

# KAIZEN Review Reports 2010

The KAIZEN Report Review Committee for 2011 was held at ABEST21 office on September 30, 2011. The Committee examined whether action plans prepared by the succeeded schools to improve the quality of management education were implemented as planned. The succeeded schools are requested to submit their "Action Plan Progress Report" every year, which is examined by the Committee together with other materials submitted. The result of improvement is widely disclosed to the public, and the schools are provided with advice for improvements where necessary. The result of the Committee's evaluation is disclosed after the approval by the Peer Review Committee. The KAIZEN Reports were presented by Chair Hiroe Tsubaki of KAIZEN Report Review Committee in the Peer Review Committee held on November 4, 2011 and was approved.

## Succeeded Schools in 2009

### 1. Graduate School of International Management, Aoyama Gakuin University, Tokyo, Japan

#### 1-1) Main Issues to be improved

*Hear the opinions of the stakeholders and establish new "Mission Statement" (mission), vision and value.*

#### 1-2) KAIZEN Report

(1)KAIZEN for the School Year 2009:

New mission and school identity were discussed at the Faculty Meeting and Advisory Council and were finalized in March 2010. As for students, a meeting was held to exchange opinions with student representatives at the end of 2008 academic year, where ideal shape of GSIM was discussed. Also at the 2009 Advisory Council we had student representatives present their opinions about GSIM lectures, etc. which was used as reference information to discuss the mission. There were other informal meetings with students, and their opinions are reflected in the new mission and school identity. As for the staff, the staff representatives attended major meetings including Executive Committee, Faculty Meeting, and Advisory Council. There is a system and culture enabling the Dean to hear staff's opinions on a daily basis. Opinions from the industries, etc. are collected at the Advisory Council. In FY2009 the mission was part of the agenda.

(2)KAIZEN for the School Year 2010:

The "Mission Statement" of Rules for Professional Graduate School for 2011 was officially revised to reflect the new mission.

#### 1-3) Assessment

(1) 2009-The action plan is implemented as planned.

(2) 2010-The action plan is implemented as planned.

#### 2-1) Main Issues to be improved

*Consider establishment of programs such as internship, etc., for full-time MBA students to enhance career development.*

#### 2-2) KAIZEN Report

(1) KAIZEN for the School Year 2009:

Internship courses were launched in 2009 academic year.

(2) KAIZEN for the School Year 2010:

Internship course was continuously offered in 2010.

### **2-3) Assessments**

- (1) 2009: The action plan is implemented as planned.
- (2) 2010: The action plan is implemented as planned.

### **3-1) Main Issues to be improved**

*Examine introduction of subjects utilizing the image of Aoyama Gakuin and the school concept of GSIM (e.g. fashion business.*

### **3-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

Effective 2009 academic year the "Business Philosophy" course was launched, aiming to nurture modest businesspersons who follow the principles of humanity.

(2) KAIZEN for the School Year 2010:

Discussion was started on launching the new subjects such as social business and NPO management in 2012. Social business and NPO management are discussed in relation to the concept of "social responsibility" newly introduced to the Mission Statement. "Fashion business" was only an example, and since another graduate school in Aoyama launched a similar course, we did not consider it.

### **3-3) Assessments**

- (1) 2009: The action plan is implemented as planned.
- (2) 2010: The action plan is basically implemented as planned.

### **4-1) Main Issues to be improved**

*Start discussing a system to evaluate education and research achievements of the faculty members on a regular basis.*

### **4-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

It was not practiced in 2009. Presently under consideration.

(2) KAIZEN for the School Year 2010:

It was decided to introduce Performance and Development System effective 2011.

Under the system, respective faculty members will report on educational, research, social and internal activities to the Dean and instructing director. Respective faculty members will submit a Performance and Development Sheet which will be used as a base for the interview.

### **4-3) Assessment**

- (1) 2009: Further efforts are required to achieve the plan.
- (2) 2010: The action plan is basically implemented as planned. Details need be provided.

## **2. Graduate School of International Corporate Strategy, Hitotsubashi University, Tokyo, Japan**

### **1-1) Main Issues to be improved**

*Select a champion and set up a project team to discuss the relationship between International Business Strategy Course (IBS Course) and Financial Strategy and Business Finance Course (FS Course).*

### **1-2) KAIZEN Report**

KAIZEN for the School Year 2009:

Professor Ahmadjian was selected the champion. The project team was set up as an informal working group to launch project activities on full-scale. Meetings were held attended by Chris Ahmadjian, Kazuo Ichijo and Yoshinori Fujikawa from IBS Course, and Kazuhiko Ohashi, Toshiki Honda and Mikiharu Noma from FS Course. Being an absolutely informal working group, the meetings were brainstorming sessions.

### **1-3) Assessment**

2009: Continuance of discussion and realization of action plan are expected. For the next academic year, please clarify the index for relationship between the IBS and FS Courses.

### **2-1) Main Issues to be improved**

*Establish a project team to examine the relationship between IBS Course and FS Course, consisting of the several representatives of the both courses.*

### **2-2) KAIZEN Report**

KAIZEN for the School Year 2010:

The target students and the language used in class in the two courses are different. It is not possible to integrate them drastically and immediately. However, the relationship between the two courses is discussed regularly by the course directors, Professor Ahmadjian and Professor Oohashi, where information is shared. Specific effects include increase of students who take subjects of the other course, as well as increase of faculty members teaching in both courses.

### **2-3) Assessment**

Without a measure of the relationship between the two Courses (such as ratio of subjects taken by the students of the other course), organization establishment based on discussion is difficult to evaluate. The structure to discuss the relationship is prepared, and the effect is showing gradually. Continuous effort in 2011 is expected to implement the plan. At the same time the basic reasons and restrictions preventing the integration of the two courses are clear. While long-term issues are to be shared between the two courses, we propose to terminate the plan in 2011. If the action plan comes to an end in 2011, please report the achievements in the past three years.

### **3-1) Main Issues to be improved**

*Have all full-time faculty members of both Courses discuss the issue after the monthly Faculty Meeting, as needed.*

### **3-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

Meetings were held eight times by the project team consisting of eight members of IBS and FS Courses. The working group referred to in 2-1 continued its activities. We judged that it was too early to hold a meeting attended by all full-time members of both Courses.

(2) KAIZEN for the School Year 2010:

Based on the recognition that the target students and the language used in class in the two

Courses are different and it is not possible to integrate them drastically and immediately, the course directors have had frequent negotiations to cooperate in individual matters. (Unofficial weekly meetings held other than official meetings including the faculty meeting, steering committee, advisory committee).

### **3-3) Assessment**

(1) 2009: Further efforts are required to achieve the plan.

(2) 2010: Without a measure of the relationship between the two Courses (such as ratio of subjects taken by the students of the other course), organization establishment based on discussion is difficult to evaluate. The structure to discuss the relationship is prepared, and the effect is showing gradually. Continuous effort in 2011 is expected to implement the plan. At the same time the basic reasons and restrictions preventing the integration of the two courses are clear. While long-term issues are to be shared between the two, we propose to terminate the plan in 2011. If the action plan comes to an end in 2011, please report the achievements in the past three years.

### **4-1) Main Issues to be improved**

*Start preparation for obtaining accreditation by overseas accreditation institution.*

### **4-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

Applied for EQUIS accreditation. We passed eligibility screening in February 2010. We recognized that ICS mission and vision need to be redefined for the next decade, and decided to postpone the application till year 2011.

(2) KAIZEN for the School Year 2010:

The Dean proposed the mission, vision and values, which were discussed with the faculty. New mission, vision and values were prepared. To prepare for submission of application document in 2011, Yvonne Kageyama was appointed the project leader and working groups were established for each topic. International Business Strategy Course took the following actions to further strengthen the internal system for obtaining accreditation:

1) For internal governance improvement, various committees were set with faculty members in charge, including Faculty Hiring and Development, DBA Committee, and Corporate Relationship Management;

2) The operations of the exchange system with overseas schools in the past 10 years were reviewed and exchange agreements were renewed;

3) Academic Policy was reviewed so that the students in the second year can use the exchange system and internship at various periods, not only in Japan but abroad.

4) Reviewed the career service function and built a system where individuals can understand their strength, collect information on job hunting, and build relationships with companies.

### **4-3) Assessment**

(1) 2009: Achievement of the plan in the next year is expected.

(2) 2010: Preparation in 2010 to apply for EQUIS accreditation is understandable. However, the effectiveness of the preparation in realizing the delayed application in 2011 is not clearly indicated. While this part is unclear, we acknowledge that the process in 2010 is necessary for obtaining overseas accreditation.

### **3. MBA Program, Graduate School of Business Administration, Kobe University, Kobe, Japan**

#### **1-1) Main Issues to be improved**

*It is necessary to reinforce the school's administrative structure for supporting educational activities. At present the school is unable to secure sufficient funds for educational activities, which are essential role of the university. Although it is possible to obtain competitive research funds, basically they are not to be used for education purposes. The school also obtains competitive education support funds, however, these are to be used for specific education programs and not for administrative operations. Consequently, there are no effective solutions for this improvement task. Under the current environment which national universities face, it is difficult to find a solution.*

#### **1-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

The issue of securing administrative support staff requires budget allocation and we are obliged to take actions under the restrictions of the national university system. Under these conditions, in 2008 the school's project "Advances in the MBA program through university-industry relations - Refining professional school education developed by fostering strategic quality control leaders" was selected by MEXT as an education program to foster specialists in professional schools. Using the funds provided for this program, coordinator and administrative staff are hired to enhance the supporting system (see Material 1: Summary of "Advances in the MBA program through university-industry relations - Refining professional school education developed by fostering strategic quality control leaders"). In 2009, administrative staff hired by the school was reshuffled to place the right person in the right job, considering the aptitudes of staff members. As a result, administrative and supporting operations became more effective and efficient while the number of staff remained unchanged. Under this system, in addition to the normal operations, the Research Support Office now functions as secretariat for self/external-evaluation activities conducted once every 2 or 3 years by the school since 1992. The administrative sections also practice collection and maintenance of various data and materials which contributes to smooth processing of self/external-evaluations. The evaluations are useful in understanding and organizing the issues the school based on a different perspectives from those of accreditation. The operations conducted by the coordinator and staff which we hired using the program funds are still conducted by the Working Committee of Professional Graduate School, administrative sections and Research Support Office since 2010. We are also promoting the project "Research and education program to promote appropriate organizational behaviors in economic recession" (special budget request for FY2010-2013). The program aims at mutual development among professional school education, research and industry-academia collaboration, to further develop the previous program. The program funds are used to hire administrative staff to continue with enhancement of supporting system.

(2) KAIZEN for the School Year 2010:

The issue of securing administrative support staff requires budget allocation and we are obliged to take actions under the restrictions of the national university system. Under this circumstance, in 2010 the school project "Research and Educational Program on Promoting Appropriate Organizational Behavior in Economic Downturn" (budget request for extraordinary expense in 2010-2013) was adopted. Using the funds to hire administrative staff, supporting system was enhanced (reference: Material 1, Outline of "Research and Educational Program on Promoting Appropriate Organizational Behavior in Economic Downturn"). The Research Support Office continues to function as a secretariat for self/external-evaluation activities conducted once every 2

or 3 years by the school since 1992. The administrative sections also practice collection and maintenance of various data and materials which were published as a report in August 2010. The evaluations are useful in understanding and organizing the issues that the school faces, based on perspectives other than those of accreditation. Based on above activities, we are discussing to state in writing our diploma policy as part of the mission statement.

### **1-3) Assessment**

(1) 2009: Efforts to realize the plan are acknowledged.

(2) 2010: As in 2009, the issue of administrative staff is appropriately handled. It is also good that the documentation of diploma policy pointed out by the Central Council for Education is discussed.

### **2-1) Main Issues to be improved**

*Based on discussions by the MBA Taskforce and acceptance by the Faculty Committee, the school modifies its curriculum drastically effective 2008. The modifications are summarized in "Material 2: Curriculum modification in 2008". In order to improve the quality of the Project-System, "Theme" project research is introduced for the second semester of the first year in addition to the "Case" project research (formerly project exercise) for the first semester of the first year. In this way, their roles are clearly separated with "Modern Business Administration" for Master's thesis. In both "Case" and "Theme" project research seminars, students through the group study are trained to acquire business sense, humanity, analytical skills, implementation skills and entrepreneurship required for business professionals to play central roles in business community. Effectiveness of the case project research has already been verified. The next step is to examine how to improve it and how to create synergy between Modern Business Administration while keeping good role-sharing, through practice in the coming a few years. Faculty members in charge will discuss this matter as needed and further discussions are planned at the Working Committee of Professional Graduate School chaired by a member of the MBA Program Committee. As part of the modified curriculum, in 2008 the School introduced on trial some specialized subjects on industries and current issues (Environmental Management, Valuation of Companies, Global Strategy and Coaching Method). In relation to this modification we expect to face various problems such as course contents, faculty's teaching abilities, increased work load of 5 classes on Saturdays (90-minute class x 5 becomes the standard), handling of subjects replaced by new subjects, etc. These issues will be discussed at the Working Committee of Professional Graduate School. If serious problems arise, MBA Taskforce Committee will be established to deal with them.*

### **2-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

Through a drastic modification of the curriculum in 2008, the quality of Project-System was improved. The contents of traditional Project-Exercise were mostly taken over by the "Case" project research (to practice field research on common theme, groups consisting of several members are formed and each group selects and interviews target company/institution for research). "Theme" project research is definitely different. Until 2007, project research was guided by faculty member of Modern Business Administration seminar by means of the seminar classes. That part was separated and developed into "Theme" project research, where students of the same school year conduct research under a single faculty member and present their results (theme and team structure are decided by students; Final reports are presented based on case researches of at least three institutions, not one). The style focused on the advantage of Project-System. In this way, students from different industries work together, beyond seminars, to cover the common business issue and enhance their problem-solving abilities. Also, the starting period for "Modern Business Administration" was changed from the first semester of the second year to August of the first year,

so as to extend the guidance period for thesis seminar from six months to twelve. The first semester of the first year is designed for MBA students to acquire knowledge through basic course, and also to experience the process of developing awareness of business issues into research issues at early stage. Continuous improvement is made to enhance the effect of education.

The number of Saturday classes was increased from four to five. With increase of subjects, it is now possible to complete the course in 18 months taking Saturday classes only, despite increased credit requirement from 32 to 34. For weekdays also, we now offer two Friday evening classes instead of one. Using mainly these hours it is now possible to offer specialized subjects on industries and current issues. Examples of new one-credit subjects launched in 2008 are Environmental Management, Valuation of Companies, Global Strategy and Coaching Method. In 2009 we plan to brush up these subjects and launch the following subjects to enhance the diversity of the curriculum: Medical Management, Innovation Management, Public Utility Business Management, Entrepreneur Finance, Quality Control, Trust and Finance, Liability Theory and Market Efficiency. In September 2009 questionnaire survey on overall curriculum was carried out for 44 students who completed the course that month (see Material: Opinions on MBA program for working people by those who completed the course). For modified subjects in particular, i.e. "Case" project research and "Theme" project research, we judge that the advantage of Project System was developed, which is to have students from different industries work together to cover the common business issue and enhance their problem-solving abilities. On the other hand, needs for improvement on Project System ("Case" and "Theme" project research) were pointed out in terms of (1) timetable design, (2) relations among "Case" project research, "Theme" project research and Master's thesis, (3) grading and evaluation. Considering the above points, following changes were implemented in 2009 and 2010: (1) Concerning the timetable, starting period of "Theme" project research was moved to about one month earlier, so that it starts just after the final presentation of "Case" project research. Interim presentation and final presentation of "Theme" project research were also made one month earlier. Consequently the final presentation was conducted on the first week of the new year, which allowed for sufficient time for Master's thesis. (2) In 2008 "Theme" project research was positioned as a bridge subject between "Case" project research and Master's thesis. However, since "Case" and "Theme" project research are group field research while Master's thesis is an individual academic research, positioning of "Theme" project research became vague. In 2009 and 2010, it was clearly defined to students and the faculty members in charge of seminars that "Theme" project research a group field research positioned as an extension of "Case" project research and that correlation with Master's thesis is not mandatory. Through this approach, the relations among "Case" project research, "Theme" project research and Master's thesis are clarified. In line with improvement of timetable mentioned in (1), we regard the problem as solved. (3) Grading and evaluation for "Case" and "Theme" project research are given on the basis of 50% on final group presentations and 50% on individual self-observation report on group work process and presentation content. The item pointed out by a student was the joint evaluation for the former presentation by more than two faculty members is unclear. In 2009 and 2010, efforts were made to convey to students the evaluation criteria and the expertise of each faculty member. For particular cases, when faculty evaluations of the same presentation differed considerably, feedback was provided immediately after the presentations.

(2) KAIZEN for the School Year 2010:

The drastic modification of the curriculum in 2008 includes improvement of the Project-System quality which brings forward the starting period of seminar class, and placement of additional specialized subjects.

The contents of traditional Project-Exercise were mostly taken over by "Case" project research (to

practice field research on common theme, groups consisting of several members are formed and each group selects and interviews target company/institution for research). "Theme" project research was drastically modified and 2010 was the time for settlement. Traditionally, project research was guided by faculty member of Modern Business Administration seminar to students by means of the seminar classes. This was developed into "Theme" project research, where students of the same school year conduct research under a single faculty member and present their results (theme and team structure are decided by students; Final reports are presented based on case researches of at least three institutions, not one). Based on the process in 2009, the Theme project research emphasizes on the content and process, with the aim to achieve constant effect of having students from different industries work together, beyond seminars, to cover the common business issue and enhance their problem-solving abilities. According to student interview, although part of the students did not completely appreciate the meaning of two projects held, students were very satisfied with the projects in general. As a result of curriculum revision in 2008, Saturday classes were increased from four to five, and new subjects were launched. According to instructors' opinions and class evaluation questionnaires, no problem exists so far concerning low participation in the existing subjects. On the other hand, due to increased number of subjects offered, MBA curriculum is becoming tight. We plan to discuss the position of research method subjects at the Working Committee of Professional Graduate School to further design better curricula.

### **2-3) Assessment**

(1) 2009: The action plan is implemented as planned.

(2) 2010: We request lexical correction in the assessment draft (indication in Japanese is corrected).

### **3-1) Main Issues to be improved**

*The inconsistency between the Standard for the Establishment of Graduate School by MEXT and educational system of the school which seeks the development of unique MBA education is an essential problem which cannot be solved only by the school's effort. With the cooperation of related institutions (including ABEST21), we will call for MEXT to accept our ratio of professional qualified faculty members as well as our faculty members to teach classes and seminars at professional graduate school and provide research guidance in the Ph.D. program at the same time after 2013. To secure manpower to support the administrative work, recruiting part-time staff is the only solution for the time being. Since increase of part-time staff will affect the school's budget, we will continue to examine this issue. Enhancement of the proficiency level of administrative staff will be promoted through internal trainings and on-job trainings. To improve the classroom facilities, we will take all opportunities to obtain funds, including budget request to MEXT.*

### **3-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

Regarding the inconsistency between the Standard for the Establishment of Graduate School by MEXT and educational system of the school (faculty members are not allowed to double as instructor for lectures and seminars of professional graduate school and for research guidance in the Ph.D. program (Provisional measure for Attachment 2 to the Standard for the Establishment of Graduate School by MEXT)), our request to make the provisional measure a permanent one in business administration field is indicated in the "VI. Requests" of "Self-Evaluation Report" (November 2008). Our request is made in cooperation with the related institutions (including ABEST21) and it is deemed acceptable in "2008 Accreditation Report" (May 2009) by ABEST21. We have sent the request directly to MEXT in writing, as well as disseminated to the public through accreditation process by posting these reports on the school's website. To raise awareness, the issue was shared with faculties of other professional graduate schools and business people as a

topic in exchange of opinions. The issue has become an agenda for the Working Group on Professional Degree Program at Central Education Council. The Working Group points out that dissolving the current provisional measure may comprise a major obstacle for education and research, and may not be practical. It is also pointed out that the connection of professional graduate school and Ph.D. program serves the accumulation of educational resources, nurturing of faculty, meeting the needs of the industry and working people, etc. Taking notes on these discussions, we will continue to make request in cooperation with the related institutions.

(2) KAIZEN for the School Year 2010:

Regarding the inconsistency between the Standard for the Establishment of Graduate School by MEXT and educational system of the school (faculty members are not allowed to double as instructor for lectures and seminars of professional graduate school and for research guidance in the Ph.D. program (Provisional measure for Attachment 2 to the Standard for the Establishment of Graduate School by MEXT)), our request to make the provisional measure a permanent one in business administration field is indicated in the "VI. Requests" of "Self-Evaluation Report" (November 2008). Our request is made in cooperation with the related institutions (including ABEST21) and it is deemed acceptable in "2008 Accreditation Report" (May 2009) by ABEST21. We have sent the request directly to MEXT in writing, as well as disseminated to the public through accreditation process by posting these reports on the school's website. To raise awareness, the issue was shared with faculties of other professional graduate schools and business people as a topic in exchange of opinions. The issue has been proposed also in the ABEST21 report "Aiming to nurture management professionals: phase one" (September 2010). It is also raised as a topic in the Central Council for Education, and its January 2011 report indicates the importance of connection between professional graduate school course and doctor's course, as well as collaboration beyond programs and courses, and to promote flexible faculty organization (see Material 5: Report by Central Council for Education "Graduate School Education in Globalized Society-for postgraduates to play active roles in various fields worldwide" (abstract)). Every year there are students who advance to the doctoral course from our professional graduate school, including those who already obtained diploma or even a post in the academia. Some of the graduate school's full-time faculty members are teaching concurrently at our professional graduate school. Based on these facts, we intend to continue our proposal on specific system modification together with the related institutions.

### **3-3) Assessment**

(1) 2009: The action plan is implemented as planned.

(2) 2010: The request in the action plan is steadily reflected to the intentions of the related institutions.

### **4-1) Main Issues to be improved**

*To secure manpower to support the administrative work, recruiting part-time staff is the only solution for the time being. Since increase of part-time staff will affect the school's budget, we will continue to examine this issue. Enhancement of the proficiency level of administrative staff will be promoted through internal trainings and on-job trainings. To improve the classroom facilities, we will take all opportunities to obtain funds, including budget request to MEXT.*

### **4-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

The issue of securing administrative support staff requires budget allocation and we are obliged to take actions under the restrictions of the national university system. Under these conditions, in 2008 the school's project "Advances in the MBA program through university-industry

relations-Refining professional school education developed by fostering strategic quality control leaders" was selected by MEXT as an education program to foster specialists in professional schools. Using the funds provided for this program, coordinator and administrative staff are hired to enhance the supporting system (see Material 1: Summary of "Advances in the MBA program through university-industry relations - Refining professional school education developed by fostering strategic quality control leaders").

In 2009, administrative staff hired by the school was reshuffled to place the right person in right job, considering the aptitudes of staff members. As a result, administrative and supporting operations became more effective and efficient while the number of staff remained unchanged. Under this system, in addition to the normal operations, the Research Support Office now functions as secretariat for self/external-evaluation activities conducted once every 2 or 3 years by the school since 1992. The administrative sections also practice collection and maintenance of various data and materials which contributes to smooth processing of self/external-evaluations. The evaluations are useful in understanding and organizing the issues that the school faces, based on perspectives other than those of accreditation.

As for classroom facilities, we used to rent a room on a part-time basis in the central area of Osaka. After the allocation of special budget for education and research, we rented Industry-Academia Management Center (tentative name) in central Osaka on full-time basis. Effective September 2010 MBA program courses will be conducted here on weekday evenings (see Material 8: Industry-Academia Management Center (tentative name)).

(2) KAIZEN for the School Year 2010:

The issue of securing administrative support staff requires budget allocation and we are obliged to take actions under the restrictions of the national university system. Under these conditions, in 2010 the school project "Research and Educational Program on Promoting Appropriate Organizational Behavior in Economic Downturn" (budget request for extraordinary expense in 2010-2013) was adopted. Using the funds to hire administrative staff, supporting system is enhanced (reference: Material 1, Outline of "Research and Educational Program on Promoting Appropriate Organizational Behavior in Economic Downturn"). The Research Support Office continues to function as a secretariat for self/external-evaluation activities conducted once every 2 or 3 years by the school since 1992. The administrative sections also practice collection and maintenance of various data and materials which were published as a report in August 2010. The evaluations are useful in understanding and organizing the issues that the school faces, based on perspectives other than those of accreditation. As for classroom facility, "Kobe University Umeda Intelligent Laboratory" was established in the center of Osaka through budget request for extraordinary expense. Starting September 2010, lectures are given on weekday evenings.

#### **4-3) Assessment**

(1) 2009: Improvement according to the plan is acknowledged.

(2) 2010: Improvements are implemented as planned.

## **4. MBA Program in International Business, Graduate School of Business Sciences, University of Tsukuba, Tokyo, Japan**

### **1-1) Main Issues to be improved**

*Short-term (to July 2009): To utilize the function of Advisory Committee to the MBA-IB established as a third party, take in new stakeholders including graduates of the school as committee members and review opinion collection methods.*

*Mid-term (from August 2009 to July 2011): Hold the reorganized Advisory Committee, summarize the opinions and reflect them to the educational programs as a trial implementation.*

*Long-term (from August 2011 to July 2013): Examine the trial practice status based on the proposals of the Advisory Committee and its review. Finalize the framework of the educational program on a long-term viewpoint.*

### **1-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

Opinion collection methods were reviewed by MBA-IB to activate the discussion at the Advisory Committee. As a result, three new experts became committee members to replace those who retired from work or went abroad. The Committee attended by the new members was held on November 28, 2009. Based on the opinions raised at the committee, the school has discussed activities to improve educational programs at the MBA-IB meeting and started activities to reflect these opinions. The next Advisory Committee is scheduled in October 2010, where improvement progress and future issues will be discussed. The discussion on new committee members included a topic of whether to have the representative of graduates. It was concluded that establishment of the MBA-IB alumni association will be a source to collect wider opinions. In FY2009 establishment movement was launched. Since most graduates are willing to support the operation, the establishment of alumni association will provide a system to collect constructive opinions on educational programs offered by the school. In FY2009 discussion meetings between the faculty and the graduates were held several times as a launching activity.

(2) KAIZEN for the School Year 2010:

① Advisory Committee consisting of the same members as renewed in 2009 was held on October 9, 2010, which continued to gather opinions. As in 2009, although budget allocation based on the nature of the professional graduate school was requested to the university headquarters, operational funds were allocated basically in a traditional way. We will continue to make request in the future.

② Through the alumni association established in 2009, a survey was conducted on education of the MBA Program in International Business, Graduate School of Business Sciences, to collect opinions. As for external funds, as in 2009 almost all faculty members including deemed professional members applied for scientific research fund. Internal advisor system was introduced to improve the adoption rate of application for scientific research fund.

③ No opinions were raised at Advisory Committees in 2009 and 2010 to be reflected to the curricula. In order to strengthen the curricula, benchmark survey on world's 10 leading MBA programs was conducted and the result was discussed at the faculty meeting. We came to a conclusion that our curricula meet the global standard. However, it was judged that reinforcement of subjects related to Negotiation and Communication Skills is useful to nurture world-class human resources. Effective October 2010, Communication Skill is taught by foreign instructor and Negotiation also effective 2011. To obtain strategic competitive funds, visits to companies were made. As in the previous year, we received a contribution from a company as "aid for education at MBA-IB" (2.8 million yen) in July 2010.

④ The three graduate schools of Tsukuba, namely, Graduate School of Humanities and Social Sciences, Graduate School of Comprehensive Human Sciences (World Heritage Studies), and our MBA Program in International Business, Graduate School of Business Sciences, jointly applied for budget request in 2011 for "Formation of Human Resources Development Platform Aiming to Enhance Global Negotiation Skills". This project aims to reinforce the international negotiation skills of the students and was adopted.

This is a 4-year project starting 2011 and the total budget requested is 473,250,000 yen. In 2010, facility expense of 31,007,000 yen was provided from national supplementary budget, of which 2,000,000 yen was allocated to us. The budget was used to enhance audio facility so that multiple participants can take part in discussions via video conference system (Polycom) in global e-learning class.

### **1-3) Assessment**

(1) 2009: The school's effort to realize the plan is acknowledged.

(2) 2010: Efforts are made to implement the action plan.

### **2-1) Main Issues to be improved**

*Abolishment of one-year course is an urgent issue which requires a process including adjustment with the university headquarters admission exams department, change in application guidelines, public relations activities, review of curriculum and requirements for course completion. The school will reconfirm the shortcomings of the course and examine the changes to be made in student admission for the following year. Based on this the school will stop accepting applications for the shorter one-year course effective FY2009 admission exams. Impacts on applications by this measure will be monitored and the school will decide abolishment of the shorter course subsequently.*

### **2-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

Pros and cons of the shorter one-year course were discussed repeatedly at the faculty meetings to examine the measures for a change. As a result, adjustment was made with the headquarters aiming to stop accepting applications for the shorter course and actually stopped it in FY2010. Consequently the number of applicants increased in 2010 and we judged that this change has no negative impacts. Effective 2011 we plan to accept applications for two-year course only.

KAIZEN for the School Year 2010:

In 2011 also, we called for applicants for 2-year course only. Compared to 2010 the number of applicants tends to increase. It was confirmed that our MBA course is appealing well even at the suspension of short one-year course.

### **2-3) Assessment**

(1) 2009: The action plan is in progress as planned.

(2) 2010: Efforts are made to implement the action plan.

### **3-1) Main Issues to be improved**

*As for e-learning the school will start planning the education method, use of the equipment, class style, selection of partner, etc. Trial operation will start also to check the both hardware and software, i.e. technical operation of equipment and educational method, to prepare for full-scale operation. In addition, methods for collecting student opinions and provision of feedback will be improved. The school will verify the effects and establish a system to practice it once a year.*

*Mid-term (from August 2009 to July 2011): The school will sum up the use of e-learning accumulated in the previous step and start full-scale operation with overseas business schools and*

*other schools at Tsukuba Campus. Through the operation, the school will check the practice status toward routine operation based on accumulated operation know-how.*

*Long-term (from August 2011 to July 2013): Based on the performance achieved in the previous steps, the school will establish an original remote education method of MBA-IB and develop partnership with various business schools domestic and abroad. Remote education will be introduced as a major selective subject in the educational program.*

### **3-2) KAIZEN Report**

(1) KAIZEN for the School Year 2009:

① FY2008: In January 2009 remote classes were jointly developed and practiced with Grenoble Graduate School of Business in France. In the preparation process to develop the e-learning lectures, education method, use of equipment and partner selection were discussed at the MBA-IB meeting, followed by discussions with the Grenoble faculty for more than 15 times.

During the period when remote classes were conducted, faculty development activities targeted for all faculty members of MBA-IB were implemented several times. At the same time student questionnaire survey was conducted for those who participated in the remote classes. After the completion of the classes, results and feedback from students were analyzed. The contents were presented in the reports of University of Tsukuba and at Computer-Aided Learning Academic Meeting held in Austria (research paper with peer review).

② FY2009: Aiming to make remote lectures using e-learning system a routine operation, plans were made within MBA-IB and the following classes were launched.

- Classes using the remote system were mutually delivered between the graduate school based at Tsukuba area of the University.

- Joint lecture was conducted with University of Indonesia (April 2009, Exploring the Japanese Experience of Expatriate Management).

- Joint lecture was conducted with University of Indonesia (October 2009, The Financial Crisis and the Asian Model of Economic Growth).

- The second joint class was conducted with Grenoble Graduate School of Business (January and February 2010, Comparative Analysis of Japanese and French Management). The contents were developed based on the analysis on class conducted in 2008 and discussion with the Grenoble side. Both Grenoble and MBA-IB presented points to be improved. Contents were upgraded and the number of classes was increased from five to ten.

MBA-IB is currently (FY2010) having Kaizen meetings with Grenoble Graduate School of Business to prepare for classes for 2010.

(2) KAIZEN for the School Year 2010:

① The joint remote class with Grenoble Graduate School of Business in France in 2009 was reviewed and analyzed, and the result was presented at an international meeting in July 2010 (Portland International Center for Management and Engineering Technology 2010, Paper with peer review). For further development of classes conducted in 2008 and 2009, our faculty and the members of Grenoble had discussions through more than 15 remote video conferences. As a result, to make full use of the educational features which are "international remote class" and "distant teamwork of students", the theme was modified in 2010 and class was conducted under a new name "Cross Cultural Management in Distributed Teams". As a result students were able to experience international remote team through group work, while learning international distant team theory.

② To develop remote classes using e-learning system to a routine, the following classes are mutually delivered between us and the Master's Program in International Area Studies, Graduate School of Humanities and Social Sciences of Tsukuba.

- Cross Cultural Management I: Managing Across Borders (from us to IAS, June and July 2010)
- International Business: Introduction to South East Asian Studies II (IAS to us, June and July 2010).

As shown above, e-learning is steadily developed into a routine.

**3-3) Assessment**

- (1) 2009: The action plan is in progress as planned.
- (2) 2010: Efforts are made to implement the action plan.

## Succeeded School in 2010

### 1. Institute of Business and Accounting, Professional Graduate School in Business, Kwansei Gakuin University, Nishinomiya, Japan

#### Corporate Strategic Management Program

##### 1-1) Main Issues to be improved

*Curricula designed to nurture generalists: One of the school's aims in human resource development is to foster generalists. To achieve this aim, the core and basic subjects needs to be enriched. The compulsory subjects of the core and basic will be modified. At the same time we will seek for measures to raise students' academic ability before entrance, so that they can start with the core subjects, etc. smoothly. Specific measures are as follows.*

① *Business Ethics shall be compulsory. Students should select at least 4 out of 5 core subjects which are elective, namely, English communications, Economics, Management, Statistics and Accounting.*

② *In Corporate Strategic Management Course, the compulsory basic subjects for respective programs shall be made compulsory for all students. Through this measure students will acquire further understanding of various fields and the number of students for respective programs will be balanced.*

③ *Introduce Logical Thinking as a basic subject.*

④ *Conduct pre-entrance education in areas such as Basic Mathematics or Computer Literacy, for smooth learning after entrance.*

##### 1-2) KAIZEN Report

KAIZEN for the School Year 2010:

Core and basic subjects were enriched for the aim to foster generalists.

In specific, compulsory subjects for core and basic were modified. Measures were discussed to raise students' academic ability before entrance, so that they can start with the core subjects, etc. smoothly.

① Business Ethics became compulsory. Students are now required to select at least 4 out of 5 core subjects which are elective, namely, English communications, Economics, Management, Statistics and Accounting.

② In Corporate Strategic Management Course, it was discussed that the compulsory basic subjects for respective programs shall be made compulsory for all students.

③ Critical Thinking was introduced as a basic subject effective 2010 academic year.

It was discussed to conduct pre-entrance education in areas such as Basic Mathematics or Computer Literacy.

##### 1-3) Assessment

2010: The action plan is implemented as planned.

##### 2-1) Main Issues to be improved

*Stricter grading and measures for low-performing students: To correct grading variations, when a subject is with extremely high (or low) grading, the factor shall be analyzed and appropriateness is discussed, as part of the faculty development activities. To check students' individual grades based on the modified evaluation among the faculty, academic grades of low-performing students (those with GPA below certain level after 6 months from entrance) will be checked regularly at the Major Meeting. Set up a process to conduct measures such as personal interview by instructing faculty*

*member when necessary. When applying for research project, academic performance data shall be attached so that faculty members can use it for student selection criteria.*

## **2-2) KAIZEN Report**

KAIZEN for the School Year 2010:

For stricter grading since 2009, it was confirmed at the Major Meeting that respective faculty members shall review the grading on their own to realize normal distribution as much as possible. As a result average subject GPA declined from 2.91 (2008 academic year) to 2.63 (2010), showing a certain effect for stricter grading. However, it is still far from normal distribution. At present we are discussing to introduce relative evaluation system for fundamental subjects (core and basic) effective next year, for further stricter grading. As for low-performers, various measures are being discussed at Major Meeting, but none is implemented yet. In the next year, interviews by the instructing faculty members are planned so as to analyze the cause of poor performance and to provide advice on academic aspects.

## **2-3) Assessment**

2010: The action plan is implemented steadily.

## **International Management Program**

### **1-1) Main Issues to be improved**

*(1)Continuity/consistency among the core, basic and advanced subjects of respective programs: We recognize the room for improvement in the current International Management Course concerning the above. To solve this issue curricula structure and orientation concept need to be further discussed in the future. In comparison with domestic/foreign major daytime MBA curricula, we will restructure our curricula carefully based on extensive research and analysis so that it will be most appropriate for education of global businesspersons. The research and analysis will be conducted as part of the international business education support project by Kwansai Gakuin University Business School, in "University Collaboration Strategy" started October 2009 as two-and-a-half-year project.*

### **1-2) KAIZEN Report**

KAIZEN for the School Year 2010:

Consistency among subjects: Continuity among the subjects taught by the faculty of International Management Course was evaluated. The results showed that placement of the current core, basic and advanced subjects enables students to acquire the basic knowledge needed to study the advanced subjects in their respective fields. Since entrance period of our school is April and September, the flexibility to provide subjects in both spring and fall semesters is required. We are offering information and conditions on desirable subjects to be taken in advance. For students to take subjects based on registration model to maximize their academic potential, course orientation is provided several times during their stay, apart from the time of entrance. The registration model is shown at the entrance orientation as well as on the website. According to informal interviews and study progress check with the students, it was found that students generally take subjects in the track of the model. Respective faculty members in charge of the three specialized programs also make sure that when the students register for advanced subjects, they have already completed the core and basic subjects. Syllabi check: Syllabi of subjects taught in 2010 by full-time faculty members will be inspected by areas, and consistency among subjects of the same field will also be checked. The inspection will be done by end of June and points to be improved will be sorted by end of August.

### **1-3) Assessment**

2010: Future progress is expected.

### **2-1) Main Issues to be improved**

*(2) Correction of biased grading: The issue of lenient grading with too many A or higher grades given at the International Management Course needs to be improved immediately, at the initiative of mainly the Major Meeting, FD Committee and the executives of the business school. After correction, establish a system to have the instructing faculty members monitor the status by semesters.*

### **2-2) KAIZEN Report**

KAIZEN for the School Year 2010:

Grading for subjects: Grade data for classes taught in 2010 by the full-time faculty members of the Course are collected. We plan to analyze the data and determine the cause of the whole distribution. Analysis is scheduled to complete by mid May and some kind of proposal is scheduled at the end of August. Adjustment of student grade distribution: No clear adjustment is made as of 2010 academic year.

### **2-3) Assessment**

2010: Future progress is expected.

## **Collaboration between International Management and Corporate Strategic Management Programs**

### **1-1) Main Issues to be improved**

*Collaboration between the two courses: One of the major features of our business school is that we have two courses, Corporate Strategic Management Course for working students, and International Management Course where all classes are taught in English. It is good when the two courses affect each other in a positive way, however, because of the wide difference in the student backgrounds of both courses and since all lectures are given in English in the International Management Course, collaboration is difficult.*

*Still, we need to pursue synergy in effective collaboration between the two courses. Contents of collaboration can be generally classified into sharing of educational resources (faculty, materials) and student exchange. We need to take effective measures continuously for both areas even step by step. Following approaches are planned through Strategic University Collaboration Program.*

*Practicing Strategic University Collaboration Program: As part of the above Program which started in 2009, we plan to prepare the cases used as class material in both Japanese and English, to be used in both courses. By having Japanese and foreign students of both courses participate in a class at the same time, advantages and disadvantages of education in English and Japanese will be investigated. By setting such opportunities we consider that a better learning base for both courses will be accumulated.*

### **1-2) KAIZEN Report**

KAIZEN for the School Year 2010:

The business school decided to start in 2011 a hybrid course in Finance, where students of International Management Course (foreign, Japanese, exchange students) and Corporate Strategic Management Course learn together. Group work focusing on case discussions is planned. Students whose mother tongue is not Japanese will be mixed with native Japanese speakers, and those with working experience will be mixed with young students. We expect the mixture will create synergy in learning. The lectures are opened to students of partner business schools of the Strategic University Collaboration Program.

### **1-3) Assessment**

2010: The action plan is implemented steadily.