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### 実行計画履行状況報告（KAIZEN Report）審査報告書の送付

拝啓 新緑の候、ますますご清祥のこととお慶び申し上げます。平素は ABEST21 認証評価事業に格別のご高配を賜り誠に有難く、感謝申し上げます。

このたび、御校より 2016 年 6 月 30 日付にて提出されました実行計画履行状況報告(KAIZEN Report)に関する審査報告書が、2017 年 3 月 8 日開催の認証評価委員会におきまして承認されましたので、審査報告書を同封いたします。審査報告におきまして実行計画が着実に履行され、教育の質維持向上が確実に図られている事が確認されました事をお知らせいたします。本報告書が御校のマネジメント教育のますますの発展の一助となれば幸甚です。

敬具

**Aiming to Enhance the Quality of Management Education**

**ABEST21 Review Report  
of  
Kaizen Report 2016**



**April, 2017**

**ABEST21**

**THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP  
FOR TOMORROW, a 21st century organization  
Tokyo, Japan**

## **Preface**

The environment is changing so rapidly that the educational quality becomes obsolete in a short time, making it impossible to nurture human resources to meet the social needs. To fulfill the expectations of the social stakeholders, quality enhancement of school education must keep pace with the changes of environment.

Considering the recent accelerating change in the environment, KAIZEN of the school educational programs is a big issue. If a school exists in a "vacuum" isolated from the outside world, where things remain the same, there is no need for KAIZEN. However, in the real world our society faces environmental changes. In order for the school management to remain a "Going Concern" in the future, KAIZEN is an essential concept. In our accreditation activity, which assures the quality of education, we need to check whether KAIZEN is functioning to enhance this quality.

So, we have the mission to evaluate the efforts of these schools and assure the stakeholders that those schools will offer education of good quality in the future. We have been expected to perform linkage activities for quality assurance including review for school accreditation, examination of action plans achievement after accreditation, and checking whether a system exist to offer high-quality education by responding to the changes of environment after accreditation.

Therefore, after being accredited, the school has been required to submit an annual progress report (KAIZEN Report) by the end of June each year for three years. The school has to report its performance according to the Action Plans presented in the Self-Check/Self-Evaluation Report. The KAIZEN Report shows how well the Action Plans were performed to enhance the quality of management education according to the schedule of the action plans. Also, the analysis of KAIZEN Report is an opportunity to find out more detailed issues to be improved by using the PDCA cycle.

Since one of the aims of ABEST21 accreditation is to assure a substantial improvement of the educational quality to the stakeholders, we need to check the progress of the accredited schools on their Action Plans, and give the status report to the stakeholders. Also, the school is responsible for assuring the quality of education to their stakeholders. Therefore, as an accrediting institution we would like to share this responsibility to the stakeholders with the school.

April 2017  
Fumio Itoh, President  
ABEST21 International

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# **Institute of Business and Accounting, Kwansei Gakuin University, Japan**

## **I. Review Information**

### **1. Accredited date:**

March 2015

### **2. The Peer Review Team**

Leader: Prof. Dr. Takayuki Asada (Ritsumeikan University, Japan)

Prof. Dr. Huang Lin (Kobe University, Japan)

### **3. Peer Review Visit**

October 15, 2016

## **II. The Kaizen Performance**

### **1. The Action Plans:**

#### **A. Improvement Issues**

##### **1) Chapter One: Mission Statement**

The School will improve the quality of education it provides based on Kwansei Gakuin's school motto "Mastery for Service" and offer more practical instruction that incorporates the study of advanced business topics. To achieve this mission, it is necessary to continuously examine whether the School's instructional and research objectives respond to the current needs of society in view of the progress of globalization in Japan and the University's emphasis on globalization strategies.

##### **2) Chapter Two: Educational Programs**

Although the School regularly revises the classes available in its educational programs, it is necessary to expand and integrate the programs themselves. Furthermore, the School should aim to provide more opportunities for students who are working in the business field to take classes on weekends. In addition, it is necessary to increase the number of English classes available to students studying in the Corporate Strategic Management Course (hereinafter sometimes referred to as CSMC).

##### **3) Chapter Three: Students**

The Corporate Strategic Management Course is primarily attended by executive trainees in their thirties; however, the School should aim to attract students from diverse professional backgrounds. The biggest challenge for the International Management Course (hereinafter sometimes referred to as IMC) involves ensuring a stable number of students to maintain active classroom debate involving a broad range of students.

In addition, the School aims to improve the Japanese language abilities of international students who intend to apply for positions within Japanese enterprises.

##### **4) Chapter Four: Faculty**

The School considers diversity when appointing faculty members to maintain an active and dynamic faculty body. Furthermore, there are no problems at present because the School maintains an environment that serves to promote instructional and research activities.

It is necessary to continue examining what type of teaching abilities faculty members need to possess in order to achieve the School's education and research objectives.

##### **5) Chapter Five: Supporting Staff and Infrastructure**

The School maintains an adequate administrative system that provides appropriate support for the instructional and research activities of its faculty members; therefore, there are currently no problems in this area. To promote instructional and research activities, the School provides faculty members with faculty offices, offers an adequate range of classes at two campuses,



and provides individual study space; therefore, the School maintains an effective learning environment.

## **B. Improvement Initiatives**

### **1) Mission Statement:**

Under the leadership of the Dean of the Institute of Business and Accounting, the School will implement a number of measures to improve the quality of the education that it provides. In doing so, the School will ensure that its educational content adequately incorporates both the theoretical and practical elements of business. Therefore, the School will use the results of class evaluations and group interviews with students, as well as the suggestions of the Advisory Board, to enhance its classes. In addition, the School will make a greater effort to incorporate a wider range of opinions held by stakeholders outside the School regarding its instructional and research objectives, such as Kwansai Gakuin University alumni working in the business world.

### **2) Educational Programs:**

The School plans to reorganize its weekend classes and create a timetable that enables students to complete their programs, wherever possible, by attending weekend classes alone. The School will examine the possibility of establishing classes that cultivate design thinking—a conceptual framework that influences the way in which organizations develop new products and services.

Therefore, the School will offer several of its all-English classes in the International Management Course on weekday evenings, Saturdays, and Sundays, and will encourage working adult students from the Corporate Strategic Management Course to attend these classes. The classes will contribute to improving students' abilities as global businesspersons, and individuals and enterprises are enabled to participate in the classes as businessperson training programs.

In the International Management Course, the School will make efforts to recommend students for study abroad programs. The School will respond to the needs of international students who wish to study Japanese by arranging class schedules to accommodate Japanese classes offered by the University.

Another initiative we launched in 2015 was to examine our plan for adding a new program that addresses the learning needs of a potential new market of future managers at international public organizations. As an addition to the current three programs, the new program reinforces and extends our efforts to nurture highly specialized professionals who embody our school motto, 'Mastery for Service'. Students who major in this program start by gaining basic skills and knowledge to administer organizational activities including managing human resources and organizational processes, developing and maintaining favorable and supportive relationships with various stakeholders, as well as planning and deploying available financial resources. Building on those foundational skills and knowledge concerning managing international organizations, students then earn specialized expertise critical for international civil servants by examining topics including issues concerning sustainable economic development, fair and ethical distribution of wealth and profits, environmental protection, as well as peace and security, among others.

### **3) Students**

In April 2014, the School began efforts to expand its student base for the Corporate Strategic Management Course by establishing a program that focuses on management for local government, medical institutions, and academia. As the Japanese economy recovers from the effects of recession, Japanese enterprises have once again begun to invest in human resource development. In view of this situation, the School will increase the number of visits it makes to business enterprises, local governments, and medical institutions, and seek out enterprises that can provide a continuous flow of students to the School. In addition, the School will enhance its lecture meetings for businesspersons.

For the International Management Course, the School will strengthen its participation in the



MBA Tour and increase the number of visits it makes to Japanese language schools in Japan. Furthermore, the School will enhance its website as a marketing tool to attract international applicants. In addition, to enhance motivation for study among International Management Course students, the School will arrange opportunities for students and faculty members to interact as peers and on an informal basis.

The School will encourage active use of the "Institute of Business and Accounting Research Forum" to support the interaction and research activities of graduates, students, and faculty members.

#### **4) Faculty:**

Full-time faculty members on permanent contracts will examine the content of related classes by referring to class evaluations and the results of class observations.

To ensure that class material is conducive to the School's instructional and research objectives, the School must stay current with the latest developments in the business world. Therefore, the School will implement initiatives that strengthen its cooperation with partners in industry, government, and academia; stay alert to the needs of business; and examine needs for cultivating human resources.

The Institute of Business and Accounting also offers a PhD course. Therefore, the School will examine the possibility of employing PhD students as TAs to improve the level of academic support, which is currently provided by students studying in professional degree programs.

#### **5) Supporting Staff and Infrastructure:**

The School will promote its "Pinch Hitter System" to provide more support to female researchers with young children.

The School will strengthen its core staff with a view of securing external funding for enhancing its instructional and research activities.

To improve its English-language computer facilities, the School will examine the possibility of increasing the number of computers running on English operating systems that are available at the Osaka Umeda Campus.

### **C. Action Plans 2015**

#### ● Securing students

The School will strive to increase the number of prospective students who participate in the information sessions for the Corporate Strategic Management Course.

The School will strive to attract students for the International Management Course by participating in the MBA Tour.

#### ● Adopting the suggestions of students, graduates, and society

The School will establish a Business School Advisory Committee comprising at least five advisers, who are graduates working in the business world or representatives from partner enterprises.

In addition, to gather the opinions of graduates, the School will examine and implement a widespread survey through the IBA Research Forum.

#### ● Improving programs

The School will provide at least five English classes (International Management or hybrid courses) on weekday evenings and on weekends, and it will offer these classes to individuals and enterprises as a businessperson training program using the credited auditor system.

In addition, to ensure the quality of its classes, the School will share the results of individual class evaluations among its full-time faculty members and use this information to determine the class structure of each program for the following academic year.

## **2. The Kaizen Performance:**

### **1) Mission Statement:**

With regard to our educational qualities, we are continuously improving them through many means such as student class evaluations, interviews with our students as a group, discussions with our advisory board, discussions with alumni at the IBA Research Forum meetings, as well



as the Tenth anniversary commemorative speech and symposium.

As a result of the above researches, we decided to reinforce and extend our efforts to nurture highly specialized professionals who embody our school motto of 'Mastery for Service' by launching two new programs, the Local Government, Hospital and University Administration Program and the Global Public Management Program, that address the learning needs of a potential new market of future managers at international public organizations.

Supporting documents:

1. Advisory Board meeting memo (International Management Course)
2. Tenth anniversary commemorative speech and symposium flier

## **2) Educational Programs:**

With regard to our educational program, firstly, in 2015 we increased from 3 to 5 the number of hybrid courses, which are taught in English and are available to students in both the Corporate Strategic Management Course and the International Management Course. The new courses are "Business Negotiation" and "Asian Financial Market". Hybrid courses are offered either in the evenings or on Saturdays and therefore accessible to all students. We also strongly encourage students to take hybrid courses through orientation sessions for newly enrolled students, as well as through individual counseling sessions.

Secondly, the Corporate Strategic Management Course began providing the new courses, "System Thinking" and "System Design Project" taught by Assistant Professor Yoshikazu Tomita. These courses are popular not only among degree-seeking students but also among non-degree seeking students. Thirdly, as already mentioned, we established the new Public Management Program in 2014.

With regard to the International Management Course, firstly we decided to launch our own program focused on MBA education, and started a discussion on a double-degree program with the University of Lille 1, Science and Technology. As a first step for this initiative, we decided to launch a student exchange program with the University of Lille 1, Science and Technology from 2017.

Secondly, for the International Management Course, we offered an orientation session, in cooperation with the Center for Japanese Language Education of Kwansei Gakuin University, for those international students who plan to learn Japanese language (March 2016). We encouraged those students to wait until their second semester to begin learning Japanese language because balancing course work at the International Management Course and classes of Japanese language can be very difficult for the first few quarters.

Thirdly, another initiative we launched in 2015 was to examine our plan for adding a new program that addresses the learning needs of a potential new market of future managers at international public organizations. The curriculum is organized by building highly specialized courses co-offered with the Graduate Course in UN and Foreign Affairs Studies on the foundation of Core and Basic courses offered through the standard MBA program of the International Management Course. This new program is to start in the spring of 2017.

Supporting documents:

3. Business School Timetable 2015
4. Student exchange agreement with the University of Lille 1, Science and Technology
5. Information on Japanese Language Courses for International Students
6. Japanese Language Courses
7. Courses and Programs offered in the International Management Course 2017 (tentative)

## **3) Students:**

As every business school actively tries to increase the number of enrolled students, we are also proactively doing so.

Firstly, we have been visiting many hospitals, enlarging the courses and implementing orientation for entrance examinations, especially for hospital management to increase students for the Local Government, Hospital and University Administration Program.



Furthermore we have decided to offer a new course, "University Administration" from 2016 academic year and in 2015 carried out four Staff Development seminars in a series as a pre-course of "University Administration." Secondly, we have redesigned IBA's website in 2015. Furthermore, we have just started discussing with the Public Relations Committee, the complete renewal of IBA's website in 2017.

Thirdly, we have updated our alumni's address and e-mail information to reinforce the relationship with them in preparing our tenth anniversary commemorative speech and symposium in order to strengthen activities of the IBA Research Forum.

With regard to the International Management Course, we participated in various overseas students recruiting events, including the MBA tour (Ho Chi Minh, Vietnam), JASSO Study Japan Fair (Jakarta and Surabaya, Indonesia), and the OCSC International Education Expo (Bangkok, Thailand). We also had several information sessions as well.

In 2015, we also made a decision to launch three new courses ("Introductory Japanese Finance", "Marketing in Japan", "Innovation and Intrapreneurship: Innovation at Japanese firms") targeted at undergraduate students, particularly international exchange students and Japanese students of the School of International Studies. The courses are taught in English language, and designed to offer opportunities to have case material discussions so that undergraduate students can experience dynamic and stimulating classes offered at the International Management Course. The courses are scheduled to be launched in the fall of 2016.

Another initiative we launched in 2015 was to examine our plan for adding a new program that addresses the learning needs of a potential new market of future managers at international public organizations. This new program is to start in the spring of 2017.

Supporting documents:

8. Copy of IMC Website top page
9. The MBA Tour brochure 2015-2016
10. The MBA Tour Ho Chi Minh City 2015 schedule

#### **4) Faculty:**

With regard to our faculty, firstly, once a year, we observe all of our all fixed-term professors' classes to check the contents and advise them on how to improve their class management, educational materials and teaching methods.

Secondly, we employed a new fixed-term Assistant Professor, Yoshikazu Tomita whose courses focus on design thinking, which is very popular in business fields. Thirdly, we have contracted a doctoral student as a teaching assistant.

At the International Management Course, we have added a supervisor of Individual Research to oversee a quasi-thesis assigned to all students as one of the major conditions for finalizing the degree requirements in the Marketing program. In addition to the authorship of several books, Associate Professor, Hironori Kodama has extensive practical experiences in the field of brand management and consumer marketing. We aim to address increasing needs on the side of students who plan to pursue their career in the Marketing profession.

#### **5) Supporting Staff and Infrastructure:**

With regard to the Supporting Staff and Infrastructure, firstly Associate Professor Akiko Ouchi used the Pinch-Hitter System. The School will promote its "Pinch Hitter System" to provide more support to female researchers with young children.

Secondly, we received a proposal and concluded a contract with three companies to send our professors to implement a series of executive education seminars as a social responsibility project of the Business School. We negotiated with our Administration to add one full-time staff member to process our increased tasks in 2015 and were successful. One new staff person has been added in 2016.

Thirdly, the University has made Wi-Fi available throughout the Osaka Umeda Campus as of April 2015. In addition, the IBA seminar room, which is suitable for small group teaching, has been established in the campus.



### **3. Self-Evaluation:**

#### **1) Mission Statement:**

As we have already mentioned, the Corporate Strategic Management Course has established a new Local Government, Hospital and University Administration (Public Management) program in 2014 with a capacity of about 10 students. The numbers of students entering this Program are as follows: 6 students in 2014, 7 students in 2015, and 17 students in 2016. 6 students graduated from this program in 2015.

At the International Management Course (IMC), we made solid progress to further and reinforce our school motto, 'Mastery for Service,' by deciding to launch a new program targeted to nurture future professional managers at global public organizations, including the United Nations, NGOs, and NPOs. We adopted a plan to launch the new program, named the Global Public Management Program, in April of 2017.

#### **2) Educational Programs:**

The Corporate Strategic Management Course has started to offer two new courses, System Thinking and System Design Project taught by Assistant Professor Yoshikazu Tomita. These courses are popular among not only degree-seeking students but also among non-degree seeking students. The student evaluation points for these two courses are as follows (5 points being highest): System Thinking (second quarter in 2015, students' satisfaction: 4.81, and "usefulness for my career": 4.71) and System Design Project (fourth quarter in 2015, students' satisfaction: 4.96, and "usefulness for my career": 4.83)

At the International Management Course, we made solid progress to enhance our commitment to maintain and further develop our educational program by deciding to a) pursue a double-degree program with University of Lille 1, Science and Technology, b) offer an orientation session for those international students who plan to learn Japanese language in cooperation with the Center for Japanese Language Education of Kwansai Gakuin University, and c) launch a new program targeted to raise future professional managers at global public organizations, including United Nations, NGOs, and NPOs. We evaluate these initiatives as substantially improving the quality of our management education by providing additional learning alternatives for our current, as well as future students.

#### **3) Students:**

With regard to student enrollment, the total increased as follows: 79 in 2014 (CSMC: 60, IMC: 19), 94 in 2015 (CSMC: 68, IMC: 26), 71 in 2016, not including fall students' enrollment (CSMC: 51, IMC: 20). We expect that the student enrollment in CSMC will exceed 70 and in IMC to exceed 30, and that the total student enrollment will exceed 100 in 2016.

At the International Management Course, we made solid progress to further increase the diversity and quality of students by a) participating in various students recruiting events overseas, b) deciding to launch new courses targeted for undergraduate students, particularly for international exchange students and Japanese students of the School of International Studies of Kwansai Gakuin University, c) pursue a double-degree program with University of Lille 1, Science and Technology, d) launch a new program targeted to nurture future professional managers at global public organizations, including the United Nations, NGOs, and NPOs, and e) participating in the ABE (African Business Executive) initiative, which is a government funded initiative to invite African students to masters degree education programs in Japan. We evaluate these initiatives as substantially improving the number of applicants to the International Management Course, thereby increasing the likelihood that we achieve a higher degree of student diversity in terms of nationality, experience, and learning aspiration.

#### **4) Faculty:**

With regard to our faculty, we hired a new assistant professor in 2015. In 2016, we hired an assistant professor and a full professor. We convened search committees to recruit new faculty members. Each search committee was very successful in hiring highly qualified candidates.

At the International Management Course, we made a modest improvement by adding a new supervisor of Individual Research to oversee a quasi-thesis assigned to all students in the



Marketing Program as one of the major conditions of finalizing the degree requirements. We evaluate this position as an effective initiative to address increasing needs of students who plan to pursue their career in the marketing profession.

#### **5) Supporting Staff and Infrastructure:**

With regard to the Supporting Staff and Infrastructure, we negotiated with our Administration to add one full-time staff member to process our increased tasks and were successful. One new staff person has been added in 2016. Also, we have improved the educational environment by introducing Wi-Fi available throughout the Osaka Umeda Campus.

#### **4. New Issues to be founded:**

With regard to the New Issues to be improved, firstly we need strengthening of the relationship with those alumni who live in the Tokyo area.

Secondly, we have started a discussion on a double-degree program with University of Lille 1, Science and Technology. As a first step for this initiative, we decided to launch a student exchange program with the University of Lille 1, Science and Technology from 2017.

Thirdly, we are now examining our plan for adding a new program that addresses the learning needs of a potential new market of future managers at international public organizations. As an addition to the current three programs, the new program reinforces and extends our efforts to nurture highly specialized professionals who embody our school motto, 'Mastery for Service'. Students who major in this program start by gaining basic skills and knowledge to administer organizational activities including managing human resources and organizational processes, developing and maintaining favorable and supportive relationships with various stakeholders, as well as planning and deploying available financial resources. Building on those foundational skills and knowledge concerning managing international organizations, students then earn specialized expertise critical for international civil servants by examining topics concerning sustainable economic development, fair and ethical distribution of wealth and profits, environmental protection, as well as peace and security, among others. The curriculum is organized by building highly specialized courses co-offered with the Graduate Course in UN and Foreign Affairs Studies on the foundation of Core and Basic courses offered through the standard MBA program of the International Management Course. Our current plan is that we launch this new program from the spring of 2017.

Fourthly, we also decided to participate in Pacific-LEADS (Pacific Leaders' Educational Assistance for Development of State) program in 2015, which is a government funded initiative to invite students from countries of the Pacific islands to masters degree education programs in Japan. We anticipate accepting two students from the fall of 2016.

### **III. PRT Comprehensive Evaluation**

From the above, it can be evaluated that improvement plan of Kwansei Gakuin 's school is reliably fulfilled.

#### **1. PRT Review Comments**

##### **Evaluation for the Kaizen performance**

###### **Mission Statement:**

That is a unique feature that on the Kwansei Gakuin's school motto "Mastery for Service". The practical instruction that incorporates the study of advanced business topics can be fully evaluated.

###### **Educational Programs**

The classes available in the Kwansei Gakuin's school educational programs are very rich and the students have a wide range to choose. The School should provide more opportunities for foreign students to connect with the business field.

###### **Students**

It can be evaluated that the students of the International Management Course come from the Middle East as well as Asia. The School should improve the Japanese language abilities of international students who intend to apply for positions within Japanese enterprises. This problem may be important ones if the school accept to have more international students who would like to find jobs in Japanese companies.

###### **Faculty**

It can be evaluated that there is no particular problem in the current situation.

###### **Supporting Staff and Infrastructure**

The administrative system should provide appropriate support for the students of the International Management Course to reflect their demands and needs.

#### **2. Excellence in Kaizen Performance**

It is very excellent that the Kwansei Gakuin's school has a wide range of educational programs and the diversity of students from overseas. Especially a number of subjects to be done on English based are very excellent.

#### **3. Items to be noted**

The space and room for teaching in Umeda campus to be supplied are appropriate but, some redundancy may be necessary for open space to be shared with teachers.

The calculus is very excellent, but there are some needs to be more flexible for curriculums which had been fixed on the same time and same semester. If possible, summer period may be available for high needs subject or program.