

Global MBA

Global Business and Management Studies Program

Doshisha Business School

Sharing Information on Progress (SIP) Report

2018

PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for
Responsible Management Education**

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I. Letter of Commitment

March 31, 2018

Joseph Hardy Neesima, the founder of Doshisha University, believed that both “intellectual education” and “education of the soul” are needed to make a person a “true man.” In business education this means not just teaching business knowledge, but also helping students develop skills and competencies that will help them apply business knowledge in ways that have a positive impact on society.

At Doshisha we apply our university’s traditional emphasis on “education guided by conscience” to the challenges and opportunities of today’s world to provide a business education that will prepare students to manage successfully—and make a difference—in the business environment of the 21st century.

Our location of Kyoto is home to some of the world’s oldest companies and is an ancient center for schools of religious thought and practice that, through processes of international trade and education, continue to influence Western conceptualizations of ‘sustainability’ and ‘mindfulness’ in global management practice. Our Global MBA (Global Business and Management Studies) program is designed to build on these traditions and re-invigorate their relevance to the study of global business and management. In step with this, we are fully committed to implementing the Principles for Responsible Management Education, starting with those that are most relevant to our capacities and mission, to reporting on our progress to all of our stakeholders, and to exchanging information on effective practices related to these Principles with other academic institutions.

We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.

We also encourage other academic institutions and associations to adopt and support these Principles.

Sincerely,



Yong Yin, Director, Global Business & Management Studies Program

II. Introduction to the Doshisha Global MBA

Established in 1875, Doshisha University is widely recognized as one of Japan's top comprehensive universities, with a distinguished history of education based on founder Joseph Hardy Neesima's philosophy of "education guided by conscience." Doshisha Business School (DBS) opened in 2004, following a long tradition of successful Kyoto-based global corporations such as Omron, Kyocera, Shimadzu, and Nintendo.

Our English-language Global MBA program was launched in 2009, joining the school's Japanese MBA program (which was begun in 2004). Following five successful years, the program was further strengthened as an independent Global MBA program (formally renamed Master's Degree Program, Global Business and Management Studies) in 2014, with a bolstered dedicated faculty and expanded course offerings. And in 2017, this program successfully passed through its mandatory 3-year review period by Japan's Ministry of Education, Culture, Sports, Science & Technology (MEXT).

Beyond 'Business as Usual'

With a focus on sustainability, the Doshisha Global MBA guides students to explore and enquire beyond the established boundaries set by established theories and practices of global business and management—that is, to look beyond 'business as usual'. With the goal of developing global-minded leaders, we encourage our students to not only master the standard MBA core subjects, but also to develop deeper insights from the program's three focus areas and hone their analytical prowess through our program's research thesis component.

Our aim is to prepare future business leaders who are willing and able to respond effectively to the emerging needs of the increasingly diverse groups of people participating in the global economy. The Doshisha Global MBA program offers a unique experiential MBA education to students willing to work in partnership with professors and local and multinational business leaders in exploring—and challenging—traditions and trends in global business and management.

People Hold the Key

Since its inception, a striking feature of the Doshisha Global MBA program is the diversity of our student body and faculty. Our students come from a wide variety of backgrounds, and during their studies will collaborate with colleagues from over 30 different countries. We welcome applications from aspiring and inspiring individuals regardless of gender, ethnicity, religion, or nationality.

III. Achievements & Goals

Principle 1: Purpose

We aim to produce students who have the capability to be future generators of sustainable value for business and society at large and who will work for an inclusive and sustainable global economy.

The Global MBA Mission statement is as follows.

Vision: Our vision is to be recognized in Asia and worldwide as a center of excellence in research and business education, and for leadership in our chosen areas of specialization and in building a sustainable world.

Mission: Our mission is to produce a new generation of socially responsible business leaders capable of meeting the challenges of the business world of the 21st century.

Culture: We will pay close attention to the needs and goals of each student, and be open, fair, engaged, and passionate in all we do.

Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility as embodied in international initiatives such as the United Nations Global Compact.

We embrace CSR and the triple bottom line: the idea that business organizations should strive to achieve and should be evaluated on their social, environmental, and financial performance (“people, planet, and profit”).

This theme runs throughout our curriculum, in the form of:

- Two full “Perspective Subjects” courses in the core: Business and Society in the Global Context and Responsible Leadership in the Global Context

“Business and Society in the Global Context” course aims: 1) enable students understand, the nexus between economic, social and environmental issues, 2) helps students to learn how to create strategies addressing a shared value amongst overall stakeholders, 3) conduct of deep stakeholder analysis taking a holistic approach to sustainability. By successfully completing this course students will be able to: 1) will be able to advance skills to analyse complex, unstructured, qualitative, and quantitative problems, 2) will advance their skills in presenting issues and facilitating discussions based on their

research findings and 3) students will expand their business perspectives to encompass socially oriented issues.

“Responsible Leadership in Global Context” course aims to develop leaders whose aspirations, orientation and the decisions they will make positive impacts and are responsible for sustainable growth for the global economy and well-being of mankind. Students are expected to go through numerous exercises and to deepen their self-awareness. The method used is mindfulness based emotional intelligence cultivation training.

- The following sustainability-related elective courses: Foundations for Sustainable Management, Sustainable and Responsible Marketing, Sustainable Human Resource Management, and Economics for Sustainable Development
- Our three “focus areas”:
 - “Sustainability and Green Business” speaks for itself.
 - “Business in Asia” includes courses that promote cross-cultural understanding and awareness of cultural similarities and differences.
 - “Culture and Creativity” includes courses on cultural—including pop culture—industries, the products and popularity of which promote understanding and appreciation of other cultures (“soft power”) and connect people across national borders.
- The faculty-supervised major research project (thesis) that all students carry out in the second year of their program. Students choose their own project topics, and many are CSR or triple-bottom-line related. Recent examples include:
 - “Luxury & Sustainability, Are Luxury Brands Compatible With Sustainability?”
 - "A Comparative Study of Costs and Returns of Solar Energy Parks in South Africa, Japan and Germany A Year After Implementation of Government Support Schemes"
 - "Public private partnership for sustainable municipal waste management in developing countries, the case of Ouagadougou, Burkina Faso"
 - "Analysis of Corporate Human Rights Disclosure by Highly Rated Japanese Corporations: Evolution and Content"
 - "The Relation between Environmental Disclosure and Environmental Performance"
 - "The Diffusion of Electric Vehicles as an Innovation in the South African Market"

For details on the Global MBA Curriculum, please see this page on our website:

<http://gmba.doshisha.ac.jp/en/curriculum/curriculum.html>

Principle 3: Method

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

We have continued our efforts to begin the process of acquiring international accreditation. Our primary purpose in undertaking this is to use the accreditation process as a means of strengthening—that is, pressuring ourselves to strengthen—our program so that it meets the highest international standards in teaching, scholarship, administration, and governance.

We have a strong commitment to diversity in the classroom. Our 2017 entry class includes students from over 20 countries and has a gender balance of 42% male and 58% female. Average full-time work experience is 3+ years. Our previous entry classes and the class we are currently recruiting for 2018 entry have similar profiles in terms of international diversity, gender balance, and work experience.

We have several students sponsored by JICA (Japan International Cooperation Association) and the ABE (African Business Education Initiative for the Youth) Initiative Masters and Internship Program. For the past three years, our program has been allotted eight full MEXT (Japanese Ministry of Education, Culture, Sports, Science and Technology) Priority Allocation scholarships which we have used to successfully recruit students from ASEAN and CIS countries. We are also participating in JICA's Pacific LEADS program, where we currently have one fully-sponsored student from the Solomon Islands, and another from Papua New Guinea.

Principle 4: Research

We will engage in conceptual and empirical research that advances understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

CSR and Triple-bottom-line Related Faculty Research, 2015-2017/18:

Prof. Mari Iizuka

- Iizuka, M., Diversity and Leadership: Mindfulness and Compassion Approach. *Soshiki Kagaku*, Vol.50-1, 36-51, 2016.
- Iizuka, M. Ed. *Mindfulness in Progress: Approach towards Well-being*. Sogensha: Osaka, Japan. 2018.

Prof. Philip Sugai

- Sugai, P., KITKAT in Japan (A): Sparking a Cultural Revolution, Richard Ivey Business School Publishing, Non-refereed reading (Case Study), 12 pages, July 14, 2017
- Sugai, P., KITKAT in Japan (B): The Roots of Premiumization, Richard Ivey Business School Publishing, Non-refereed reading (Case Study), 7 pages, July 14, 2017
- Sugai, P., KITKAT in Japan (C): The Power of the Postal Service, Richard Ivey Business School Publishing, Non-refereed reading (Case Study), 6 pages, July 14, 2017
- Sugai, P., KITKAT in Japan (D): A Trajectory for Future Growth, Richard Ivey Business School Publishing, Non-refereed reading (Case Study), 10 pages, July 14, 2017
- Houghton, T. & Sugai, P., AGL: An Electric Utility Dealing with Disruptive Innovation, Ivey Business School Publishing, Non-refereed reading (Case Study), 16 pages, Aug. 12, 2016.

Prof. Yong Yin

- Yin, Y., Stecke, K. E., Swink, M., & Kaku, I. Lessons from seru production on manufacturing competitively in a high cost environment. *Journal of Operations Management*, Vol.49-51, pp.67–76, 2017.
- X.L.Zhang, C.G.Liu, W.J.Li, S.Evans and Y.Yin "Effects of key enabling technologies for seru production on sustainable performance", *OMEGA*, Vol.66, Part B, pp.290–307, 2017.
- L.Luo, Z.Zhang and Y.Yin "Modelling and numerical analysis of seru loading problem under uncertainty", *European Journal of Industrial Engineering*, Vol.11, No.2, pp.185-204, 2017.
- W.Jian, T.Wang, Y.Yin, Q.Wang, and H.Matsukawa "A Strategic Formulation Model Based on Performance Measurement Scales of SCM", *Innovation and Supply Chain Management*, Vol.10, No.3, pp.81-92, 2016
- Y.Yin, I.Kaku and C.G.Liu "Management of overlapped cross-training: with or without a supervisor?", *Asian Journal of Management Science and Applications*, Vol.2, No.3, pp.213-227, 2016.
- Shao, L., Zhang, Z., and Yin, Y. A bi-objective combination optimisation model for line-seru conversion based on queuing theory. *International Journal of Manufacturing Research*. Vol.11, No.4, pp.322-338. 2016.
- Y.Yu, J.Tang, Y.Yin and I.Kaku "Comparison of two typical scheduling rules of line-seru conversion problem", *Asian Journal of Management Science and Applications*, Vol.2, No.2, pp.154–170, 2015.

Prof. Hiroko Okudaira

- Okudaira, H., The Economic Costs of Court Decisions Concerning Dismissals in Japan: Identification by Judge Transfers, *International Review of Law and Economics*, Vol.53, 60-75, March, 2018.

- Okudaira, H. Regulating the Timing of Job Search: Evidence from New College Graduates in Japan, *Okayama University Working Paper* (non-refereed manuscript) I-97, 2017, awarded Best Poster Award from Society of Labor Economists 22nd Meeting 2017, May, Raleigh, U.S.
- Okudaira, H., Kinari, Y., Mizutani, N., Ohtake, F., Kawaguchi, A., Older Sisters and Younger Brothers: the Impact of Siblings on Preferences for Competition, *Personality and Individual Differences*, vol.82, 81-89, August, 2015.
- Asano, T., Okudaira, H., Sasaki, M., "An Experimental Test of a Search Model under Ambiguity," *Theory and Decision*, 79:4, 627-637, 2015.

Principle 5: Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to jointly explore effective approaches to meeting these challenges.

During the past two years, we have been fortunate enough to welcome a number of leading executives and academics to our campus to interact with our faculty and students. Examples of some of these Executive Seminars that are related to CSR and Triple Bottom Line are as follows:

- Dr. Jaz Choi, Director, Urban Informatics Research Lab, "Co-creating futures: Design, Social Entrepreneurship and Urban Informatics," 2016/12/1
- Dr. John Beck, Arizona State University, "The eight great goods and how businesses can leverage them," 2017/5/29
- Dr. Julia Kassim, Kyoto Institute of Technology, "The new landscape of design: Fostering Innovation through an inclusive and interdisciplinary approach," 2017/7/10
- Dr. Thomas Houghton, Director Oil & Gas Program, Curtin University, "Electric Vehicles; Driving a Revolution," 2017/12/1
- Dr. Yoji Natori, Manager Science to Action, Conservation International, "Valuing Nature through the Natural Capital Protocol," 2018/1/19

Principle 6: Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We facilitate collaboration among business, students, government, and educators, and we have established an academic network for the Global Compact Network Japan (Japan Global Compact

Academic Network, or JGCAN) and have begun a series of programs and events geared towards involving our faculty and students in this important global initiative. Establishment of JGCAN was requested by the Global Compact Network Japan (GCNJ). GCNJ has more than 250 members, most of them are the top MNCs in Japan. GCNJ has been considered one of the most active local networks in GC, and have awarded several times.

JGCAN Website: <http://www.jgcan.org/>

GCNJ Website: <http://ungcjin.org/> various pages concerning JGCAN and joint activities are reported

Activities conducted as J-GCAN, with leading involvement of Global MBA Program, Doshisha Business School are as follows:

- February 9, 2016, J-GCAN Pre-Launching Seminar, Doshisha University, Kyoto
“Action for Sustainable Development Goals (SDGs) and Paris Agreement”
<http://www.jgcan.org/report.html>
- February 23, 2016, J-GCAN Launching Seminar, Doshisha University, Tokyo
“What Values that J-GCAN can create?”
<http://www.jgcan.org/report.html>
- March 22, 2016, J-GCAN Seminar, Doshisha University, Tokyo
“Next 15 Years: Sustainable Management Practices and Well-being, Mindfulness”
<http://www.jgcan.org/report2.html>
- March 23, 2016, J-GCAN Seminar
“Connecting Global Compact and Universities”, Doshisha University, Tokyo
<http://www.jgcan.org/report2.html>
- March 29, 2016, J-GCAN Seminar
“Considering Well-being in Kyoto (with Global Compact)”, Doshisha University, Kyoto
<http://www.jgcan.org/report3.html>
- August 2016, Global Compact China-Japan-Korea Round Table, Beijing, China
Youth Program (Facilitation of the youth activities)
Academic Program (together with Prof. Hui, representing PRME East Asia)
<http://ungcjin.org/activities/topics/detail.php?id=191>
- January 17, 2017, Global Compact Japan Network Annual Seminar, Nikkei Hall, Tokyo
Moderation on the panel discussion “Organization Strategies towards SDGs”
- March 24, 2017, J-GCAN Symposium, Doshisha University, Tokyo
“SDGs: Big Story and Small Story Towards Well-being”
<https://www.doshisha.ac.jp/news/2017/0306/news-detail-4382.html>
- March 28, 2017, J-GCAN International Symposium, Doshisha University, Tokyo
“Bringing SDGs to Every Classrooms in Japan and in Asia”

(Keynote Speech by Prof. Hui, representing PRME East Asia)

<https://www.doshisha.ac.jp/news/2017/0314/news-detail-4412.html>

- August 21-22, 2017, Global Compact China-Japan-Korea Round Table, Tokyo, Japan
Youth Program (Facilitation of the youth activities) “Debate on SDGs No.5”
Academic Program (together with Prof. Hui, representing PRME East Asia)
<http://www.ungcin.org/cjkrt/>
- November 27, 2017, J-GCAN and Global Compact Network Japan’s “Community to Consider Management for Tomorrow” Alumni (Many top executives of Japanese MNCs)
First Joint Seminar
“Sustainability and Well-being: Message from Japan”
- March 23, 2018, J-GCAN Seminar “Connecting Africa and Japan through Business”
(Together with Kakehashi, a network of African students in Japan)
<https://www.doshisha.ac.jp/event/2018/0320/event-detail-2828.html>
- (Forthcoming) July 28, 2018, Global Compact China-Japan-Korea Round Table, Seoul, Korea
Youth Program (Facilitation of the youth activities)

IV. Contact Information

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