

**Graduate School of Global Business Syllabus, 2020**

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Course number: (GB)MAN551E		
Name of Course	Credit	Name of Professor
Information Ethics A	2 credits	Andrew Alexander ADAMS
Course description and Attainment Target		
<p>Information ethics is the study of the social impact of information flow enabled by technological computer and communication devices. A brief overview of ethical approaches will be given, together with studies of some of the key thinkers on these issues: Zittrain, Lessig, Castells, Bynum and Rogerson, Wiener. This is one of two modules on this issue which together provide a broad and deep examination of the subject. This module focusses on questions of openness or closure. Lectures 13 and 14 will be in-depth discussions on specific topics of interest to the students.</p>		
Course content		
<p>Week 1 : Introduction: Information Ethics  Week 2 : Ethical Theory for Information Ethics  Week 3 : Copyfights  Week 4 : Information Wants to be Free, People Want to be Paid  Week 5 : Data Formats  Week 6 : Digital Education  Week 7 : Freedom of Expression  Week 8 : Freedom to Tinker  Week 9 : Freedom of Information  Week 10 : Unwanted Electronic Attentions I: Spam  Week 11 : Unwanted Electronic Attentions II: Harassment  Week 12 : Unwanted Electronic Attentions III: Fraud in the Digital World  Week 13 : Science Fiction and Information Ethics From 1984 to Ghost in the Shell  Week 14 : Conclusions</p>		
Prerequisites and registration requirements		
<p>The course will be given in English. For Lectures 3-13, one or more students (depending on class size, may also be none for some weeks) will be required to prepare a 5-10 minutes presentation (with slides) on the relevant topic. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecture), the main topics of the discussion and related questions.</p>		
Preparation for the course		
<p>The course will be given in English. For Lectures 3-13, at least one student (depending on class size) will be required to prepare a 5-10minutes presentation (with slides) on the relevant topic. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and</p>		

the lecturer), the main topics of the discussion and related questions.

Textbooks

Pandora's Box: Social and professional Issues of the Information Age. Andrew A. Adams and Rachel J. McCrindle.

Suggested readings

See the module handout for a list of reference materials for each session.

Grading policy

90%: S 80%: A 70%: B 60%: C Below 59%: Fail

Presentations: 50%

Post-Presentation Reports: 50%

Other

None.

Course number: (GB)MAN551E		
Name of Course	Credit	Name of Professor
Information Ethics B	2 credits	Andrew Alexander ADAMS
Course description and Attainment Target		
<p>Information ethics is the study of the social impact of information flow enabled by technological computer and communication devices. A brief overview of ethical approaches will be given, together with studies of some of the key thinkers on these issues: Zittrain, Lessig, Castells, Bynum and Rogerson, Wiener. This is one of two modules on this issue which together provide a broad and deep examination of the subject. This module focusses on questions of Information and Identity. Lectures 13 and 14 will be in-depth discussions on specific topics of interest to the students.</p>		
Course content		
<p>Week 1 : Introduction: Information Ethics  Week 2 : Ethical Theory for Information Ethics  Week 3 : Privacy and Data Protection  Week 4 : DNA  Week 5 : Digital Health  Week 6 : Information, Sex and Technology  Week 7 : Online Crime and Real Punishment  Week 8 : Cyber-Warfare  Week 9 : Artificial Intelligence  Week 10 : (Anti-) Social Media  Week 11 : Digital Entertainment  Week 12 : Working in the Wired World  Week 13 : Living in a Networked World  Week 14 : Conclusions</p>		
Prerequisites and registration requirements		
<p>The course will be given in English. For Lectures 3-12, a student (or none, or more, depending on class size) will be required to prepare a 5-10 minutes presentation (with slides) on the relevant topic. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions.</p>		
Preparation for the course		
<p>The course will be given in English. For Lectures 3-12, a student (or none, or more, depending on class size) will be required to prepare a 5-10 minutes presentation (with slides) on the relevant topic. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions.</p>		
Textbooks		

Pandora's Box: Social and professional Issues of the Information Age. Andrew A. Adams and Rachel J. McCrindle.

Suggested readings

See the module handout for a list of reference materials for each session.

Grading policy

90%: S 80%: A 70%: B 60%: C Below 59%: Fail

Presentations: 50%

Post-Presentation Reports: 50%

Other

None.

Course number: (GB)MAN551E		
Name of Course	Credit	Name of Professor
Information Science A	2 credits	Andrew Alexander ADAMS
Course description and Attainment Target		
<p>The Knowledge Economy is a key element of modern business. Information processing is the core technology which underpins the knowledge economy. Key concepts of information processing as part of a modern business will be presented in this course, together with links to the work of key thinkers in the role of information and knowledge in modern businesses. This is one of two courses which may be taken independently, but which together will add up to a broad understanding of the role of information and information technology in business. In this course the focus is on information within the organisation and the links between information technology, organisational structures and internal business processes. The lectures are arranged into three themes: Technology, Security, People.</p>		
Course content		
<p>Week 1 : Introduction: Information, Technology and Business Organisation  Week 2 : Key Ideas: Place, Network, Interaction, Leverage  Week 3 : Technology 1: Database Theory  Week 4 : Technology 2: Information, Data, Knowledge  Week 5 : Technology 3: Knowledge Management Theory  Week 6 : Security 1: Information Security Concepts  Week 7 : Security 2: Internal Information Security Policies  Week 8 : People 1: Data Protection  Week 9 : People 2: The Individual and the Role  Week 10 : Security 3: Communication Technology and Strategy  Week 11 : Technology 4: Communication Tools  Week 12 : People 3: International Team-Working  Week 13 : Principles of HCI Design  Week 14 : Conclusions: The Information Revolution and the Knowledge Economy</p>		
Prerequisites and registration requirements		
<p>The course will be given in English. Each student will be asked to prepare a 5-10 minute presentation for at least three classes. Depending on the number of students more than one student may be asked to present in any particular class, or students may be given the opportunity to make more than three presentations. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions. The best two presentations and the best two reports will be used to calculate the final grade for the module.</p>		
Preparation for the course		
<p>The course will be given in English. Each student will be asked to prepare a 5-10 minute presentation for at least three classes. Depending on the number of students more than one student</p>		

may be asked to present in any particular class, or students may be given the opportunity to make more than three presentations. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions. The best two presentations and the best two reports will be used to calculate the final grade for the module.

Textbooks

See the module handout for a list of reference materials for each session.

Suggested readings

See the module handout for a list of reference materials for each session.

Grading policy

90%: S 80%: A 70%: B 60%: C Below 59%: Fail

Presentations: 50%

Post-Presentation Reports: 50%

Other

None.

Course number: (GB)MAN551E		
Name of Course	Credit	Name of Professor
Information Science B	2 credits	Andrew Alexander ADAMS
Course description and Attainment Target		
<p>The Knowledge Economy is a key element of modern business. Information processing is the core technology which underpins the knowledge economy. Key concepts of information processing as part of a modern business will be presented in this course, together with links to the work of key thinkers in the role of information and knowledge in modern businesses. This is one of two courses which may be taken independently, but which together will add up to a broad understanding of the role of information and information technology in business. In this course the focus is on information flows into and out of the organisation, including legal requirements to provide information to regulators, customer and public relations, and inter-organisational information flow. The lectures are arranged into three themes: Technology, Security, People.</p>		
Course content		
<p>Week 1 : Introduction: Information, Technology and Business Organisation  Week 2 : Key Ideas: Place, Network, Interaction, Leverage  Week 3 : Technology 1: External Communications: From the Letter to the Web Order  Week 4 : Technology 2: The Internet and the Web  Week 5 : Technology 3: Interfaces  Week 6 : Security 1: Information Security Concepts  Week 7 : Security 2: External Information Security Policies  Week 8 : People 1: Game Theory  Week 9 : People 2: Competition  Week 10 : People 3: Cooperation  Week 11 : Security 3: Mashup Corporations  Week 12 : Security 4: Legal Requirements on Information  Week 13 : Security 5: Social Engineering Tricks and Counter-Measures  Week 14 : Conclusions: The Information Revolution and the Knowledge Economy</p>		
Prerequisites and registration requirements		
<p>The course will be given in English. Each student will be asked to prepare a 5-10 minute presentation for at least three classes. Depending on the number of students more than one student may be asked to present in any particular class, or students may be given the opportunity to make more than three presentations. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions. The best two presentations and the best two reports will be used to calculate the final grade for the module.</p>		
Preparation for the course		
<p>The course will be given in English. Each student will be asked to prepare a 5-10 minute presentation for at least three classes. Depending on the number of students more than one student</p>		



may be asked to present in any particular class, or students may be given the opportunity to make more than three presentations. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions. The best two presentations and the best two reports will be used to calculate the final grade for the module.

#### Textbooks

See the module handout for a list of reference materials for each session.

#### Suggested readings

See the module handout for a list of reference materials for each session.

#### Grading policy

90%: S 80%: A 70%: B 60%: C Below 59%: Fail

Presentations: 50%

Post-Presentation Reports: 50%

#### Other

None.

Course number: (GB)ECN511E		
Name of Course	Credit	Name of Professor
Microeconomics A	2 credits	KATO RAY Ryuta
Course description and Attainment Target		
<p>The aims of this course are to introduce the fundamental framework of microeconomics to students who are not familiar with microeconomics. Thus, no background in economics is required. While use of mathematical tools will be minimized, several key mathematical tools will be taught to help students understand analytical methods. One of the purposes of this course is to let students understand how much the microeconomic framework is useful to tackle many problems in our society, and thus, in particular, focus will be given on applications of the analytical tools common in microeconomics to lots of issues related to public policies. The goal of this course is to let students understand how much the economics framework can be used for actual issues, and also use the framework to explore several hot issues in our society. Thus, students are expected to equip themselves with analytical tools which are getting more and more common in the social science.</p>		
Course content		
<p>1st: Economic Models I, Chapter 1  2nd: Economic Models II, Chapter 1  3rd: Preferences, Choices and Utility Maximization I, Chapter 2  4th: Preferences, Choices and Utility Maximization II, Chapter 2  5th: Demand Curves and Elasticity I, Chapter 3  6th: Demand Curves and Elasticity II, Chapter 3  7th: Production I, Chapter 6  8th: Production II, Chapter 6  9th: Cost Functions I, Chapter 7  10th: Cost Functions II, Chapter 7  11th: Profit Maximization and Supply I, Chapter 8  12th: Profit Maximization and Supply II, Chapter 8  13th: Perfect Competition, Chapter 9  14th: Final exam and answers, Final exam and provision of answers</p>		
Prerequisites and registration requirements		
<p>There is no specific prerequisite. However, interests in economics and enthusiasm to try to use the economics framework to tackle social problems in our real world are both required. If economics background is relatively weak, strong efforts to get familiar with mathematical tools are also essential.</p>		
Preparation for the course		
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical tools is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>		
Textbooks		
<p>Nicholson, Walter, and Christopher Snyder (2015), [i]Intermediate Microeconomics and Its Application[/i], 12th Edition, Cengage</p>		

ISBN-13: 9781133189022 | ISBN-10: 1133189024

Since a very high discount rate for a purchase is applicable only through the instructor, students should contact the instructor before students intend to purchase it.

#### Suggested readings

While any textbook on microeconomics is useful to understand this course, the following book is suggested to go through.

Varian, Hal R (2014) [i]Intermediate Microeconomics with Calculus: A Modern Approach, [/i] WW Norton & Co

ISBN-10: 0393937143; ISBN-13: 978-039393714537143

#### Grading policy

Two written exams (midterm and final exams) : 80%

Two assignments : 20%

Note: Two written exams (midterm and final) are both open exams.

#### Other

None.

Course number: (GB)ECN511E		
Name of Course	Credit	Name of Professor
Macroeconomics B	2 credits	KATO RAY Ryuta
Course description and Attainment Target		
<p>Based on certain understanding of materials taught in Macroeconomics A, the course expands the analytical framework to explicitly consider the role of money. Then, the impacts of government activities such as government expenditure, taxes and public debt are explored. Furthermore, the course will cover a popular analytical tool in dynamic macroeconomics at the graduate/research level, which is called the overlapping generations model and a different continuous dynamic macro model.</p>		
Course content		
<p>1st: Money and Prices, An introduction of Money to an equilibrium business cycle model  2nd: Inflation, Money Growth, and Interest Rates, Inflation, real and nominal variables  3rd: Money and Business Cycle I, Sticky Price of goods and non-neutrality of money in the short run  4th: Money and Business Cycle II, The New Keynesian Model  5th: World Markets in Goods and Credit, International Macroeconomics  6th: Exchange Rates, Different currencies in the World Market  7th: Government Activities I, Government Expenditure  8th: Government Activities II, Taxes in Macroeconomics  9th: Government Activities III, Public Debt  10th: Overlapping Generations Model I, The Structure of the OLG model  11th: Overlapping Generations Model II, Government in the OLG model  12th: Overlapping Generations Model III, Government Bonds in the OLG model  13th: Continuous Dynamic Models, The Solow Model Reconsidered  14th: Final exam and answers, Final exam and provision of answers</p>		
Prerequisites and registration requirements		
<p>There is no specific prerequisite. However, interests in economics and enthusiasm to try to use the economics framework to tackle social problems in our real world are both required. If economics background is relatively weak, strong efforts to get familiar with mathematical tools are also essential.</p>		
Preparation for the course		
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical tools is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>		
Textbooks		
<p>Barro, Robert J., Angus C. Chu, and Guido Cozzi (2017), [i]Intermediate Macroeconomics[/i], 1st Edition, Cengage  ISBN-13: 9781473725096   ISBN-10: 1473725097</p> <p>Since a very high discount rate for a purchase is applicable only through the instructor, students should contact the instructor before students intend to purchase it.</p>		

### Suggested readings

While any textbook on macroeconomics is useful to understand this course, the following book is suggested to go through.

McCandless, George T Jr. with Neil Wallace (1992) [i]Introduction to Dynamic Macroeconomic Theory: An Overlapping Generations Approach[/i], Harvard University Press

ISBN-10: 0674461118, ISBN-13: 978-0674461116

McCandless, George (2008) [i] The ABCs of RBCs: An Introduction to Dynamic Macroeconomic Models[/i], Harvard University Press

ISBN-10: 0674028147, ISBN-13: 978-0674028142

### Grading policy

Two written exams (midterm and final exams) : 80%

Two assignments : 20%

Note: Two written exams (midterm and final) are both open exams.

### Other

None.

Course number: (GB)ECN641E		
Name of Course	Credit	Name of Professor
Private Sector Development	2 credits	KAMEYAMA Takuji
Course description and Attainment Target		
<p>In the era of globalization, international community has been reaching a broad consensus that Private Investment can be a major driving force for economic growth and poverty alleviation. Indeed Private Investment in particular Foreign Direct Investment (FDI) can bring capital, enhance international trade and transfer higher technology as well as generate employment. In this regard, most countries are competing each other to attract more FDI. Therefore, [u]the critical challenge is how to attract more valuable investment by improving Investment Climate, the policy and business environment that fosters entrepreneurship and private sector development. [/u]</p> <p>[u]The objective of this course is to explore the practical approaches to improve Investment Climate to stimulate private sector activities by discussing theories and practices through various articles and case materials in both developed and developing countries. [/u] However, the course will focus more on developing countries that badly need capital and technology.</p> <p>This course consists of three parts. The first introductory part will discuss the critical factors and policy measures to attract investment, particularly FDI. The second part will examine key 10 issues on investment climate such as infrastructure, business formalization, international trade, financial access and flexible labour market. Finally, students will make presentation to analyze one of the issues covered by the course for particular country (ies) and make recommendations with a view to improving Investment Climate and promote investment in the country (ies) concerned.</p>		
Course content		
<p>&lt;The 1st Class&gt;</p> <p>Course Overview : Why private sector development?</p> <p>In this first class, students will be introduced course overview.</p> <p>&lt;The 2nd Class&gt;</p> <p>FDI Theory</p> <ul style="list-style-type: none"> <li>• Why FDI matters?</li> <li>• Why firms invest abroad?</li> </ul> <p>&lt;The 3rd Class&gt;</p> <p>Key Issue (1) : Entrepreneurship (Business Start Up)</p> <ul style="list-style-type: none"> <li>• Benefits of Entrepreneurship</li> <li>• Regulatory issues</li> <li>• Case Study</li> </ul> <p>&lt;The 4th Class&gt;</p> <p>Key Issue (2) : Business Linkage between MNCs and SMEs</p> <ul style="list-style-type: none"> <li>• Why business linkage needed?</li> <li>• Importance of SMEs</li> <li>• Case Study</li> </ul> <p>&lt;The 5th Class&gt;</p> <p>Key Issue (3) : Financial Access</p> <ul style="list-style-type: none"> <li>• Financial access cost</li> </ul>		

- Regulatory issues

- Case Study

〈The 6th Class〉

Key Issue (4) : Trade and Logistics

- Cross border transaction/logistic cost

- Regulatory issues

- Case Study

〈The 7th Class〉

Key Issue (5) : Labour

- Important issues for labour

- Case Study

〈The 8th Class〉

Key Issue (6) : Public Privat Partnership (PPP)

- Key infrastructure development

- Concept of PPP

- Case Study

〈The 9th Class〉

Key Issue (7) : Special Economic Zone (SEZ)

- Land acquisition and registration

- Industrial Parks and SEZ

- Case Study

〈The 10th Class〉

Key Issue (8) : Regulatory Reform

- Why regulatory reform is needed?

- Regulatory Impact Assessment (RIA)

- Best practices for regulatory reform

〈The 11th Class〉

Key Issue (9) : Sustainable Tourism

- Why tourism?

- How to promote Sustainable Tourism

- Case Study

〈The 12th Class〉

Key Issue (10) : Social Impact Investment

- SDGs and Social Impact Investment

- Case Study

〈The 13th Class〉

Case Study : Examples of Private Sector Development Projects by Japan International Cooperation Agency (JICA)

In this class, some of JICA' s technical cooperation project in Private Sector Development will be introduced and discussed.

〈The 14th Class〉

Presentation

On completing this course, students will make presentation of specific country (ies) ' s case to promote private sector development by improving investment climate. Students can focus any of the issues in this course and discuss the strategy and methodology how to practically solve the problems.”

#### Prerequisites and registration requirements

##### Class Participation and Class Preparation

Reading cases and course materials in advance are absolute requirement. Students' active participation of class discussion is strongly encouraged.

#### Preparation for the course

Students are requested to read cases and make critical summaries in accordance with the instruction of the lecturer.

#### Textbooks

World Bank, [i]World Development Report 2005 : A Better Investment Climate for Everyone[/i], World Bank and Oxford University Press.

OECD, [i]Policy Framework for Investment[/i], 2017 Edition

Students will be distributed other materials in class.

#### Suggested readings

[i]Gudrun Kochendorfer-Lucius and Boris Pleskovic Ed., Investment Climate, Growth, and Poverty, Berlin Workshop Series 2005, World Bank[/i]

[i]World Bank, Doing Business 2020 [/i]

[i]Further reading will be announced. [/i]

#### Grading policy

Class Participation : 50%

Presentation : 50%

#### Other

None.



Course number: (GB) IND515E		
Name of Course	Credit	Name of Professor
Qualitative Research Methods	2 credits	HAYASHI Akiko
Course description and Attainment Target		
<p>This course aims to develop students' knowledge of qualitative research methods and their ability to apply these methods to conduct a masters thesis research project. The course covers various approaches and methods of qualitative research including interviewing, observation, ethnography, and narrative inquiry.</p> <p>Because most of the students in the class will be preparing to write a masters thesis, attention in each class session will be given to hands-on activities that will give students the opportunity to experience how each method works and to get a sense of which of these methods would be the best fit for their research question.</p>		
Course content		
<p>1st</p> <p>Introduction of the course, What is qualitative research?</p> <p>Qualitative research paradigms; Relationship of qualitative to quantitative approaches:</p> <ul style="list-style-type: none"> <li>Qualitative vs. Quantitative</li> <li>Qualitative or Quantitative</li> <li>Qualitative and Quantitative</li> </ul> <p>2nd</p> <p>Interviewing 1</p> <p>Interview formats</p> <p>3rd</p> <p>Interviewing 2</p> <p>Interview structure</p> <p>Cued-responses formats</p> <p>4th</p> <p>Observation 1</p> <p>Types of observation:</p> <ul style="list-style-type: none"> <li>Participant observation</li> <li>Naturalistic observation</li> </ul> <p>Time sampling</p> <p>Event sampling</p> <p>5th</p> <p>Observation 2, Subjectivity and Objectivity</p> <p>6th</p> <p>Ethnography 1</p> <p>What makes an Ethnography Ethnographic?</p> <p>7th</p> <p>Ethnography 2</p> <p>Video/Visual ethnography</p> <p>Educational ethnography</p>		

Classroom ethnography
Multi-context/Multi-sited ethnography
8th
Narrative Inquiry 1
Qualitative research writing as story telling
9th
Narrative Inquiry 2
10th
Case Study 1
What is a case?
11th
Case Study 2
12th
Students' Presentations
Presentation on mini-research project (final paper) conducted by students
13th
Students' Presentations
Presentation on mini-research project (final paper) conducted by students
14th
Closing
Course wrap-up
Prerequisites and registration requirements
The final paper requires students to conduct a qualitative mini-research project by using the qualitative research methods we covered in the class.
Preparation for the course
This course is designed for students to come to understand qualitative methods through collaborative, collective experience. I therefore expect and value preparation to participate in the class discussions and hands-on activities.
Textbooks
To be announced in the class.
Suggested readings
Teaching Embodied: Cultural Practice in Japanese Preschools (2015) , Hayashi and Tobin, The University of Chicago Press
Other reading materials to be announced in the class.
Grading policy
"Class Participation (50%)
Research project paper (30%)
Class Presentation (20%) "
Other
None.

Course number: (GB)LAN512E		
Name of Course	Credit	Name of Professor
Elementary Academic English	2 credits	NAOUMI EVELYN Joyce
Course description and Attainment Target		
<p>This course is designed to review basic academic writing skills. It offers students an opportunity to revisit their academic experiences through short writing assignments which reflect the conventions of academic writing. At the end of the course students must submit an 800 word writing assignment on a topic of their choice. The paper should conform to the expectations of an academic paper by being written in an academic style and by being adequately supported by other sources, which are correctly cited and referenced.</p>		
Course content		
<p>1st            What is academic writing?            This introduces the features of academic writing that will be covered by the course.</p> <p>2nd            The paragraph - the building block of academic writing            Students will analyze the structure of academic sentences and paragraphs</p> <p>3rd            Different types of paragraph            Introduction to description, process, opinion, comparison and contrast paragraphs</p> <p>4th            Essay structure            Important elements in introductions, body paragraphs and conclusions</p> <p>5th            Essay types 1 - Description and process            Analyzing description and process essays - the importance of outlines - Assignment 1</p> <p>6th            What are your areas of difficulty in academic writing?            Common errors in academic writing</p> <p>7th            Essay types 2 - opinion            Analyzing opinion essays - the difference between fact and opinion - Assignment 2</p> <p>8th            Summary and paraphrase            In class worksheets</p> <p>9th            Citation and reference            In class worksheets</p> <p>10th            Describing visuals            In class worksheets</p> <p>11th</p>		

Essay types 3 - comparison and contrast

Analyzing comparison and contrast essays - cohesion and coherence - Assignment 3

12th

Narrowing topics - using sources more effectively

In class worksheets - Final Assignment

13th

Checking the first draft

Common errors in academic writing - the importance of checklists

14th

What have you learnt about academic writing?

In class worksheets

Prerequisites and registration requirements

None.

Preparation for the course

All materials given by the instructor must be previewed and assigned tasks completed before and after class.

Textbooks

All materials will be provided by the instructor.

Suggested readings

A list of references will be provided by the instructor.

Grading policy

In class participation and worksheets 40%; assignments 1,2 and 3 35%; Final paper 25%.

Other

None.

Course number: (GB)LAN512E		
Name of Course	Credit	Name of Professor
Intermediate Academic English (Writing)	2 credits	NAOUMI EVELYN Joyce
Course description and Attainment Target		
<p>This class offers students the opportunity to practice more advanced writing skills necessary for writing up research. By the end of the course students will have written a 2,000 word research paper that introduces a problem, evaluates objectively alternative solutions and concludes with a recommendation. There will be an emphasis on effective paraphrasing and summarizing skills and the importance of critical thinking.</p>		
Course content		
<p>1st Academic writing basics Review of basic academic writing conventions - Assignment 1</p> <p>2nd Research writing skills Critical reading and effective note-taking and citation and referencing</p> <p>3rd Avoiding plagiarism Quotation, paraphrase and summary - in class worksheets</p> <p>4th Stance Critical reviews - Assignment 2</p> <p>5th Describing problems Analyzing cause and effect in introducing problems</p> <p>6th Background and previous research Analyzing the use of background information and previous research</p> <p>7th The cause and effect essay Analyzing a cause and effect essay - Assignment 3 - 800 word cause and effect essay</p> <p>8th Evaluating alternative solutions Analyzing different ways of presenting arguments</p> <p>9th Support Data description, fact versus opinion and taking a stance towards solutions</p> <p>10th Writing recommendations Hedges and boosters - how well is the recommendation supported?</p> <p>11th Planning a paper</p>		

Revising outlines - submit an outline for the final paper

12th

Revising a paper 1

The first draft - revisiting stance, support and avoiding plagiarism

13th

Revising a paper 2

Proof reading and editing

14th

Presenting a paper

Presentation of paper content

#### Prerequisites and registration requirements

Students need to be familiar with the basics of academic writing conventions, including summary, citation and reference as this course assumes a basic grasp of these.

#### Preparation for the course

Students are expected to preview and review the materials assigned by the instructor. Students are expected to use the skills taught in this course in research and writing their paper.

#### Textbooks

The instructor will provide all materials.

#### Suggested readings

The instructor will recommend materials

#### Grading policy

In class participation and assigned tasks 40%; critical review 25%; final paper 35%.

#### Other

Students are expected to resubmit revisions of assignments.

Course number: (GB)LAN512E		
Name of Course	Credit	Name of Professor
Intermediate Academic English (Communication)	2 credits	NAOUMI EVELYN Joyce
Course description and Attainment Target		
<p>This course develops communication skills in academic settings. Listening and note-taking skills, skills for more effective participation in seminars, and research presentation skills are all problematic areas for students studying specialized content through the medium of English. The materials used in this course offer students the opportunity to develop their skills by engaging with stimulating content and reflecting on their performance. By the end of the course students should be able to lead and participate more effectively in seminars, make effective presentations and evaluate their progress.</p>		
Course content		
<p>1st  Introductions  Introduction to the course, self introductions and introducing others</p> <p>2nd  Interaction in English  Language for discussion, cultural issues</p> <p>3rd  Replicating lectures 1  Listening and note-taking skills, discussion based on content</p> <p>4th  Replicating lectures 2  Use of visuals, discussion</p> <p>5th  Five-slide presentation 1  Focused presentations - Q&amp;A - Presentation 1</p> <p>6th  Five-slide presentation 2  Student presentations - preparation for discussion on criteria for evaluating presentations</p> <p>7th  What is an effective presentation?  Presentation criteria</p> <p>8th  Reading for seminars  Exchanging articles - summary skills</p> <p>9th  Discussion  Student led discussion and written summary</p> <p>10th  Discussion  Student led discussion and written summary</p>		

11th Problem-solution presentation Revising presentations - Presentation 2
12th Student presentations Feedback
13th Revised Student presentations self- assessment task
14th What have I learnt this semester? Discussion
Prerequisites and registration requirements
Open for all students.
Preparation for the course
Students must prepare for class by doing the assigned pre-class assignments and follow up tasks.
Textbooks
All materials will be provided by the instructor.
Suggested readings
Reference materials will be recommended by the instructor.
Grading policy
Participation and in class presentations 50%; individual assignments 40%; self -evaluation 10%.
Other
None.



Course number: (GB)LAN512E		
Name of Course	Credit	Name of Professor
Advanced Academic English	2 credits	NAOUMI EVELYN Joyce
Course description and Attainment Target		
<p>Listening to lectures, effective note-taking skills and the ability to summarize and recall lectures have been identified as problematic for students taking English medium courses. Students then use the information obtained from the listening materials in discussions and short in - class presentations in the first part of the course. The second part focusses more on research presentations and developing presentation skills. By the end of the course students should have more confidence in discussing and presenting their research.</p>		
Course content		
<p>1st  Introductions  Introduction to the course, self-introductions and introducing others</p> <p>2nd  Lecture  Listening to lectures, note-taking and recall, language for group interaction</p> <p>3rd  The 5-slide presentation  Presentation skills - focus and structure</p> <p>4th  The 5-slide presentation  Student presentations</p> <p>5th  Lecture  Listening to lectures, note-taking and recall, language for group interaction</p> <p>6th  What makes a good presentation?  In class discussion - criteria for evaluating presentations</p> <p>7th  Presentation  Students evaluate a presentation</p> <p>8th  Lecture  Students use the lecture to make their own presentations</p> <p>9th  Presentation skill development 1  Delivery skills and Q&amp;E</p> <p>10th  Presentation skill development 2  Using visuals effectively</p> <p>11th</p>		

Poster presentations  
How to make an effective poster  
12th  
Going it alone  
Student presentations and feedback  
13th  
Revised presentations and feedback  
14th  
Self-evaluation  
Discussion activity

Prerequisites and registration requirements

Students with less confidence in their English interactive skills are recommended to take an intermediate academic English course focusing on communication in academic settings before this course.

Preparation for the course

Students are expected to review materials assigned by the instructor before class and to practice the skills taught in this class in their other classes. Students will be given the lecture theme the week before and are expected to familiarize themselves with it. There will be reflection activities after class.

Textbooks

All materials will be provided by the instructor.

Suggested readings

None.

Grading policy

Participation and preparation 50%; assignments 40%; self-evaluation 10%.

Other

The course may be tailored to suit student needs.

Course number: (GB)MAN561E		
Name of Course	Credit	Name of Professor
Transnational Management A	2 credits	SUMI Atsushi
Course description and Attainment Target		
<p>〈Outline〉</p> <p>Globalization of nation's socio-economy influences corporations in a variety of ways, and one of its salient characteristics could be seen in increasing cross border trade and foreign direct investment. This is most evident in the recent shift in the strategic goals of many corporations; the change from the export-oriented, multi-domestic strategy where corporations focus on internationalizing only selected divisions to the more global strategy where corporations actively aim at building profit centers worldwide.</p> <p>Global competition has increased its complexity as well. The emerging newly industrialized nations as represented by the BRICs, and the increasing emphasis on regionalization and regional economic alliances have necessitated corporations to change their managerial practices to cope with the turbulent global environments. Under these changes in today's international political economy, Japanese corporations are compelled to develop the international human resources who are able to actively cope with urgent global challenges. Foreign affiliated companies in Japan, in contrast, are known to be more successful in the localization of their management practices. The course aims at addressing these rising challenges and issues in the international management and understanding them from wider perspectives. The course will have more emphases on theories of international management as compared to the undergraduate class. The class lectures will consist of English lectures (100%). Discussions are scheduled once in every two weeks after 50 minutes lecture.</p> <p>〈Objectives〉</p> <p>By using English language, students will have good understandings of globalization and the international environments, and the ways in which they affect companies doing business abroad.</p>		
Course content		
<p>1a : Course Introduction</p> <p>    b : What is International Management?</p> <p>2. Globalization</p> <p>3a : Globalization</p> <p>    b : Discussion</p> <p>4-5. National Differences in Political Economy</p> <p>6a : National Differences in Political Economy</p> <p>    b : Discussion</p> <p>7. Political Economy and Economic Development</p> <p>8a : Political Economy and Economic Development</p> <p>    b : Discussion</p> <p>9-11. Differences in Culture</p> <p>12a : Differences in Culture</p> <p>    b : Discussion</p> <p>13. Individual Presentation (1)</p> <p>14. Individual Presentation (2)</p>		

Prerequisites and registration requirements
<p>Students who wish to enroll in this course must attend the first class on course introduction.</p> <p>※本科目の履修に必要な英語力の目安は、TOEIC 700 程度である。</p> <p>The TOEIC level necessary for registering for this course is around 700.</p>
Preparation for the course
<p>Regular attendance is required due to English language-based lectures.</p>
Textbooks
<p>Global Business Today, 9th edition, International Student Edition (2016), by Charles W. L. Hill and G. Tomas M. Hult, McGraw-Hill.</p>
Suggested readings
<p>Will be introduced whenever necessary in class.</p>
Grading policy
<p>Course Evaluation will be based on the following criteria:</p> <p>PLAN A or PLAN B to be discussed in the first class meeting.</p> <p>PLAN A</p> <ul style="list-style-type: none"> <li>• Case Report 90% (English report: A4 4~5 pages, 1200-1600 words)</li> <li>• Overall Class Participation 10% (including group discussions)</li> </ul> <p>PLAN B</p> <ul style="list-style-type: none"> <li>• Each student will deliver an oral report of the textbook sections with brief resume for 5 to 6 times during the semester. 90%</li> <li>• Overall Class Participation 10% (including group discussions)</li> </ul>
Other
<p>None.</p>

Course number: (GB)MAN561E		
Name of Course	Credit	Name of Professor
Transnational Management B	2 credits	SUMI Atsushi
Course description and Attainment Target		
<p>〈Outline〉</p> <p>Globalization of nation's socio-economy influences corporations in a variety of ways, and one of its salient characteristics could be seen in increasing cross border trade and foreign direct investment. This is most evident in the recent shift in the strategic goals of many corporations; the change from the export-oriented, multi-domestic strategy where corporations focus on internationalizing only selected divisions to the more global strategy where corporations actively aim at building profit centers worldwide.</p> <p>Global competition has increased its complexity as well. The emerging newly industrialized nations as represented by the BRICs, and the increasing emphasis on regionalization and regional economic alliances have necessitated corporations to change their managerial practices to cope with the turbulent global environments. Under these changes in today's international political economy, Japanese corporations are compelled to develop the international human resources who are able to actively cope with urgent global challenges. Foreign affiliated companies in Japan, in contrast, are known to be more successful in the localization of their management practices. The course aims at addressing these rising challenges and issues in the international management and understanding them from wider perspectives. The course will have more emphases on theories of international management as compared to the undergraduate class. The class lectures will consist of English lectures (100%). Discussions are scheduled once in every other weeks after 50 minutes lecture.</p> <p>〈Objectives〉</p> <p>By using English language, students will have good understandings of the basic theoretical issues of International Business.</p>		
Course content		
<p>1a : Introduction</p> <p>    b : What is International Management?</p> <p>2. Foreign Direct Investment</p> <p>3-4. The Strategy of International Business</p> <p>5a : The Strategy of International Business</p> <p>    b : Discussion</p> <p>6. Entering Foreign Markets</p> <p>7a : Entering Foreign Markets</p> <p>    b : Discussion</p> <p>8. Global Production, Outsourcing, Logistics</p> <p>9a : Global Production, Outsourcing, Logistics</p> <p>    b : Discussion</p> <p>10. Global Marketing and R&amp;D</p> <p>11-12. Global Human Resource Management</p> <p>13. Individual Presentation (1)</p> <p>14. Individual Presentation (2)</p>		

Prerequisites and registration requirements
<p>Students who wish to enroll in this course must attend the first class on course introduction.</p> <p>※本科目の履修に必要な英語力の目安は、TOEIC 700 程度である。</p> <p>The TOEIC level necessary for registering for this course is around 700.</p>
Preparation for the course
<p>Regular attendance is required due to English language-based lectures.</p>
Textbooks
<p>Global Business Today, 9th edition, International Student Edition (2016), by Charles W. L. Hill and G. Tomas M. Hult, McGraw-Hill.</p>
Suggested readings
<p>Will be introduced whenever necessary in class.</p>
Grading policy
<p>Course Evaluation will be based on the following criteria:  PLAN A or PLAN B to be discussed in the first class meeting.</p> <p>PLAN A</p> <ul style="list-style-type: none"> <li>• Case Report 90% (English report: A4 4~5 pages, 1200-1600 words)</li> <li>• Overall Class Participation 10% (including group discussions)</li> </ul> <p>PLAN B</p> <ul style="list-style-type: none"> <li>• Each student will deliver an oral report of the textbook sections with brief resume for 5 to 6 times during the semester. 90%</li> <li>• Overall Class Participation 10% (including group discussions)</li> </ul>
Other
<p>None.</p>

Course number: (GB)MAN551E		
Name of Course	Credit	Name of Professor
E Commerce A	2 credits	Andrew Alexander ADAMS
Course description and Attainment Target		
<p>E Commerce is often represented as a new way of doing business. Commerce has been conducted electronically since the introduction of the telegraph system in the mid-19th century, however. Legal issues such as contracts, regulatory issues such as advertising control, and a broad range of other concepts have all gradually evolved as more and different modes of electronic commerce have become available. In this module, the development and implications of ecommerce involving general customers/consumers is presented, covering both business to customer (B2C) and customer to customer (C2C) ecommerce issues.</p>		
Course content		
<p>Week 1 : Introduction to ECommerce  Week 2 : Theories of ECommerce  Week 3 : B2C Basics  Week 4 : Infrastructure 1: Front Ends  Week 5 : Infrastructure 2: Payment Systems  Week 6 : Infrastructure 3: Fulfilment  Week 7 : B2C Etail  Week 8 : B2C Services  Week 9 : Social Platforms and ECommerce  Week 10 : C2C Basics  Week 11 : Infrastructure 4: Reputation  Week 12 : Case Study: Amazon  Week 13 : Case Study: Rakuten  Week 14 : Conclusions</p>		
Prerequisites and registration requirements		
<p>The course will be given in English. For Lectures 3-13, a student (or none, or more than one, depending on class size) will be required to prepare a 5-10 minutes presentation (with slides) on the relevant topic. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions.</p>		
Preparation for the course		
<p>The course will be given in English. For Lectures 3-14, a student (or none, or more than one, depending on class size) will be required to prepare a 5-10 minutes presentation (with slides) on the relevant topic. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions.</p>		

Textbooks
E-commerce: Business Technology, Society (9th Edition). Laudon Traver. Pearson. 2013.
Suggested readings
See the module handout for a list of reference materials for each session.
Grading policy
90%: S 80%: A 70%: B 60%: C Below 59%: Fail Presentations: 50% Post-Presentation Reports: 50%
Other
None.



Course number: (GB)MAN551E		
Name of Course	Credit	Name of Professor
E Commerce B	2 credits	Andrew Alexander ADAMS
Course description and Attainment Target		
<p>E Commerce is often represented as a new way of doing business. Commerce has been conducted electronically since the introduction of the telegraph system in the mid-19th century, however. Legal issues such as contracts, regulatory issues such as advertising control, and a broad range of other concepts have all gradually evolved as more and different modes of electronic commerce have become available. In this module, the development and implications of ecommerce involving businesses and government is presented, covering both business to business (B2B) and business to government (B2G) and government to business (G2B) ecommerce issues.</p>		
Course content		
<p>Week 1 : Introduction to ECommerce  Week 2 : Theories of ECommerce  Week 3 : B2B Basics  Week 4 : B2B Infrastructure  Week 5 : B2B Fulfilment  Week 6 : B2G Services  Week 7 : G2B Case Study: Go2Paper  Week 8 : B2B Case Study: Toyota Production System: Just in Time  Week 9 : B2B Case Study: Shutterstock  Week 10 : B2G Basics  Week 11 : B2G Case Study: e-procurement and anti-corruption  Week 12 : G2B Basics  Week 13 : G2B Case Study: NIC Inc.  Week 14 : Conclusions</p>		
Prerequisites and registration requirements		
<p>The course will be given in English. For Lectures 3-12, a student (or none, or more, depending on class size) will be required to prepare a 5-10 minutes presentation (with slides) on the relevant topic. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions.</p>		
Preparation for the course		
<p>The course will be given in English. For Lectures 3-12, at least one student (or none, or more, depending on class size) will be required to prepare a 5-10 minutes presentation (with slides) on the relevant topic. Other students will be expected to critique the presentation. The lecturer will then present a broader analysis of the topic, followed by a discussion of the issues raised. The student (s) who prepared the presentation will then write a report on the outcomes of the session, including a revised written form of their presentation (taking into account feedback from other students and the lecturer), the main topics of the discussion and related questions.</p>		

Textbooks
E-commerce: Business Technology, Society (9th Edition). Laudon & Traver. Pearson. 2013.
Suggested readings
See the module handout for a list of reference materials for each session.
Grading policy
90%: S 80%: A 70%: B 60%: C Below 59%: Fail Presentations: 50% Post-Presentation Reports: 50%
Other
None.

Course number: (GB)MAN591E		
Name of Course	Credit	Name of Professor
Organizational Psychology A	2 credits	KIM Soyeon
Course description and Attainment Target		
<p>From a perspective of employer, sustaining competitiveness by improved performance is a critical issue that should be in consideration. The issue can be studied from various views; however, this course sees such issue from as a people side. Since people are a valuable asset to companies, understanding people is essential to successful management. In particular, their needs, values, attitudes, and behaviors should be understood to properly manage them and maximize their capabilities.</p> <p>The primary purpose of this course is to introduce main concepts or ideas of organizational psychology. The course particularly focuses on the substantive psychological and behavioral issues of people, interpersonal relationships, and the influences of contextual factors on people in organizations. The subjects of individual attitude, perception, and decision making process will be covered in detail. From the course completed, students will be able to comprehend key theories and principles pertinent to organizational psychology and behavior. Their enhanced knowledge will help to identify and diagnose current organizational issues at hand. Further, based on the concepts and theoretical frameworks, students are required to propose and present their own research idea on one of the topics that are covered over the course.</p>		
Course content		
<p>Week 1 : Introduction to Organizational Psychology</p> <p>Week 2 : Diversity in Organizations</p> <p>Week 3 : Attitude and Job satisfaction (I)</p> <p>Week 4 : Attitude and Job satisfaction (II)</p> <p>Week 5 : Emotions and Moods</p> <p>Week 6 : Personality and Values (I)</p> <p>Week 7 : Personality and Values (II)</p> <p>Week 8 : Research Proposal</p> <p>Week 9 : Perception and Individual Decision Making (I)</p> <p>Week 10 : Perception and Individual Decision Making (II)</p> <p>Week 11 : Business Case Analysis</p> <p>Week 12 : Motivation Concepts</p> <p>Week 13 : Motivation to Applications</p> <p>Week 14 : Research Presentation</p>		
Prerequisites and registration requirements		
<p>Students have a variety of learning opportunities in class not only from lectures but also interactive discussion and group activities. Therefore, proactive attitude toward study is highly encouraged in class. As an instructor, I will provide constructive and informative feedback to your class activities. Since Organizational Psychology A &amp; B are one module, students completing this course are encouraged to proceed to Organizational Psychology B.</p>		
Preparation for the course		
<p>Every class will be done by following the stipulated class schedule. Students are required to</p>		

have brief knowledge before class by reading the book chapter and prepared articles. Students are also required to complete assignments and submit them in time.

#### Textbooks

Robbins, S.P., & Judge, T. A. (2014). Essentials of organizational behavior (12th ed.), Pearson. ISBN: 0273787012

#### Suggested readings

Spector, P. E. (2016). Industrial and organizational psychology: Research and practice (7th ed.), Wiley. ISBN-10: 1119386144

Additional materials including academic papers and business cases will be provided during the class. Such materials will be used for discussion in class.

#### Grading policy

-Class presentation: 30%

-Class discussion and participation: 30%

-Writing individual research paper and presentation: 40%

#### Other

The instructor reserves the right to make changes to the syllabus during the course. If any change is made, they will be announced in advance.

Course number: (GB)MAN521E		
Name of Course	Credit	Name of Professor
Business Management and Organization 1A	2 credits	NAKAMURA Toraaki
Course description and Attainment Target		
<p>This course is intended to provide in-depth knowledge of Japanese economic history and management systems. The course will also explain archetypal organizational structures and operational systems in Japanese organizations such as the business affiliation and small-medium sized companies after the bubble economy. Through this course, students will learn the essential knowledge for functioning effectively in a Japanese economic history and have the discussion of each topic with your master thesis. We sometimes go outside of classroom and take a factory or company tour.</p>		
Course content		
<p>Week 1 Introduction/Research Design  Week 2 The post-World War II: Economic Expansion of Japan  Week 3 Era of High-speed Economic Growth  Week 4 Bubble Economy Burst  Week 5 After Bubble Economy Burst and Management Style  Week 6 Japanese Socioeconomic Condition 2000-2010  Week 7 Japanese Socioeconomic Condition at the Present Time  Week 8 Introduction of Case Study 1: Japanese Central Economic Policy  Week 9 Introduction of Case Study 2: Japanese Local Economic Policy  Week 10 Introduction of Case Study 3: Japanese Culture and Management  Week 11 Introduction of Case Study 4: Local Industry (Shopping Street)  Week 12 Introduction of Case Study 5: Small and Medium-Size Enterprises  Week 13 Introduction of Case Study 6: Global Partnership  Week 14 Summary</p>		
Prerequisites and registration requirements		
<p>Students should regard classes as important and attend all classes. Students should be at school before the first bell rings and should not be late for school or absent from school.</p>		
Preparation for the course		
<p>Students should develop an effective resume that can be utilized for your next class and give students who take this course an resume of your report.</p>		
Textbooks		
<p>Morgan, James C. and Morgan, J Jeffrey (1991) Cracking the Japanese Market: Strategies for Success in the New Global Economy, The Free Press/New York</p>		
Suggested readings		
<p>Bucknall, Kevin B. (2006) Japan: Doing Business in a Unique Culture, Boson Books</p>		
Grading policy		
<p>1. Participation in class 20% (participation in activities) 2. Presentations 20% 3. Course Questionnaire 10% 4. Homework 20% 5. Term Paper 30%</p>		
Other		
<p>None.</p>		

Course number: (GB)MAN521E		
Name of Course	Credit	Name of Professor
Business Management and Organization 1B	2 credits	NAKAMURA Toraaki
Course description and Attainment Target		
<p>This course is intended to provide in-depth knowledge of Japanese culture and management systems. The course will clarify the unique features of organizational behavior in the typical Japanese organizational culture and management culture. The course will also explain archetypal organizational structures and operational systems in small-medium sized companies. Through this course, students will learn the essential knowledge for functioning effectively in a Japanese organization and have the discussion of each topic. We sometimes go outside of classroom and take a factory or company tour. This course will help you to write your thesis too.</p>		
Course content		
<p>Week 1 Introduction/Research Design  Week 2 Inside the Japanese Market 1: Structure of Japanese Market and Policy  Week 3 Inside the Japanese Market 2: Structure of Japanese Market and Industry  Week 4 Japanese Private Company and Culture 1: Business Culture  Week 5 Japanese Private Company and Culture 2: Organizational Culture  Week 6 Japanese Public Management and Culture 1: Structure of Japanese Government and Management  Week 7 Japanese Public Management and Culture 2: Public Management and Policy  Week 8 Introduction of Case Study 1: Small and Medium-Size Enterprises  Week 9 Introduction of Case Study 2: Large Corporation  Week 10 Introduction of Case Study 3: Comparative Study, US and Japan  Week 11 Introduction of Case Study 4: Comparative Study, UK and Japan  Week 12 Introduction of Case Study 5: Traditional Culture  Week 13 Introduction of Case Study 6: History and Culture  Week 14 Summary</p>		
Prerequisites and registration requirements		
<p>Students should regard classes as important and attend all classes. Students should be at school before the first bell rings and should not be late for school or absent from school.</p>		
Preparation for the course		
<p>Students should develop an effective resume that can be utilized for your next class and give students who take this course a resume of your report.</p>		
Textbooks		
<p>Ivancevich, John M. Robert, Konopaske, Matteson, Michale T. (2011) [i]Organizational Behavior and Management[/i], McGraw-Hill: Irwin</p>		
Suggested readings		
<p>Bucknall, Kevin B. (2006) [i]Japan: Doing Business in a Unique Culture[/i], Boson Books  Morgan, J. Jeffrey and Morgan, James C. (1991) [i]Cracking The Japanese Market[/i], A Division of Macmillan, Inc.</p>		
Grading policy		
<p>1. Participation in class 20%(participation in activities) 2. Presentations 20% 3. Course Questionnaire 10% 4. Homework 20% 5. Term Paper 30%</p>		

Other

None.

Course number: (GB)MAN521E		
Name of Course	Credit	Name of Professor
Business Management and Organization 2A	2 credits	Jean-Lauren Germain VIVIANI
Course description and Attainment Target		
The course will present the basic concepts, methods and techniques of bank management and banking risks management		
Course content		
<ol style="list-style-type: none"> <li>1. Presentation of the various Financial Intermediaries</li> <li>2. Opportunities/Threats to financial institutions (competition, big data, IA...)</li> <li>3. Bank Activities analysis</li> <li>4. Bank Performance analysis</li> <li>5. Bank risk exposures: components of a risk exposure measurement system</li> <li>6. Bank market risk exposures modelling (1): VaR, CVaR</li> <li>7. Bank market risk exposures modelling (2): interest rate risk, stock markets risk, currencies risk</li> <li>8. Statistical Methods to estimate market risk (weighting of observations, GARCH, implied volatility)</li> <li>9. Backtesting (Exceptions method)</li> <li>10. Stress tests - Scenario analysis</li> <li>11. Historical simulations</li> <li>12. Monte Carlo simulations</li> <li>13. Bank equity management and bank performance (RAROC)</li> <li>14. Students presentation</li> </ol>		
Prerequisites and registration requirements		
<p>This course is conducted in English. Basic knowledge in statistics is required.</p> <p>Course contents may be modified according to circumstances such as number of students and academic ability.</p>		
Preparation for the course		
<p>This course is conducted in English. Basic knowledge in statistics is required.</p> <p>Course contents may be modified according to circumstances such as number of students and academic ability.</p>		
Textbooks		
Financial Institutions Management .A. Saunders M.M. Cornett, McGrawHill		
Suggested readings		
Reference documents will be distributed at each class.		
Grading policy		
Class attendance and participation (40%), groupwork (30%), final exam (30%)		
Other		
None.		



Course number: (GB)MAN521E		
Name of Course	Credit	Name of Professor
Business Management and Organization 2B	2 credits	Jean-Lauren Germain VIVIANI
Course description and Attainment Target		
<p>The purpose of the course is for students to understand the basic financial decisions of a company. The course will expose technical aspects of corporate finance and propose several examples and exercises in order for students to master the various tools presented.</p>		
Course content		
<p>1 Time value of Money 1  2 Time value of Money 2  3 Capital budgeting 1  4 Capital budgeting 2  5 Case study in capital budgeting  6 Introduction to risk and return  7 Portfolio theory  8 CAPM (cost of equity capital)  9 Debt analysis (cost of debt)  10 Capital market efficiency  11 Case study on equity and debt analysis  12 Capital structure theory 1  13 Capital structure theory 2  14 Case study on capital structure theory</p>		
Prerequisites and registration requirements		
None.		
Preparation for the course		
<p>The courses will be given in English.  Course contents may be modified according to circumstances such as number of students and academic ability.</p>		
Textbooks		
BREALEY MYERS ALLEN Principles of Corporate Finance, McGrawHill		
Suggested readings		
Reference documents will be distributed at each class.		
Grading policy		
Class attendance and participation (40%), groupwork (30%), final report (30%)		
Other		
None.		

Course number: (GB)MAN521E		
Name of Course	Credit	Name of Professor
Organizational Behavior A	2 credits	Dassanayake Mudiyanselage SAMAN
Course description and Attainment Target		
<p>Human behavior in an organization is a critical determinant of its profitability, growth, and survival as well as performance and well-being of its employees. This micro Organizational Behavior course aims to provide learning partners with an opportunity to undertake an in-depth examination of individual and group/team behavior in organizations with related theories, concepts, and practices. Furthermore, it builds a platform for these learning partners to appreciate an interdisciplinary behavioral science approach to understanding, predicting, and managing individual and group behavior in organizational settings.</p> <p>At the end of this course, learning partners will be able to:</p> <ol style="list-style-type: none"> <li>define broadly concepts of individual and group behavior in organizations</li> <li>understand theories related to explaining individual and group behavior in organizations</li> <li>apply theoretical and conceptual knowledge to describe behavioral phenomena occurring in real world organizations</li> <li>lay the foundation for taking related advanced courses in the forthcoming semesters.</li> </ol>		
Course content		
<p>Session 1 The nature of human beings and human behavior in organizations: A cursory glance through fundamentals</p> <p>Session 2 Individual behavior, personality, and values</p> <p>Session 3 Perceiving ourselves and others in organizations</p> <p>Session 4 Workplace emotions, attitudes, and stress</p> <p>Session 5 Case study analysis 1: Oral presentations</p> <p>Session 6 Foundations of employee motivation</p> <p>Session 7 Case study analysis 2: Oral presentations</p> <p>Session 8 Decision making and creativity</p> <p>Session 9 Team dynamics</p> <p>Session 10 Communicating in teams and organizations</p> <p>Session 11 Case study analysis 3: Oral presentations</p> <p>Session 12 Leadership in organizational settings</p> <p>Session 13 Case study analysis 4: Written assignment and oral presentations</p> <p>Session 14 Reflections and course wrap up</p>		
Prerequisites and registration requirements		
<p>There is no pre-requisite course/s.</p> <p>Learning partners could select freely this course, depending on their learning needs and interests. They are welcome to contributing considerably to offering this course by participating actively in the classroom meetings.</p>		

Learning and teaching methods: Short lectures, interactive conversations, chapter-based presentations by learning partners, and case study analyses and presentations by learning partners

[b] Note[/b]: Chapter-based presentations and case study analyses and presentations offer learning partners with a wider platform for improving continuously their public speaking skills.”

#### Preparation for the course

Each learning partner is required to read relevant chapters in the textbook as a preparatory exercise prior to attending each classroom meeting. In an equal magnitude, all learning partners are also encouraged to associate themselves with reputable journals (indexed in Social Sciences Citation Index or Scopus) in Organizational Behavior for understanding current issues of topics covered during the course.

#### Textbooks

McShane, S. L., & Glinow, M. A. V. (2018). [i]Organizational behavior: Emerging knowledge. Global reality[/i] (8th ed.). NY: McGraw-Hill Education.

#### Suggested readings

Learning partners are motivated to read other relevant books too on Organizational Behavior (the latest edition available) for broadening and deepening their knowledge and understanding of micro Organizational Behavior.

Journals (suggestive): Journal of Organizational Behavior, Organizational Dynamics, Academy of Management Perspectives

#### Grading policy

- a) Active participation in the classroom meetings—70%
- b) Case study analysis, i.e. written assignment and oral presentation—30%

No final written examination at the end of the semester

#### Other

Let us learn together about human beings and their behavior in organizations.

Your suggestions and insights are welcome at all times for improving continuously the quality and the relevance of this course as we progress through.

Course number: (GB)MAN521E		
Name of Course	Credit	Name of Professor
Organizational Behavior B	2 credits	Dassanayake Mudiyanseelage SAMAN
Course description and Attainment Target		
<p>This is a continuation of Organizational Behavior A. The aim of this course is to provide learning partners with a learning environment for broadening and deepening their knowledge and understanding of individual and group behavior in organizational settings. Predominantly, the emphasis is given to; a) analyzing case studies and b) reviewing research-based literature, i.e. journal articles, so that learning partners could develop an in-depth understanding of the ongoing debates on topics of micro Organizational Behavior and how they are connected with present day organizations.</p> <p>At the end of this course, learning partners will be able to:</p> <p>a) know deeply practical issues/phenomena/scenarios of understanding, predicting, and managing human behavior in organizations</p> <p>b) identify whether theories already in existence explain sufficiently micro Organizational Behavior-related phenomena occurring in real world organizations</p> <p>c) recognize the relationship between micro Organizational Behavior and Human Resource Management as the former is considered as the foundation for the latter.</p>		
Course content		
<p>Session 1 What micro Organizational Behavior is all about: A cursory glance through fundamentals</p> <p>Session 2 Short lectures on selected topics 1</p> <p>Session 3 Short lectures on selected topics 2</p> <p>Session 4 Case study analysis 1: Oral presentations</p> <p>Session 5 Short lectures on selected topics 3</p> <p>Session 6 Case study analysis 2: Oral presentations</p> <p>Session 7 Reading and reviewing journal article 1</p> <p>Session 8 Reading and reviewing journal article 2</p> <p>Session 9 Reading and reviewing journal article 3</p> <p>Session 10 Case study analysis 3: Oral presentations</p> <p>Session 11 Reading and reviewing journal article 4</p> <p>Session 12 Case study analysis 4: Oral presentations</p> <p>Session 13 Case study analysis 5: Written assignment and oral presentations</p> <p>Session 14 Reflections and course wrap up</p>		
Prerequisites and registration requirements		
<p>There is no pre-requisite course/s.</p> <p>Learning partners could select freely this course, depending on their learning needs and interests. All prospective learning partners are advised to be aware of what is covered in Organizational Behavior A course offered in the spring semester. They are welcome to contributing considerably to offering this course by participating actively in the classroom meetings.</p>		

Learning and teaching methods: Short lectures, interactive conversations, case study analyses and presentations by learning partners, and presentations by learning partners based on reading and reviewing journal articles

[b] Note[/b]: Case study analyses and presentations and presentations based on reading and reviewing journal articles offer learning partners with a wider platform for improving continuously their public speaking skills.

#### Preparation for the course

Course facilitator (lecturer) will inform learning partners during the first classroom meeting itself about case studies and journal articles chosen, so that they will be able to prepare themselves well for discussions and presentations.

#### Textbooks

McShane, S. L., & Glinow, M. A. V. (2018). [i]Organizational behavior: Emerging knowledge. Global reality[/i] (8th ed.). NY: McGraw-Hill Education.

#### Suggested readings

Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). [i]Organizational behavior: An evidence-based approach[/i] (13th ed.). Charlotte, North Carolina: Information Age Publishing, Inc.

[b] Note:[/b] Other books (the latest edition available) on micro Organizational Behavior are also recommended.

Journals (suggestive): Journal of Organizational Behavior, Organizational Dynamics, Academy of Management Perspectives, Academy of Management Review, Academy of Management Journal

#### Grading policy

- a) Active participation in the classroom meetings—70%
- b) Case study analysis, i.e. written assignment and oral presentation—30%

No final written examination at the end of the semester

#### Other

Let us learn together about human beings and their behavior in organizations.

Your suggestions and insights are welcome at all times for improving continuously the quality and the relevance of this course as we progress through.

Course number: (GB)MAN521E		
Name of Course	Credit	Name of Professor
Strategic Management A	2 credits	Dassanayake Mudiyanselage SAMAN
Course description and Attainment Target		
<p>This course is about strategy making and strategy implementing in organizations operating in a competitive business environment. It aims to provide graduate students with an overview of basic concepts and related theories needed for understanding the process of making business strategies and putting them into practice.</p> <p>At the end of this course, graduate students will be able to:</p> <ol style="list-style-type: none"> <li>understand the overall process of how business organizations formulate strategies and executive them</li> <li>identify practical issues of strategy formulation and strategy execution in business organizations</li> <li>analyze various business situations and visualize appropriate strategies for dealing with such business situations.</li> </ol>		
Course content		
<p>Session 1 What strategic management is all about: The nature and scope</p> <p>Session 2 External environment of a business organization: Opportunities, threats, industry competition, and competitor analysis</p> <p>Session 3 Internal environment of a business organization: Resources, capabilities, core competencies, and competitive advantages</p> <p>Session 4 Business-level strategy</p> <p>Session 5 Competitive rivalry and competitive dynamics</p> <p>Session 6 Analyses of strategic focus and a mini-case study 1</p> <p>Session 7 Corporate-level strategy</p> <p>Session 8 Analyses of strategic focus and a mini-case study 2</p> <p>Session 9 Merger and acquisition strategies</p> <p>Session 10 International strategy</p> <p>Session 11 Analyses of strategic focus and a mini-case study 3</p> <p>Session 12 Corporate governance</p> <p>Session 13 Case study analysis: Written assignment and oral presentations</p> <p>Session 14 Reflections and course wrap up</p>		
Prerequisites and registration requirements		
<p>There is no pre-requisite course/s.</p> <p>Learning partners could select freely this course, depending on their learning needs and interests. They are welcome to contributing considerably to offering this course by participating actively in the classroom meetings.</p> <p>Learning and teaching methods: Short lectures, interactive conversations, chapter-based</p>		

presentations by learning partners, and analyses and presentations of strategic foci and mini case studies by learning partners

[b] Note[/b]: Chapter-based presentations and analyses and presentations of strategic foci and mini case studies offer learning partners with a wider platform for improving continuously their public speaking skills.

#### Preparation for the course

Each learning partner is required to read relevant chapters in the textbook as a preparatory exercise prior to attending each classroom meeting. In an equal magnitude, all learning partners are also encouraged to associate themselves with reputable journals (indexed in Social Sciences Citation Index or Scopus) in Strategic Management for understanding current issues of topics covered during the course.

#### Textbooks

Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2017). [i]Strategic management: Competitiveness & globalization: Concepts and cases[/i] (12th ed.). Boston, MA: CENGAGE Learning.

#### Suggested readings

Learning partners are motivated to read other relevant books too on Strategic Management (the latest edition available) for broadening and deepening their knowledge and understanding.

Journals (suggestive): Strategic Management Journal, Harvard Business Review, Management Decision

#### Grading policy

- a) Active participation in the classroom meetings—70%
- b) Case study analysis, i.e. written assignment and oral presentation—30%

No final written examination at the end of the semester

#### Other

Let us learn together about Strategic Management for developing a bird's-eye view of a business organization.

Your suggestions and insights are welcome at all times for improving continuously the quality and the relevance of this course as we progress through.

Course number: (GB)MAN521E		
Name of Course	Credit	Name of Professor
Strategic Management B	2 credits	Dassanayake Mudiyanselage SAMAN
Course description and Attainment Target		
<p>This is a continuation of Strategic Management A. The aim of this course is to provide learning partners with a learning environment for broadening and deepening their knowledge and understanding of strategy formulation and strategy execution in business organizations functioning in a competitive environment. Predominantly, the emphasis is given to discussing research-based literature, i.e. journal articles, so that learning partners could develop an in-depth understanding of the ongoing debates on topics of Strategic Management. The analyses of strategic foci and mini-case studies will complement this by motivating these learning partners to synthesize diverse phenomena of formulating and executing business- and corporate-level strategies.</p> <p>At the end of this course, learning partners will be able to:</p> <ol style="list-style-type: none"> <li>know deeply practical issues/phenomena/scenarios of the process of strategy formulation and execution in business organizations</li> <li>identify major influences on and challenges of strategy formulation and execution in present day business organizations</li> <li>recognize the significance of strategic management as a discipline and practice which draws upon all functional areas of management whilst integrating them for developing a bird's-eye view of a business organization.</li> </ol>		
Course content		
<p>Session 1 What Strategic Management is all about: A cursory glance through fundamentals</p> <p>Session 2 Short lectures on selected topics 1</p> <p>Session 3 Short lectures on selected topics 2</p> <p>Session 4 Short lectures on selected topics 3</p> <p>Session 5 Analyses of strategic focus and mini-case study 1</p> <p>Session 6 Reading and reviewing a journal article 1</p> <p>Session 7 Reading and reviewing a journal article 2</p> <p>Session 8 Reading and reviewing a journal article 3</p> <p>Session 9 Short lectures on selected topics 4</p> <p>Session 10 Reading and reviewing a journal article 4</p> <p>Session 11 Analyses of strategic focus and mini-case study 2</p> <p>Session 12 Analyses of strategic focus and mini-case study 3</p> <p>Session 13 Case study analysis: Written assignment and oral presentations</p> <p>Session 14 Reflections and course wrap up</p>		
Prerequisites and registration requirements		
<p>There is no pre-requisite course/s.</p> <p>Learning partners could select freely this course, depending on their learning needs and interests. All prospective learning partners are advised to be aware of what is covered in Strategic Management</p>		



A course offered in the spring semester. They are welcome to contributing considerably to offering this course by participating actively in the classroom meetings.

Learning and teaching methods: Short lectures, interactive conversations, chapter-based presentations by learning partners, journal article-based presentations by learning partners, and analyses and presentations of strategic foci and mini case studies by learning partners

[b] Note[/b]: Chapter-based presentations, journal article-based presentations, and analyses and presentations of strategic foci and mini case studies offer learning partners with a wider platform for improving continuously their public speaking skills.

#### Preparation for the course

Course facilitator (lecturer) will inform graduate students during the first classroom meeting itself more about journal articles chosen for running this course. Thus, they are required to read this literature in advance for creating more value for interactive classroom meetings.

Course facilitator (lecturer) will inform learning partners during the first classroom meeting itself about strategic foci, mini case studies, and journal articles chosen, so that they will be able to prepare themselves well for discussions and presentations.

#### Textbooks

Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2017). [i]Strategic management: Competitiveness & globalization: Concepts and cases[/i] (12th ed.). Boston, MA: CENGAGE Learning.

#### Suggested readings

Learning partners are motivated to read other relevant books too on Strategic Management (the latest edition available) for broadening and deepening their knowledge and understanding.

Journals (suggestive): Strategic Management Journal, Harvard Business Review, Management Decision, Long Range Planning, International Business Review, Journal of Management Studies, MIT Sloan Management Review

#### Grading policy

- a) Active participation in the classroom meetings—70%
- b) Case study analysis, i.e. written assignment and oral presentation—30%

No final written examination at the end of the semester

#### Other

Let us learn together about Strategic Management for developing a bird's-eye view of a business organization.

Your suggestions and insights are welcome at all times for improving continuously the quality and the relevance of this course as we progress through.

Course number: (GB)ECN558E		
Name of Course	Credit	Name of Professor
Public Financial Management	2 credits	TANAKA Hideaki
Course description and Attainment Target		
<p>Course description and attainment target</p> <p>This course is intended to provide a framework for thinking about how governments can attain sound fiscal performance and to give guidance on the key elements of a well-performing public financial management (PFM) . PFM is concerned with the planning, management, control and accountability of public financial resources and typically includes budgeting, financial management, accounting and auditing. The course presents the theoretical and practical setting for the management of financial resources in the government sector. Students can learn best practices on PFM in the world.</p> <p>Across the world, recent reforms have seen the transfer of management authority from central government to line agencies, and budget and accounting systems adopt more commercially focused models. It is so called, “New Public Management” . The course will also examine the idea of NPM critically, and discuss the transformation of public sector and public governance in the wider sense. The course will focus on not only experiences in developed countries including Japan but also those in developing countries. Students will be encouraged to discuss and analyze issues and problems in their own countries.</p> <p>This course is aimed at officials in the public sector and those who are interested in managing government finances.</p> <p>The first part (class No. 1-3) introduces the framework of public financial management. The second part (class No. 4-13) discusses financial management, budgeting and accounting. The last part (class No.14) covers wider issues and reform of budgetary institutions.</p>		
Course content		
<p>[Week 1]</p> <p>Introduction</p> <p>Objective and outline of course</p> <p>Scope of government</p> <p>Public financial management, budget and political institutions</p> <p>[Week 2]</p> <p>Political economy of public finance and fiscal institutions</p> <p>Nature and problems of government finance including common pool problem</p> <p>Budget and fiscal institutions, political institutions and electoral system</p> <p>Determination of deficit and debt</p> <p>[Week 3]</p> <p>Fiscal policy and rules</p> <p>Overall fiscal trend in OECD (general government balance and debt)</p> <p>Macroeconomic framework of government finance</p> <p>Fiscal policy and roles of fiscal rules</p> <p>Good and bad rules, conditions for making fiscal rules effective in keeping fiscal discipline</p> <p>[Week 4]</p> <p>Medium-term fiscal framework</p>		

How to manage medium-term fiscal framework (MTFF)

[Week 5]

Evaluation and performance/Basics

Theories of evaluation and performance measurement

Logic model

[Week 6]

Evaluation and performance/Practice

Policy evaluation and performance measurement

[Week 7]

Evaluation and performance/Practice

Strategic plan and management

[Week 8]

Performance budgeting

Theories and practices of performance budgeting

How to link evaluation and resource allocation

[Week 9]

State own enterprise and privatization

Nature and classification of goods and services

Pros and Cons of SOE and Government corporations

Development of privatization

[Week 10]

Agency, outsourcing and PFI/PPP

Unbundle of government services

Alternatives to provide public services

Private Finance Initiative (PFI) / Public Private Partnership (PPP)

[Week 11]

Procurement and corruption

Some countries have been reforming procurement system in terms of VFM.

Privatization and decentralization are likely to cause corruption, so the importance of protecting public money should be strengthened.

[Week 12]

Public sector accounting and audit

Role of accounting, budgetary accounting and financial accounting,

Activity-based cost management

Accounting system and standard, cash and accrual accounting

[Week 13]

New public management and public sector governance

Theories and ideas of NPM, pros and cons of NPM

Understanding public administration and civil service system

Relevance of other countries' reform to your countries

Public governance and accountability

Beyond NPM and agenda for modernizing government

Promote fiscal responsibility, assessing budgetary institutions

Transparency, citizens participation

Legislature and independent fiscal institutions

[Week 14]

Conclusion

Summary and conclusion of the course

#### Prerequisites and registration requirements

None.

#### Preparation for the course

Each class is basically organized as follows.

1. All of students are expected to read some of references before a class and are required to have short presentations on a few references from the list or other research questions except the first few classes.
2. The instructor makes comments on students' presentation and provides further information and knowledge, in particular actual examples and experiences. Students are expected to contribute to each session through discussing issues and problems on each topic.

#### Textbooks

No textbook, but the list of references is provided at the first class.

#### Suggested readings

The list of references is provided at the first class.

#### Grading policy

Participation and discussions: 30%, Presentation at class: 30%, Term paper: 40%

A presentation summarizes the content of references above in which a student is interested.

They can also choose other references based on the lecturer's approval. Score of a presentation depends on the following criteria.

(1) Are major points summarized clearly?

(2) A longer presentation may lose points for score. It should be completed within 20 minutes in principle.

A term paper will be due on a date after the week 158, which will be suggested later. Students are recommended to turn in a paper which describes an outline they are going to write by the end of this course in order to direct them to a term paper. A student is suggested to choose a theme from the following examples. He or she can choose other topic which is relevant to the lectures based on lecturer's approval.

(1) To assess PEM, fiscal transparency and other fiscal or budget institution of your country with a standard which international organizations provided.

(2) To describe the nature and characteristics of one or a few of following areas in your country and analyze major problems of it; budgeting, resource allocation, accounting, audit, financial management, privatization and outsourcing.

administration, agency or state-owned enterprise ) and propose a reform plan.

(3) To describe a NPM-type reform in your country and assess it critically.

(4) To compare your country's budgeting and financial management with Japanese or other countries' one.

Score of a term paper depends on the following criteria.

- (1) Are an objective and theme clearly addressed?
- (2) Are issues and problems explained and analyzed with a theoretical framework?
- (3) Is what you learned at classes referred?
- (4) Is a conclusion consistent to main explanations and analysis?
- (5) Are references quoted precisely?

Other

None.

Course number: (GB)ACC541E		
Name of Course	Credit	Name of Professor
Management Control Systems A	2 credits	Jean-Lauren Germain VIVIANI
Course description and Attainment Target		
The course will present the importance of performance measurement and management in Management Control.		
Course content		
<ol style="list-style-type: none"> <li>1. Objective of the company: shareholders' approach 1</li> <li>2. Objective of the company: shareholders' approach 2</li> <li>3. Objective of the company: stakeholders' approach 1</li> <li>4. Objective of the company: stakeholders' approach 2</li> <li>5. Corporate Social Responsibility (CSR)</li> <li>6. Corporate governance 1</li> <li>7. Corporate governance 2</li> <li>8. Performance measurement system: financial performance</li> <li>9. Performance measurement system: nonfinancial performance 1</li> <li>10. Performance measurement system: nonfinancial performance 2</li> <li>11. Management compensation 1</li> <li>12. Management compensation 2</li> <li>13. Case study</li> <li>14. Students presentation</li> </ol>		
Prerequisites and registration requirements		
None.		
Preparation for the course		
<p>This course is conducted in English.</p> <p>Course contents may be modified according to circumstances such as number of students and academic ability.</p>		
Textbooks		
Management Control Systems Robert N Anthony, Vijay Govindarajan		
Suggested readings		
Additional materials including academics papers and business cases will be provided during the class.		
Grading policy		
Class attendance and participation (40%), groupwork (30%), final report (30%)		
Other		
None.		

Course number: (GB)ACC541E		
Name of Course	Credit	Name of Professor
Management Control Systems B	2 credits	Jean-Lauren Germain VIVIANI
Course description and Attainment Target		
The course will present decision methods under risk and uncertainty and how to take into account the risk dimension in Management Control analysis		
Course content		
<ol style="list-style-type: none"> <li>1. Notion of risk and uncertainty</li> <li>2. Attitudes toward risk and uncertainty</li> <li>3. Paradoxes in choice theory (Allais, Ellsberg...)</li> <li>4. Behavioral psychology</li> <li>5. Basic decision analysis in uncertainty</li> <li>6. Case study: Decision trees</li> <li>7. Identifying Strategic Risk</li> <li>8. Managing Strategic Risk</li> <li>9. Strategic Management and real option theory</li> <li>10. Real option valuation</li> <li>11. Case study in real option</li> <li>12. Cost Volume Profit analysis and demand uncertainty</li> <li>13. Case study on Cost Volume Profit analysis and demand uncertainty (Hotel)</li> <li>14. Risk diversification</li> </ol>		
Prerequisites and registration requirements		
None.		
Preparation for the course		
<p>Basic knowledge in statistics and capital budgeting is required.</p> <p>Course contents may be modified according to circumstances such as number of students and academic ability.</p>		
Textbooks		
Reference documents will be distributed at each class.		
Suggested readings		
None.		
Grading policy		
Class attendance and participation (40%), groupwork (30%), final report (30%)		
Other		
None.		

Course number: (GB)ACC531E		
Name of Course	Credit	Name of Professor
Advanced Financial Accounting A	2 credits	NAKASHIMA Masumi
Course description and Attainment Target		
<p>This course provides a comprehensive knowledge of financial accounting and reporting. For each topic covered, the theory and technical details of the U.S. Generally Accepted Accounting Principles (GAAP) are presented and after that, we discuss the differences between the U.S. GAAP and the International Financial reporting (IFRS). The goal is to acquire an in-depth understanding of financial accounting and reporting as accounting profession.</p>		
Course content		
<ol style="list-style-type: none"> <li>1. Introduction: Financial Accounting and Accounting Standards</li> <li>2. Database Learning (1)</li> <li>3. Database Learning (2)</li> <li>4. Conceptual Framework for Financial Reporting</li> <li>5. The Accounting Information System</li> <li>6. Income Statement and Related Information</li> <li>7. Balance Sheet and Statement of Cash Flows</li> <li>8. Midterm Exam</li> <li>9. Cash and Receivables</li> <li>10. Valuation of Inventories: A Cost-Basis Approach</li> <li>11. Inventories: Additional Valuation Issues</li> <li>12. Acquisition and Disposition of Property, Plant, and Equipment</li> <li>13. Depreciation, Impairments, and Depletion</li> <li>14. Final Exam</li> </ol>		
Prerequisites and registration requirements		
<p>Since every class proceeds using Power Point, please bring a laptop computer to each class.</p>		
Preparation for the course		
<p>Please read the content of each chapter before the class following the syllabus. After lecture, please do the assignments for each chapter as the review.</p>		
Textbooks		
<p>Donald E. Kieso, Jerry J. Weygant, Terry D. Warfield. Intermediate Accounting, 17th Edition. ISBN: 978-1-119-50368-2 February 2019</p>		
Suggested readings		
<p>None.</p>		
Grading policy		
<p>Contribution to class: 10%, Assignment: 20%, Midterm Exam: 30%, and Final Exam: 40%</p>		
Other		
<p>None.</p>		



Course number: (GB)ACC531E		
Name of Course	Credit	Name of Professor
Advanced Financial Accounting B	2 credits	NAKASHIMA Masumi
Course description and Attainment Target		
<p>This course extends a comprehensive knowledge of financial accounting to advanced topics. The goal is to obtain an in-depth knowledge of current topics in financial accounting area and to acquire the skills for interpreting financial information.</p>		
Course content		
<ol style="list-style-type: none"> <li>1. Intangible Assets</li> <li>2. Data Learning (1)</li> <li>3. Data Learning (2)</li> <li>4. Current Liabilities and Contingencies</li> <li>5. Long-Term Liabilities</li> <li>6. Stockholders' Equity</li> <li>7. Revenue Recognition</li> <li>8. Accounting for Income Taxes</li> <li>9. Accounting for Penstions and Postretirement Benefits</li> <li>10. Accounting for Leases</li> <li>11. Statement of Cash Flows</li> <li>12. Full Disclosure in Financial Reporting</li> <li>13. Presentation (1)</li> <li>14. Presentation (2)</li> </ol>		
Prerequisites and registration requirements		
<p>Since every class proceeds using Power Point, please bring a laptop computer to each class.</p>		
Preparation for the course		
<p>Please read the content of each chapeter following the syllabus. After class please do the assingment for each chapter as a review.</p>		
Textbooks		
<p>Donald E. Kieso, Jerry J. Weygandt, Terry D. Warfield. 2019. Intermediate Accounting, 17th Edition. Wiley. Intermediate Accounting, 17th Edition. ISBN: 978-1-119-50368-2 February 2019.</p>		
Suggested readings		
<p>None.</p>		
Grading policy		
<p>Class Contribution 15%  Assignments 20%  Presentation 20%  Paper 45%</p>		
Other		
<p>None.</p>		

Course number: (GB)ACC531E		
Name of Course	Credit	Name of Professor
Financial Statement Analysis A	2 credits	NAKASHIMA Masumi
Course description and Attainment Target		
<p>This course provides a comprehensive framework for business analysis and valuation by using financial statement information. Students can learn not only the concepts and principles for evaluating a firm's financial performance and predicting its future economic condition but also tools for the financial statements analysis. Topics are covered: Strategy Analysis, Accounting Analysis, Financial Analysis, and Prospective Analysis. The goal is to understand the basic principles of fundamental analysis and to obtain skills and techniques to analyze the financial statements and determine the fundamental value.</p>		
Course content		
<p>Class 1 : Orientation: Framework for business analysis and valuation  Class 2 : Strategic analysis  Class 3 : Database learning (1)  Class 4 : Database learning (2)  Class 5 : Accounting Analysis (1)  Class 6 : Accounting Analysis (2)  Class 7 : Financial Analysis  Class 9 : Prospective Analysis: Forecasting  Class 10 : Prospective Analysis: Valuation Theory and Concepts  Class 11 : Earnings quality: Accruals Management  Class 12 : Earnings quality: Real Management  Class 13 : Paper Presentation(1)  Class 14 : Paper Presentation(2)</p>		
Prerequisites and registration requirements		
<p>Since every class proceeds using Power Point, please bring a laptop computer to each class.</p>		
Preparation for the course		
<p>Please read the content of each chapter following the syllabus. After class, please do the assignments for each chapter as a review.</p>		
Textbooks		
<p>Business Analysis Valuation: Using Financial Statements, Krishna G. Palepu and Paul M. Healy 5th edition, 2013. South-Western College Publishing (ISBN-10: 1111972303 ISBN-13: 978-1111972302).  Earnings Management and Earnings Quality: Evidence from Japan, Masumi Nakashima, 2015, Hakuto Shobo Publishing (ISBN: 9784561362104)</p>		
Suggested readings		
<p>None.</p>		
Grading policy		
<p>Contribution to class: 15%, Assignment: 15%, Presentation: 20%, and Paper: 50%.</p>		
Other		
<p>None.</p>		

Course number: (GB)ACC531E		
Name of Course	Credit	Name of Professor
Financial Statement Analysis B	2 credits	NAKASHIMA Masumi
Course description and Attainment Target		
<p>This course provides a comprehensive framework for business analysis and valuation by using financial statement information. Students can learn not only the concepts and principles for evaluating a firm's financial performance and predicting its future economic condition but also tools for the financial statements analysis. Topics are covered: Strategy Analysis, Accounting Analysis, Financial Analysis, and Prospective Analysis. The goal is to understand the basic principles of fundamental analysis and to obtain skills and techniques to analyze the financial statements and determine the fundamental value.</p>		
Course content		
<p>Class 1 : Prospective analysis: Valuation Implementation  Class 2 : Database learning (1)  Class 3 : Database learning (2)  Class 4 : Equity Security Analysis  Class 5 : Credit Analysis and Distress Prediction (1)  Class 6 : Credit Analysis and Distress Prediction (2)  Class 7 : Merger and Acquisitions (1)  Class 8 : Merger and Acquisitions (2)  Class 9 : Communication and Governance (1)  Class 10 : Communication and Governance (2)  Class 11 : Case Study (1)  Class 12 : Case Study (2)  Class 13 : Paper Presentation (1)  Class 14 : Paper Presentation (2)</p>		
Prerequisites and registration requirements		
<p>Since every class proceeds using Power Point, please bring a laptop computer to each class.</p>		
Preparation for the course		
<p>Please read the content of each chapter following the syllabus. After class please do the assignment for each chapter as a review.</p>		
Textbooks		
<p>Business Analysis Valuation: Using Financial Statements, Krishna G. Palepu and Paul M. Healy 5th edition, 2013. South-Western College Publishing (ISBN-10: 1111972303 ISBN-13: 978-1111972301).  Earnings Management and Earnings Quality: Evidence from Japan, Masumi Nakashima, 2015, Hakuto Shobo Publishing (ISBN: 9784561362104)</p>		
Suggested readings		
<p>None.</p>		
Grading policy		
<p>Contribution to class: 15%, Assignment: 15%, Presentation: 20%, and Paper: 50%.</p>		
Other		
<p>None.</p>		

Course number: (GB)MAN561E		
Name of Course	Credit	Name of Professor
International Marketing A	2 credits	CHANG, Chiao-Yun Connie
Course description and Attainment Target		
<p>This course is designed to explore key issues and current debates in the field of International Marketing. The main purpose of the module is to reflect both the theory and the application of the subject studied through the use of textbooks, case studies and journal articles. The module is structured as follows:</p> <p>(i) Theoretical concepts in the discipline of international marketing and the importance of how to think globally in business will be discussed.</p> <p>(ii) The impact of political, legal, economic and cultural factors on marketing activities across countries will be investigated.</p> <p>(iii) Students will learn to analyze marketing plans and consumer product strategy at the global level via case studies.</p> <p>To complete the module successfully, attendance at all classes is advised. Students are also expected to work independently, undertake any required background reading or practice exercises, and actively participate in discussions or small group work.</p> <p>Upon completion of this International Marketing module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how the basic principles of marketing are applied in a variety of diverse cultural, political, legal and economic environments.</li> <li>• Be able to analyze foreign markets to determine their overall export potential.</li> <li>• Be able to explain the various methods of entering foreign markets, the degree of commitment required and the associated levels of risk.</li> <li>• Understand the concepts of product life cycle and the classification of goods and their importance for foreign market acceptance, product adaptation and overall marketing strategy decision making.</li> <li>• Apply basic and advanced marketing concepts to develop integrated marketing plans in global markets.</li> </ul>		
Course content		
<p>Session 1 Introduction of the module</p> <p>Session 2 Globalization</p> <p>Session 3 Economic Environment</p> <p>Session 4 Financial Environment</p> <p>Session 5 Global Cultural Environment and Buying Behavior I</p> <p>Session 6 Global Cultural Environment and Buying Behavior II</p> <p>Session 7 Political and Legal Environment</p> <p>Session 8 Global Marketing Research</p> <p>Session 9 Global Segmentation and Positioning</p> <p>Session 10 Global Marketing Strategies</p> <p>Session 11 Global Market Entry Strategies</p> <p>Session 12 In-class Activity I</p> <p>Session 13 In-class Activity II</p> <p>Session 14 Wrap up and Final Evaluation</p>		

Prerequisites and registration requirements
English is the language used in this module. All activities, including lectures, seminars, tutorials, presentations, essays and examinations, are carried out in the medium of English.
Preparation for the course
Passive learning is to be avoided in the module. Students are encouraged to preview and review material before and after each lecture in order to prepare themselves for class discussions. The aim is not only to equip students with a good degree of understanding of the subject, but also to help them to establish certain skills that can be applied to their future careers.
Textbooks
Kotabe, Masaaki and Helsen, Kristiaan (2017), Global Marketing Management, 7th Edition, New York: John Wiley and Sons.
Suggested readings
<ol style="list-style-type: none"> <li>Jagdish, Bhagwati (2005), ‘‘The Globalization Guru,’’ Finance &amp; Development, 42, September 2005: 4-7 (Available at <a href="http://www.imf.org/external/pubs/ft/fandd/2005/09/people.htm">http://www.imf.org/external/pubs/ft/fandd/2005/09/people.htm</a>)</li> <li>Gwynne, Peter (2003), ‘‘The Myth of Globalization?’’ Sloan Management Review, 44: 11 (Available at <a href="https://sloanreview.mit.edu/article/global-business-the-myth-of-globalization/">https://sloanreview.mit.edu/article/global-business-the-myth-of-globalization/</a>)</li> <li>van Ittersum, Koert, and Wong, Nancy (2010), ‘‘The Lexus or the Olive Tree? Trading off between Global Convergence and Local Divergence,’’ International Journal of Research in Marketing, 27(2), pp. 107-118.</li> <li>Hofstede, Geert (2011), ‘‘Dimensionalizing Cultures: The Hofstede Model in Context,’’ Online Readings in Psychology and Culture, 2(1). <a href="https://doi.org/10.9707/2307-0919.1014">https://doi.org/10.9707/2307-0919.1014</a></li> <li>Hofstede, Geert, Hofstede, Gert Jan and Minkov, Michael (2010), Cultures and Organizations: Intercultural Cooperation and Its Importance for Survival, New York, McGraw-Hill, (Available at <a href="http://testrain.info/download/Software%20of%20mind.pdf">http://testrain.info/download/Software%20of%20mind.pdf</a>)</li> <li>V. Kumar (2014), ‘‘Understanding Cultural Differences in Innovation: A Conceptual Framework and Future Research Directions,’’ Journal of International Marketing, 22(3), pp. 1-29.</li> <li>Schwartz, Shalom H. (2012), ‘‘An Overview of the Schwartz Theory of Basic Values,’’ Online Readings in Psychology and Culture, 2(1). <a href="https://doi.org/10.9707/2307-0919.1116">https://doi.org/10.9707/2307-0919.1116</a></li> <li>Dentsu Conducts Sustainable Lifestyle Receptivity Survey in 14 Countries, Finds ‘‘Sustainablists’’ -People Inclined to Sustainable Lifestyles- Emerging in Growing Markets (Available at <a href="http://www.dentsu.com/news/release/pdf-cms/2011064-0607.pdf">http://www.dentsu.com/news/release/pdf-cms/2011064-0607.pdf</a>)</li> <li>Laurent, Andr� (1990), ‘‘A Cultural View of Organizational Change,’’ In. Evans P., Doz Y., Laurent A. (Eds), Human Resource Management in International Firms. Palgrave Macmillan, London. <a href="https://doi.org/10.1007/978-1-349-11255-5_5">https://doi.org/10.1007/978-1-349-11255-5_5</a></li> </ol>
Grading policy
<p>Class Discussion (30%)</p> <p>Presentation (30%)</p> <p>In-class Activities (40%)</p>
Other
None.

Course number: (GB)MAN561E		
Name of Course	Credit	Name of Professor
International Marketing B	2 credits	CHANG, Chiao-Yun Connie
Course description and Attainment Target		
<p>This course is designed to explore key issues and current debates in the field of International Marketing. The main purpose of the module is to reflect both the theory and the application of the subject studied through the use of textbooks, case studies and journal articles. The module is structured as follows:</p> <p>(i) Theoretical concepts in the discipline of international marketing and the importance of how to think globally in business will be discussed.</p> <p>(ii) The impact of political, legal, economic and cultural factors on marketing activities across countries will be investigated.</p> <p>(iii) Students will learn to analyze marketing plans and consumer product strategy at the global level via case studies.</p> <p>To complete the module successfully, attendance at all classes is advised. Students are also expected to work independently, undertake any required background reading or practice exercises, and actively participate in discussions or small group work.</p> <p>Upon completion of this International Marketing module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how the basic principles of marketing are applied in a variety of diverse cultural, political, legal and economic environments.</li> <li>• Be able to analyze foreign markets to determine their overall export potential.</li> <li>• Be able to explain the various methods of entering foreign markets, the degree of commitment required and the associated levels of risk.</li> <li>• Understand the concepts of product life cycle and the classification of goods and their importance for foreign market acceptance, product adaptation and overall marketing strategy decision making.</li> <li>• Apply basic and advanced marketing concepts to develop integrated marketing plans in global markets.</li> </ul>		
Course content		
<p>Session 1 Global Marketing Strategies</p> <p>Session 2 Global Market Entry Strategies</p> <p>Session 3 Discussion: How Does McDonalds Know What Products to Offer, How to Design Their Stores?</p> <p>Session 4 Global Product Policy Decisions</p> <p>Session 5 Global Pricing</p> <p>Session 6 Discussion: ``The Influence of Retail Environment on Price Perceptions: An Exploratory Study of US and Korean Students,``</p> <p>Session 7 Communicating with the World Consumer</p> <p>Session 8 Sales Management</p> <p>Session 9 Global Logistics and Distribution</p> <p>Session 10 Discussion: ``A Cross-National Study of Interdependence Structure and Distributor Attitudes: the Moderating Effect of Group Orientation,``</p> <p>Session 11 Export/Import Management</p> <p>Session 12 Planning, Organization, and Control of Global Marketing Operations</p>		

Session 13 Marketing in Emerging Markets

Session 14 Global Marketing and the Internet

#### Prerequisites and registration requirements

English is the language used in this module. All activities, including lectures, seminars, tutorials, presentations, essays and examinations, are carried out in the medium of English.

#### Preparation for the course

Passive learning is to be avoided in the module. Students are encouraged to preview and review material before and after each lecture in order to prepare themselves for class discussions. The aim is not only to equip students with a good degree of understanding of the subject, but also to help them to establish certain skills that can be applied to their future careers.

#### Textbooks

Kotabe, Masaaki and Helsen, Kristiaan (2017), *Global Marketing Management*, 7th Edition, New York: John Wiley and Sons.

#### Suggested readings

1. Craig, C. Samuel and Douglas, Susan P. (2005), *International Marketing Research*, 3rd Edition, Chichester, John Wiley and Sons. (Available at [https://eclass.aueb.gr/modules/document/file.php/ME231/Books/C. % 20Samuel % 20Craig, % 20Susan % 20P. %20Douglas%20International%20Marketing%20Research. pdf](https://eclass.aueb.gr/modules/document/file.php/ME231/Books/C.%20Samuel%20Craig,%20Susan%20P.%20Douglas%20International%20Marketing%20Research.pdf))
2. Hassant, Salan and Katsanis, Lea Prevel (1991), ‘‘Identification of Global Consumer Segments: A Behavioral Framework,’’ *Journal of International Consumer Marketing*, 3(2), pp. 11-28. (Available at [https://www.researchgate.net/publication/292831911-Identification\\_of\\_Global\\_Consumer\\_Segments\\_A\\_Behavioral\\_Framework\\_Journal\\_of\\_International\\_Consumer\\_Marketing\\_Vol\\_3\\_No\\_2\\_1991\\_pp\\_11-28\\_with\\_L\\_Katsanis](https://www.researchgate.net/publication/292831911-Identification_of_Global_Consumer_Segments_A_Behavioral_Framework_Journal_of_International_Consumer_Marketing_Vol_3_No_2_1991_pp_11-28_with_L_Katsanis))
3. Kale, Sudhir H. (1995), ‘‘Grouping Euroconsumers: A Culture-Based Clustering Approach,’’ *Journal of International Marketing*, 3(3), pp. 35-48
4. Oburai, Prathap and Baker, Michael (2005), ‘‘International Marketing Strategies in India: An Application of Mixed Method Investigation,’’ *Vikalpa The Journal for Decision Makers*, 30(4), pp. 11-23.
5. *The Global Marketing Handbook* (Available at [http://read.prclt.com/percolate-global-marketing-strategy-handbook. pdf](http://read.prclt.com/percolate-global-marketing-strategy-handbook.pdf))
6. Lasserre, Philippe (1995), ‘‘Corporate Strategies for the Asia Pacific Region,’’ *Long Range Planning*, 28(1), pp. 18-30.
7. Schutte, Hellmut (1995), ‘‘Henkel’s Strategy for Asia Pacific,’’ *Long Range Planning*, 28(1), pp. 95-103.
8. Tihanyi, Laszlo, Griffith, David A. and Russell, Craig J. (2005), ‘‘The Effect of Cultural Distance on Entry Mode Choice, International Diversification and MNE Performance: A Meta-Analysis,’’ *Journal of International Business Studies*, 36(3), pp. 270-283.

#### Grading policy

Class Discussion (30%)

Presentation (30%)

In-class Activities (40%)

Other
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None.
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Course number: (GB)MAN561E		
Name of Course	Credit	Name of Professor
Service Marketing A	2 credits	CHANG, Chiao-Yun Connie
Course description and Attainment Target		
<p>The rapid growth of the service industry has generated a significant number of job opportunities. As many graduates may seek jobs in the service industry, it is vital for students to acquire knowledge of this new field in addition to the traditional product-based models of marketing. Indeed, services marketing, which was once a small academic field, has become a thriving area of activity with equally flourishing research effort in both academia and business.</p> <p>This module aims, via attendance at lectures and case analysis seminars, to enable students to examine theoretical concepts surrounding service marketing and to be able to apply those concepts to a variety of service marketing situations. The unique nature of service marketing will be investigated with particular emphasis given to the service industry where customers are present at the site of production.</p> <p>To complete the module successfully, attendance at all classes is advised. Students are also expect to work independently, undertaken any required background reading or practice exercises, and actively participate in discussions or small group work.</p> <p>Learning Goals</p> <p>Upon completion of this Services Marketing module, students will be able to:</p> <ul style="list-style-type: none"> <li>• how customer behavior and expectations play a role in the service environment</li> <li>• key considerations in selling and marketing services</li> <li>• branding, promoting and positioning of services</li> <li>• the complexities of managing demand and capacity in service organizations</li> <li>• distribution and pricing considerations</li> <li>• how to build customer loyalty and assess customer lifetime value</li> <li>• the importance of workforce development and organizational culture in delivering quality</li> <li>• customer research and survey design methods</li> </ul>		
Course content		
<p>Session 1 Introduction to the Module</p> <p>Session 2 Introduction to Services</p> <p>Session 3 The Gap Model of Service Quality I</p> <p>Session 4 The Gap Model of Service Quality II</p> <p>Session 5 Consumer Behavior in Services</p> <p>Session 6 Customer Expectations of Service</p> <p>Session 7 In-class Activity</p> <p>Session 8 Customer Perception of Service</p> <p>Session 9 In-class Activity</p> <p>Session 10 Listening to Customers through Research</p> <p>Session 11 In-class Activity</p> <p>Session 12 Case Study I</p> <p>Session 13 Case Study II</p> <p>Session 14 Wrap up and Final Evaluation</p>		

Prerequisites and registration requirements
English is the language used in this module. All activities, including lectures, seminars, tutorials, presentations, essays and examinations, are carried out in the medium of English.
Preparation for the course
Passive learning is to be avoided in the module. Students are encouraged to preview and review material before and after each lecture in order to prepare themselves for class discussions. The aim is not only to equip students with a good degree of understanding of the subject, but also to help them to establish certain skills that can be applied to their future careers.
Textbooks
Zeithaml, Valarie A., Bitner Mary Jo and Gremler, Dwayne D. (2017), Services Marketing: Integrating Customer Focus Across the Firm, 7th Edition, McGraw-Hill. ISBN: 978-0078-1121-0-2
Suggested readings
<ol style="list-style-type: none"> <li>1. Levitt, T., (1981), ``Marketing Intangible Products and Product Intangibles'', Harvard Business Review, May/June, pp. 94-102.</li> <li>2. Lovelock, C.H., (1983), ``Classifying Services to Gain Strategic Marketing Insights'', Journal of Marketing, Vol. 47, Summer, pp. 9-20.</li> <li>3. Shostack, L.G., (1977), ``Breaking Free from Product Marketing'', Journal of Marketing, Vol. 41, April, pp. 73-80.</li> <li>4. Zeithaml, V.A., Parasuraman, A. and Berry, L., (1985), ``Problems and Strategies in Services Marketing'', Journal of Marketing, Vol. 49, Spring, pp. 33-46.</li> <li>5. Evert Gummesson, `Lip Service - A Neglected Area in Services Marketing', Journal of Services Marketing, No. 1, 1987, p. 22</li> <li>6. Javier Reynoso, `The Evolution of Services Management in Developing Countries: Insights from Latin America', in Tony Meenaghan (ed.), New and Evolving Paradigms: The Emerging Future of Marketing, Dublin: American Marketing Association and University College Dublin, 1997, pp. 112-21 (published on CD-ROM).</li> <li>7. Light in the Shadows: So Nothing is Uncertain except Death and Taxes? Look at the Growth of the Underground Economy and Think Again about Taxes', The Economist, 3 May 1997.</li> <li>8. Regis McKenna, Real Time, Boston: Harvard Business School Press, 1997.</li> </ol>
Grading policy
<p>Class Discussion (30%)</p> <p>Presentation (30%)</p> <p>In-class Activities (40%)</p>
Other
None.

Course number: (GB)MAN561E		
Name of Course	Credit	Name of Professor
Service Marketing B	2 credits	CHANG, Chiao-Yun Connie
Course description and Attainment Target		
<p>The rapid growth of the service industry has generated a significant number of job opportunities. As many graduates may seek jobs in the service industry, it is vital for students to acquire knowledge of this new field in addition to the traditional product-based models of marketing. Indeed, services marketing, which was once a small academic field, has become a thriving area of activity with equally flourishing research effort in both academia and business.</p> <p>This module aims, via attendance at lectures and case analysis seminars, to enable students to examine theoretical concepts surrounding service marketing and to be able to apply those concepts to a variety of service marketing situations. The unique nature of service marketing will be investigated with particular emphasis given to the service industry where customers are present at the site of production.</p> <p>To complete the module successfully, attendance at all classes is advised. Students are also expect to work independently, undertaken any required background reading or practice exercises, and actively participate in discussions or small group work.</p> <p>Learning Goals</p> <p>Upon completion of this Services Marketing module, students will be able to:</p> <ul style="list-style-type: none"> <li>• how customer behavior and expectations play a role in the service environment</li> <li>• key considerations in selling and marketing services</li> <li>• branding, promoting and positioning of services</li> <li>• the complexities of managing demand and capacity in service organizations</li> <li>• distribution and pricing considerations</li> <li>• how to build customer loyalty and assess customer lifetime value</li> <li>• the importance of workforce development and organizational culture in delivering quality</li> <li>• customer research and survey design methods</li> </ul>		
Course content		
<p>Session 1 Introduction to the Module</p> <p>Session 2 Service Recovery</p> <p>Session 3 Service Innovation and Design</p> <p>Session 4 Customer-Defined Service Standards</p> <p>Session 5 Physical Evidence and the Servicescape</p> <p>Session 6 Employees' Role in Service Delivery</p> <p>Session 7 Customers' Role in Service Delivery</p> <p>Session 8 Delivering Service through Intermediaries and Electronic Channels</p> <p>Session 9 Managing Demand and Capacity</p> <p>Session 10 Integrated Services Marketing Communications</p> <p>Session 11 Pricing of Services</p> <p>Session 12 The Financial and Economic Impact of Service</p> <p>Session 13 Case Study</p> <p>Session 14 Wrap up and Final Evaluation</p>		

Prerequisites and registration requirements
English is the language used in this module. All activities, including lectures, seminars, tutorials, presentations, essays and examinations, are carried out in the medium of English.
Preparation for the course
Passive learning is to be avoided in the module. Students are encouraged to preview and review material before and after each lecture in order to prepare themselves for class discussions. The aim is not only to equip students with a good degree of understanding of the subject, but also to help them to establish certain skills that can be applied to their future careers.
Textbooks
Zeithaml, Valarie A., Bitner Mary Jo and Gremler, Dwayne D. (2017), Services Marketing: Integrating Customer Focus Across the Firm, 7th Edition, McGraw-Hill. ISBN: 978-0078-1121-0-2
Suggested readings
<ol style="list-style-type: none"> <li>1. Leonard L. Berry, 'Services Marketing is Different', Business, May-June 1980.</li> <li>2. W. Earl Sasser, R. Paul Olsen and D. Daryl Wyckoff, Management of Service Operations: Text, Cases, and Readings, Boston: Allyn &amp; Bacon, 1978.</li> <li>3. G. Lynn Shostack, 'Breaking Free from Product Marketing', Journal of Marketing, April 1977.</li> <li>4. Bonnie Farber Canziani, 'Leveraging Customer Competency in Service Firms,' International Journal of Service Industry Management, Vol. 8, No. 1, 1997, pp. 5-25.</li> <li>5. Curtis P. McLaughlin, 'Why Variation Reduction is Not Everything: A New Paradigm for Service Operations', International Journal of Service Industry Management, Vol. 7, No. 3, 1996, pp. 17-31.</li> <li>6. This section is based on Valarie A. Zeithaml, 'How Consumer Evaluation Processes Differ between Goods and Services', in J.A. Donnelly and W.R. George, Marketing of Services, Chicago: American Marketing Association, 1981, pp. 186-90.</li> <li>7. Christian Gronroos, 'From scientific management to service management', International Journal of Service Industry Management, Vol. 5, pp5-90.</li> <li>8. The 4Ps classification of marketing decision variables was created by E. Jerome McCarthy, Basic Marketing: A Managerial Approach, Homewood, IL: Richard D. Irwin, Inc., 1960.</li> </ol>
Grading policy
<p>Class Discussion (30%)</p> <p>Presentation (30%)</p> <p>In-class Activities (40%)</p>
Other
None.