to Japan. Venture business and entrepreneurship constitute the very foundation of modern economies anywhere in the world. In Japan,

present-day global companies such as Toyota, Sony, Honda, Panasonic, Kyocera, Mitsui, and Mitsubishi all started out as tiny ventures. However, present-day Japan is losing entrepreneurial spirit and lags far behind other OECD nations in terms individual aspirations and track record of starting and cultivating new companies, which is particularly true in the last few years when the number of IPO's has declined dramatically and many major venture capitals are suffering from large losses in Japan. After the March 11 East Japan Great Earthquakes and Tsunami in 2011, plus lingering radiation threat from the ailing Fukushima Daiichi Nuclear plant disaster in the Southern Tohoku and Kanto regions, Japan will definitely have to overhaul its entire energy, industrial and economic structure and must see more ambitious and long-lasting ventures popping up throughout the country to be started by either Japanese or non-Japanese alike, which seems to

have finally started in LH 2012.

This is in stark contrast to the eco-system of Silicon Valley, where successful ventures and industrial frontiers are constantly emerging. It is about the time that Japan, presently the third largest economy in the world, started to re-engineer its venture eco-system and exciting new companies will once again emerge and grow, by having substantial exposure to cross-border entrepreneurial spirits and activities, and in which many non-Japanese entrepreneur-minded students may find extremely lucrative business opportunities. During the semester, students will experience the 'real world' of entrepreneurship through eyes and true stories of entrepreneurs of highly successful fast-growing cross-border venture businesses who will visit our class to give their real live stories. Students will also be exposed to a wide range of theories and conceptual frameworks and will learn practical skills through the analysis of case studies, many of

which are still on-going. Groups ("Companies") of students will be formed and will participate in a business plan competition to be waged toward the end of the semester.

The presentation will be judged by 'real world' entrepreneurs and the instructor. In the event that there emerges an exceptionally attractive plan, students may have an opportunity to bring your dream to the real world through the instructor's venture capital network.

Optional Assignment: By Week3 or before, you may prepare and submit your own "business idea" on a half-page sheet for use in the business plan contest as one of the participating themes. Successful submissions will be used as one of the themes for the final project.

Students who submitted such themes will probably be asked to be the imaginary president and CEO of each "company," and will later recruit other officers and employees from the class by advertising each

company's outline, mission statement, goals, etc. to the rest of the class. The process of advertising and recruiting the officers/employees will be informed later.

Course Plan

Session 1 & 2: Introduction

Session 3 & 4: Preparing a Business Plan

Session 5 & 6: Social Entrepreneurship
(+ "company" formation)

Session 7 & 8: Managing the Growth

Session 9 & 10: Midterm Examination

Session 11 & 12: Venture Capital and Exiting Your Business
(+Midterm Examination Review session)

Session 13 & 14 : Guest Lecture

Session 15 & 16: E-Commerce

(+ Rehearsal for Business Plan Contest)

Session 17 & 18 : Business Plan Contest

Method of Evaluation:

Student performance will be measured in consideration of his or her achievement of the course Objectives listed below, in the following three areas: 40%: Midterm Examination; 40%:

Team presentation (business plans to be prepared by groups throughout the semester and to be presented and judged/graded in the final session); and 20%: Class participation (intelligent contributions during class).

Textbooks:

W. D. Bygrave and Zacharakis, A, ed. *The Portable MBA in Entrepreneurship*, 4e. New Jersey: Wiley.

Various Cases published by Harvard and Stanford Business Schools and others related to entrepreneurship, many of which cover the companies originated in Japan.

Reference Books:

Tim Clark and Kay, Carl. *Saying yes to Japan*. New York: Vertical. (Japanese translation "儲かる国ニッポン" by 日本経済新聞社 also available).

<Reference books in Japanese>

松田公太. 全ては一杯のコーヒーから ("Everything has started with a cup of coffee"). Tokyo: 新潮文庫

ケースで学ぶ実戦・起業塾 ("Case Studies: Starting and Running Your Own Venture) 木谷哲夫編著. by 日本経済新聞出版社 2010) ISBN: 978-4532316365

<http://bit.ly/Nm7xUs>

志は起業を呼ぶ シリアルアントレプレナーの終わりになき挑戦 (玉置浩伸著 by ファーストプレス 2006) ISBN978-4-903241-20-3

<http://www.7netshopping.jp/books/detail/-/accid/1102305924/subno/1>

Lecturer's Comments to Students:

Students are encouraged to have generally good interest in Entrepreneurship, whether they plan to start a business by themselves in future or not, to participate in this course.

Also, students are expected to have completed all reading assignments (the case, notes, and textbook reading) BEFORE coming to the class and have already familiarized themselves with the concepts written there. We will rely heavily on case method teaching and learning techniques developed at Harvard Business School. Generally, readings from the textbook and notes ARE NOT taught in class. In order to maximize the learning effect of the case study experience, students are expected to spend AT LEAST TWO HOURS for each case/class preparation. Knowledge in accounting, finance, marketing, or business strategy are helpful but not required.

多国籍組織・戦略 2単位(3学期)

MULTINATIONAL ORGANIZATIONS AND STRATEGY: ORGANIZATION MANAGEMENT IN JAPAN 2

2credits (Winter)

Language of instruction: English

教授 浅川 和宏

Course Description:

This course focuses on the international dimensions of organizations and strategy, and provides frameworks for analyzing international business environment, formulating global strategies, and designing multinational

organizations in an increasingly complex world economy. We delve into the theoretical frameworks as well as practical skills that managers need to deploy to help their firms stay ahead of their competitors. Class discussions will be based on lectures, readings, and case analysis on Japanese and non-Japanese multinational corporations.

Course Plan

DAY 1: Patterns of globalization (Sessions 1 and 2)

Readings:

Bartlett, C. and Ghoshal, S. 1987. Managing across borders: New Strategic Requirements. *Sloan Management Review* (Summer 1987): 7-17.

Case:

Philips and Matsushita (HBS Case)

1. How did Philips become the leading consumer electronics company in the world in the postwar era? What distinctive competence did they build? What distinctive incompetencies?
2. How did Matsushita succeed in displacing Philips as No.1? What were its distinctive competencies and incompetencies?
3. What do you think of the change each company has made to date? Why is the change so hard for both of them?
4. What recommendations would you make to Kleisterlee and Nakamura?

Day 2: Building capabilities for global innovation (Sessions 3 and 4)

Readings:

Birkinshaw, J. & Hood, N. 2001. "Unleash Innovation in Foreign Subsidiaries" *Harvard Business Review* 79-3 (May/June 2001): 131-138.

Pisano, G. and W. Shih 2009. Restoring American competitiveness. *Harvard Business Review*, July-August, 2009.

Ghemawat, P. 2001. "Distance Still Matters: The Hard Reality of Global Expansion", *Harvard Business Review* 79-8 (September 2001): 139-48 (Reprint R0108K)

Case:

HP Singapore

1. Why has the Alex project failed?
2. Do you agree or disagree with the Capricorn project?

DAY 3: Managing local-for-global innovation: Leveraging the Japanese market (Sessions 5 and 6)

Readings:

Bartlett, C. and Ghoshal, S. 1986. Tap your subsidiaries for Global Reach. *Harvard Business Review*, November/December. (included in Bartlett and Ghoshal, *Transnational Management*, Reading 5-1)

Case:

P&G JAPAN: The SK-II Globalization project (HBS Case)

1. As Paolo DeCesare, what factors do you need to consider before deciding what to recommend in your SK-II presentation to the global leadership team (GLT)?
2. Does SK-II have the potential to become a global brand within P&G's worldwide operations? Why or why not?
3. Which of the three market options should Paolo DeCesare recommend to the GLT? Please rank them according to their feasibility.
4. How should he implement your recommended option? What are the implications for P&G's new post-O2005 organization? How will you manage it?

DAY 4: Tapping into local tacit knowledge (Sessions 7 and 8)

Readings:

J. Santos, Y. Doz, and P. Williamson 2004. "Is your innovation process global?" MIT Sloan Management Review 45-4 (Summer 2004): 31-37.

Asakawa, K. and Lehrer, M. 2003. Managing local knowledge assets globally: The role of regional innovation relays. Journal of World Business, 38: 31-42.

Case:

Shiseido France (INSEAD Case)

1. How did Shiseido establish its position in fragrance business even in France?
2. How could Shiseido recruit such competent managers and staff members in France?
3. What lessons has Shiseido learned from its experience in France?
4. Do you consider this story a success for Shiseido?

DAY 5: Overcoming home-country disadvantage (Sessions 9 and 10)

Readings:

Porter, M. 1990. "The competitive advantage of nations" Harvard Business Review 90-2 (March-April 1990), pp. 73-93

Doz, Y., Santos, J., and Williamson, P. 2001. Chapter 1. The metanational advantage. From Global to Metanational. Boston: HBS Press.

Ghemawat, P. 2007. "Managing Differences: The Challenge of Global Strategy" Harvard Business Review (March 2007)

Case:

Suntory's Wine Business (mimeo, prepared by Asakawa, K. and Doz, Y.)

1. What has Suntory learned from its experience of running the vineyard in Bordeaux?
2. How can Suntory transfer its know-how acquired in Bordeaux back home?
3. What is your recommendation for Suntory's wine business in the future?

Reference Case:

Bartlett, C. (2009) Global Wine War 2009: New World versus Old. HBS Case #910-412 (Revised November 2012)

DAY 6: Managing alliance formation process (Sessions 11 and 12)

Readings:

Korine, H., Asakawa, K., and Gomez, P-Y. 2002. Partnering with the unfamiliar: Lessons from the case of Renault and Nissan. Business Strategy Review. 13(2): 41-50.

Gomes-Casseres. 1993. Managing international alliances: Conceptual framework. (HBS Case 9-793-133)

Case:

RENAULT/NISSAN: THE MAKING OF A GLOBAL ALLIANCE

1. Why is Renault seeking a strategic partner?

2. Who is a suitable partner for Renault?
3. What are Renault's strength and weaknesses in seeking a partner?
4. How dangerous is Daimler/Chrysler's challenge?
5. Why does Renault "win" the battle for Nissan?

DAY 7: Managing the metanational organizations (Sessions 13 and 14)

Readings:

Kao, J. 2009. Tapping the world's innovation hot spots. Harvard Business Review, March 2009.

L. Huston & N. Sakkab, "Connect & develop: Inside Procter & Gamble's New Model for Innovation" Harvard Business Review 84-3 (March 2006): 58-66.

Case:

Nestle (INSEAD Case)

1. Why does Nestle have such a wide range of technical facilities (Reco's)?
2. what are the problems Nestle encounters in managing the network, and how has it attempted to solve these?
3. What is your recommendation for Nestle's organization designs in global R&D?

DAY 8: Cross-cultural management (Sessions 15 and 16)

Readings:

Black, S. and Gregersen, H. 1992. Serving two masters: Managing the dual allegiance of expatriate employees. Sloan Management Review, Summer: 61-71.

Case 1:

IKEA: Past, Present and Future (IMD Case: IMD-4-0282)

1. What is the sources of IKEA's competitive advantage?
2. How does IKEA manage its value chain?
3. What is the characteristics of Swedish- (or Mr. Kamprad-) style management?
4. How can IKEA strike a right balance between being Swedish and global?

Case 2:

Ten short stories of the US expatriate managers and the Japanese local managers (prepared by Kazuhiro Asakawa):

Head count
Miki Tomioka
Joint sales promotion
Makoto Kasuya
Unique joint project
Cost of sharing problem
John Stevenson
Process mapping team
Stuck in the middle
Joeff Sherry

- 1 Analyze the cause of the problem for each case.
- 2 Present your ideas to solve these problems.

DAY 9: Group presentation and wrap-up (Sessions 17 and 18)

Each group is asked to present a mini-case on globalization, and will discuss key managerial issues related to the case.

GROUP ASSIGNMENT DUE:

The group assignment consists of a concise write-up addressing the main challenge for any company of your choice. The write-up should be 1-2 pages, (single-spaced) action oriented, logically built executive summaries of your recommendations to the company. Assignments are to be submitted in hard copy at the beginning of the class. No late assignments will be accepted.

Method of Evaluation:

Grade allocation:

Class participation:

Individual participation 50%

Individual presentation 10%

Group assignment:

Group class presentations 10%

Group term paper 30%

Textbooks:

To be announced

Reference Books:

To be announced

日本におけるマーケティング 2単位(3学期)

MARKETING IN JAPAN 2credits (Winter)

Language of instructions: English

国際単位交換プログラム設置科目

教授 井上 哲浩

Course Description:

Japanese Marketing has, as well as many other management functions, special features in Japan. For example, with an extremely high service orientation and a special focus on customer relationship management, Japanese companies have already established very high standards for their customers. Another factor which is particular for marketing activities in Japan is short product life-cycles, which are supported by traditional new product development processes in Japanese firms, and so on. Given these special features of Japanese Marketing, via case-methods, and lectures, this course aims to:

- review existing literatures and theories in the field of 1) marketing strategy, marketing management, 2) consumer behavior, and 3) marketing-mix strategies, such as product strategy, communication strategy, distribution-channel strategy, and pricing strategy,
- help participants to understand the theoretical foundations of marketing in Japan, its processes, tools and implementation within corporations,
- help participants to recognize and analyze marketing-related issues in Japan and get an overview of typical marketing activities, and
- provide a basic foundation to enable the student to understand and analyze marketing decisions by using case studies.

Course Plan

Day 1: Introduction to Marketing in Japan (Sessions 1 and 2)

Day 2: Consumer Behavior in Japan (Sessions 3 and 4)

Day 3: Marketing Environment and Marketing Strategy in Japan (Sessions 5 and 6)

Day 4: Product Development and Brand Management in Japan (Sessions 7 and 8)

Day 5: Communication Strategy and Cause Related Marketing in Japan (Sessions 9 and 10)

Day 6: Mid-Term Group Presentation (Sessions 11 and 12)

Day 7: Chanel Strategy and Relationship Marketing in Japan (Sessions 13 and 14)

Day 8: Corporate Strategy and Marketing Strategy in Japan (Sessions 15 and 16)

Day 9: Students' Presentation on Japanese Marketing (Sessions 17 and 18)

Method of Evaluation:

40% Class Participation

30% Session Assignments

30% Group Presentations

日本における財務管理 2単位(3学期)

FINANCIAL MANAGEMENT IN JAPAN 2credits (Winter)

Language of instructions: English

准教授 小幡 績

特別招聘教授 服部 暢達

Course Description:

We will offer an opportunity to understand "real" Japan. We try to cover Japanese financial market as well as Japanese culture, society, and Japanese people. Chang will offer you a big picture of Chinese economy and Chinese financial sector.

Method of Evaluation:

Group Presentation, and class contribution

Textbooks:

N.A.

Reference Books:

N.A.

Lecturer's Comments to Students:

Please bring your interest and excitement as to Japan.

日本の経営環境 2単位(3学期)

JAPANESE BUSINESS ENVIRONMENT 2credits (Winter)

教授 中村 洋

Course Description:

This course examines Japanese business environments, especially, its economy, companies, markets and consumers. This course will consist of lectures, case discussions, and team projects. In the team projects, our students are expected to "explore" Japan by themselves.

The following topics will be covered in this course;

I. Japanese economy & history

- An overview of Japanese economy from the 1950s to 2010s
- Problems of non-performing loans
- Strength of the Japanese Economy
- Issues for the future: national economic burden, utilization of foreign work force, and impacts of demographic changes on Japanese economy

II. Japanese companies

- Structure & corporate governance
- Organizational learning and purchase-supply relations in Japan

III. Japanese markets and consumers

- Characteristics of Japanese consumers and markets
- How to achieve success in Japan: entry barriers and key success factors in the Japanese markets

Course Plan

Session 1 - 2: Introduction

Session 3 - 8: Case discussion on Japanese economy and issues for the future

Session 9 - 12: Case discussion on Japanese companies

Session 12 - 16: Case discussion on Japanese markets and consumers

Session 17 - 18: Group presentation

Method of Evaluation:

Assessment is ongoing throughout the course and is based on student participation in both lectures and group works.