

大学・大学院起業家教育推進ネットワーク
起業家教育ケース教授法セミナー

ケースを用いた授業構築：一橋ICSにおける取り組み

一橋大学大学院 国際企業戦略研究科
藤川佳則
2011年2月15日



Hitotsubashi University
Graduate School of
International Corporate Strategy

バックグラウンド

- 一橋ICS (専門職大学院 2000年開校)
 - 国際経営戦略(昼、英語)、金融戦略、経営法務(夜、日本語)
 - 国際経営戦略コースに約60名 (外国人70-80%、日本人20-30%)
 - 平均年齢は約30歳 (実務経験7-8年)
- 担当授業
 - Marketing 必修科目、約60名履修、全24セッション
 - Service Management 選択科目、約30名履修、全12セッション
 - Strategy Simulation Week 必修科目、約60名履修、6日間集中
- 藤川佳則
 - 2003年より一橋ICS
 - 約10年間米国在住 (Harvard MBA, Penn State Ph.D.他)
 - ケースを用いた教育、ケースに基づく研究(HBS cases, ICS cases)

ケースを用いた授業構築 - アジェンダ

1. 開講前 - コース全体の設計

- a. 担当コースの全体構成、モジュール、セッション
- b. 各セッションのケース選択
- c. 他コースとのコーディネーションミーティング

2. 開講中 - 各セッションの運営

- a. セッション前 Discussion Questions & Online Poll
- b. セッション中 Cold Call & Board Plan
- c. セッション後 Student Evaluation & Halftime Feedback

3. 開講後 - 次回開講への準備

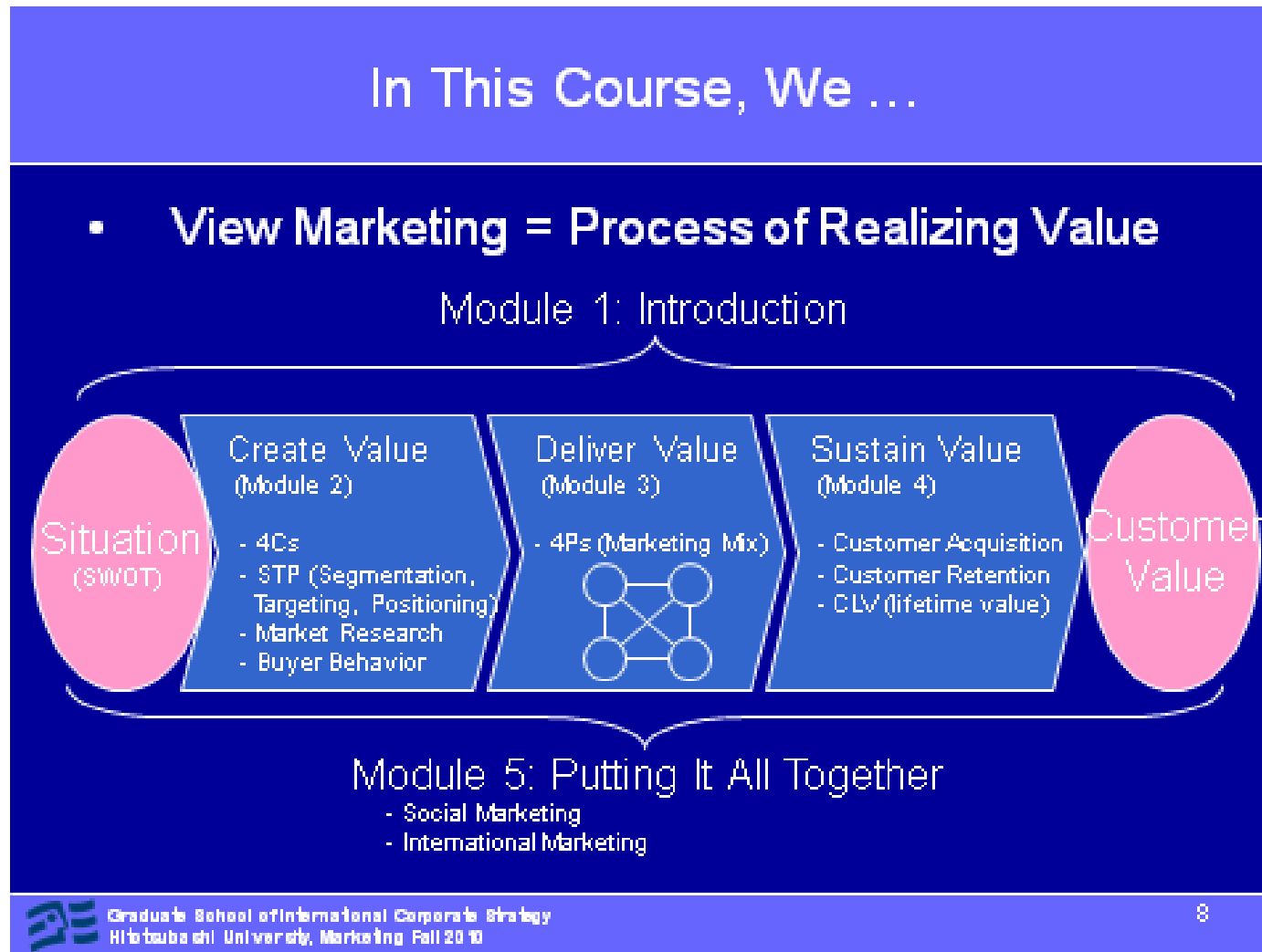
- a. 全体構成、モジュール、セッションの再設計
- b. 他校新ケースのチェック (HBSP, ECCH)
- c. 自校新ケースの開発 (ICS Cases)



1. 開講前 - コース全体の設計

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a. 担当コースの全体構成、モジュール、セッション



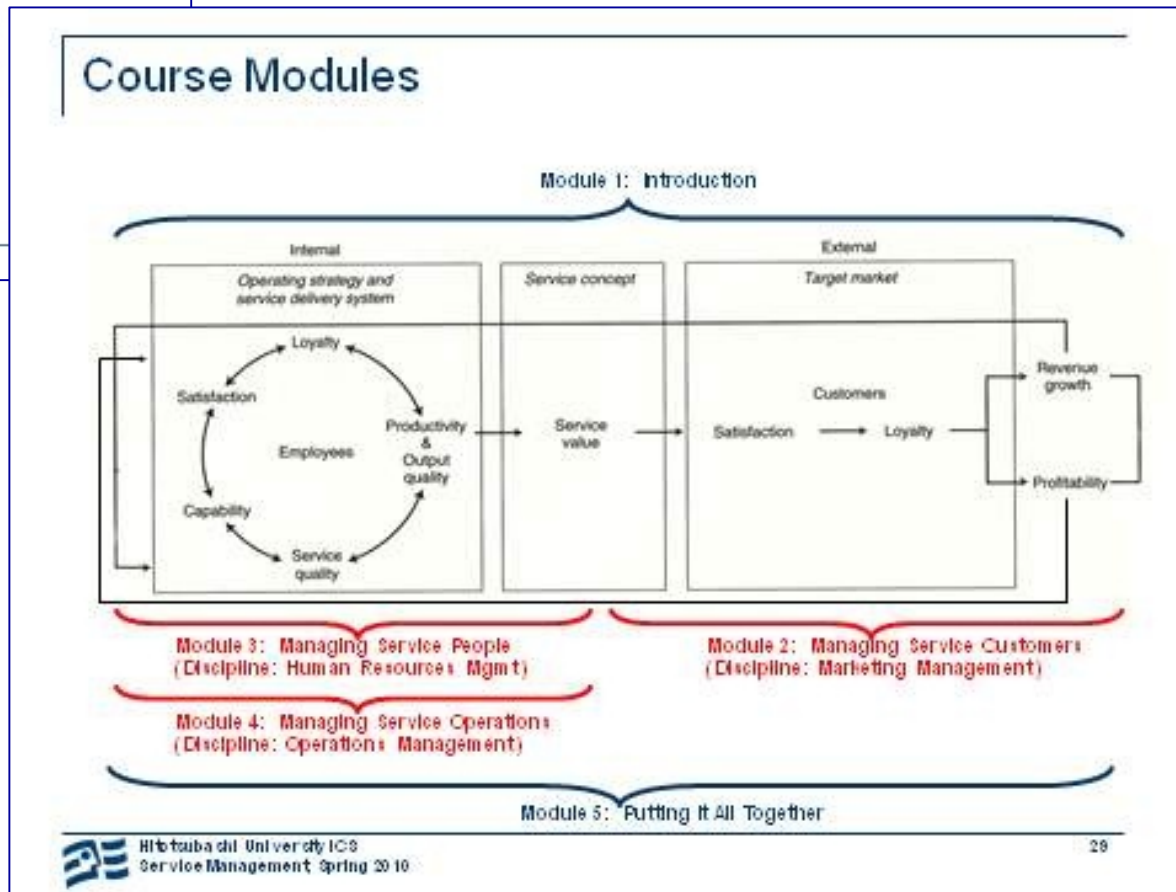
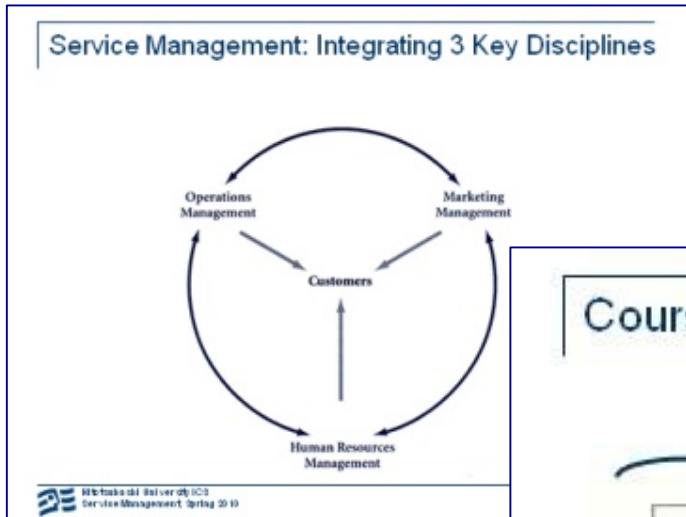
a. 担当コースの全体構成、モジュール、セッション

Term 1 (Fall) 2010-2011		Marketing (Assoc. Prof. Yoshinori Fujikawa)			Tuesdays/Fridays 12:45-14:45 (As of September 26, 2010)
Session	Date	Topic	Case	Article	Guests/Others
MODULE 1: INTRODUCTION (Customer Value, SWOT, 4Cs, 4Ps, Product Life Cycle)					
1	10/1 (F)	Course Overview	MicroFridge: The Concept (9-599-049)	Note on Marketing Strategy (9-588-061)	---
2	10/5 (T)	Customer Value	Aqualisa Quartz: Simply a Better Shower (9-502-030)	---	---
MODULE 2: CREATING VALUE - UNDERSTANDING & CHOOSING CUSTOMERS (4Cs; Segmentation, Targeting, Positioning; Market Research; Buyer Behavior)					
3	10/8 (F)	Buyer Behavior: Quantitative Analysis	L'Oréal of Paris: Bringing "Class to Mass" with Plenitude (9-588-056)	---	---
4	10/12 (T)	Buyer Behavior: Qualitative Analysis	Boston Beer Co.: Light Beer Decision (9-899-058)	---	---
5	10/15 (F)	Buyer Behavior: B2B Decision Making Unit	Kimura K.K.: Can This Customer Be Saved? (IMD155)	---	---
6*	10/18 (T) 9:45-11:45	STP - Segmentation, Targeting, Positioning	Optical Distortion, Inc. (9-575-072)	---	Team Assignment
MODULE 3: DELIVERING VALUE - ALIGNING MARKETING MIX (4Ps of Marketing Tactics)					
7*	10/21 (R) 9:45-11:45	Product	Steinway & Sons: Buying a Legend (A) (9-500-028)	---	---
8	10/22 (F)	Pricing	Rohm and Haas (A): New Product Marketing Strategy (9-587-055)	---	---
9	10/26 (T)	Place	San Fabian Supply Company - Philippines (9-582-104)	---	---
10	10/29 (F)	Promotion (Traditional)	Mountain Dew (CD-ROM Case, 9-503-038)	---	---
11	11/2 (T)	Promotion (Non-Traditional)	Launching the BMW Z3 Roadster (9-597-002)	---	---
12	11/5 (F)	Integrating 4Ps	REALFLEET amadana: Design Innovation in the Japanese Home Appliance Industry (ICS-106-014-E)	---	Class Guest (Hiroshi Kumamoto, Founder & CEO, REALFLEET)
MODULE 4: SUSTAINING VALUE - MANAGING CUSTOMER RELATIONSHIPS (Customer Acquisition; Customer Retention; Customer Lifetime Value)					
13	11/9 (T)	Customer Acquisition	Alloy.com: Marketing to Generation Y (9-500-048)	---	Practice POA
14	11/12 (F)	Cust. Retention and Cust. Lifetime Value	Customer Profitability and Customer Relationship Management at RBC Financial Group (9-102-072)	---	---
15	11/16 (T)	Customer Relationships in Luxury Marketing	Ad-Comm Group Whitebook: Cross-Marketing Platform for Luxury Brands in Japan (ICS-106-002-E)	---	Class Guest (Andreas Darnenberg, Founder & CEO, Ad-Comm Group), Optional POA
16*	11/19 (F) All day	Deep Dive Day	Lawson	---	Class Guest (Takeshi Nishimi, CEO, Lawson Inc.), Final presentations at 15:45-17:45, Wednesday, 11/24
17	11/26 (F)	Customer Relationships in B2B Marketing	Tokabane in 2007: Service-Driven Manufacturing Company (ICS-106-023-E)	Go Downstream (HBR 99512)	Class Guest (Yoshiki Watanabe, CEO, Tokabane), Optional POA
MODULE 5: PUTTING IT ALL TOGETHER - MANAGING IMPLEMENTATION CHALLENGES (Social Marketing; International Marketing)					
18	11/30 (T)	Social Marketing 1 (Developed Economy)	Habitat for Humanity International (9-894-038)	Do Better at Doing Good (HBR 96308)	Optional POA
19	12/3 (F)	Social Marketing 2 (Developing Economy)	Population Services International: The Social Marketing Project in Bangladesh (9-589-013)	---	Optional POA
20	12/7 (T)	International Marketing 1 (Multinational Firm Entering Local Markets)	P&G Japan: SK-II Globalization Project (9-303-003)	Three Roles of International Marketing in Global Strategy (Takeuchi & Porter 1986)	Optional POA
21	12/10 (F)	International Marketing 2 (Local Firm Competing Against Multinationals)	SADAFCO (9-599-021)	Competing with Giants: Survival Strategies for Local Companies in Emerging Markets (HBR 99203)	Optional POA
22*	12/15 (W) 14:00-18:00	Final exam			

* Class meets at date/time other than Tuesday & Friday 12:45-14:45



a. 担当コースの全体構成、モジュール、セッション



a. 担当コースの全体構成、モジュール、セッション

Term 3 (Spring) 2009-2010		Service Management (Assoc. Prof. Yoshinori Fujikawa)			[Monday/Thursday] (April 5, 2010)
Session	Date	Topic	Case	Article	Deadlines, Guests, Audio Visuals, etc.
Module 1: Introduction – What is Service Management?					
1*	4/5 (M) 13:30-15:30	Course Overview	(Revisiting Benihana case used in Operations Management)	Heskett, Sasser, & Schlesinger (1997) Service Profit Chain Ch. 1-2	Video "People, Service, Success"
2*	4/9 (F) 8:30-10:30	Service Profit Chain	Shouldice Hospital Ltd. (Abridged) (HBS 9-883-068)	---	Video "Stitch in Time"
Module 2: Managing Service Customers (Focus: Marketing Management)					
3	4/12 (M)	Service Quality and Customer Satisfaction	Starbucks: Delivering Customer Service (HBS 9-504-016)	Why Satisfied Customers Defect (HBS 95606)	DVD "Christine Day at Starbucks"
4	4/15 (R)	Service Failure and Service Recovery	Federal Express: The Money Back Guarantee (A), (B), & (C) (9-690-004, -005, & -006)	Service Recovery (HBS 9-801-342) Zeithaml and Bitner (2002) Chapter 18	Video "People, Service, Success"
Module 3: Managing Service Employees (Focus: Human Resource Management)					
5	4/19 (M)	Winning the War for Talent 1	International Management Group (IMG) (HBS 9-702-409)	The War for Talent (McKinsey Quarterly, 1998, No. 3, pp. 44-57, & 2001, No. 2, pp. 9-11)	Due: Letter Writing Campaign DVD "Jerry Maguire"
6	4/22 (R)	Winning the War for Talent 2	Egon Zehnder International (HBS 9-904-071)	A Market-Driven Approach to Retaining Talent (HBS R00101)	Guest Speakers (Jiro Saruwatari, Partner, EZI; Yuji Tokunaga, Consultant, EZI)
Module 4: Managing Service Operations (Focus: Operations Management)					
7	4/26 (M)	Capacity Analysis	Manzana Insurance – Fruitvale Branch (Abridged) (HBS 9-692-015)	---	
8*	4/30 (F) 8:30-10:30	Manufacturer as Service Provider: From Goods-Dominant Logic to Service-Dominant Logic	---	Vargo et al (2008) European Management Journal, Lusch et al. (2006) Organizational Dyanmics	Due: Team Assignment (Manufacturer as Service Provider) DVD "Komatsu Today" etc.
Module 5: Putting It All Together – Contemporary Issues in Service Management					
9	5/8 (R)	Service Innovation & Service Globalization 1	Muji (A) (ICS-107-001-E) & Muji (B) (ICS-107-002-E)	---	POA Memo, Guest Speakers (Tadamitsu Matsui, Chairman, Ryohin Keikaku; Kei Suzuki, Executive Officer)
10*	5/10 (M) 15:45-17:45	Service Innovation & Service Globalization 2	BOOKOFF Corporation (ICS-106-004-E)	---	POA Memo, Guest Speaker (Hiroshi Sato, President & CEO, BOOKOFF)
11	5/13 (R)	Service Innovation & Service Globalization 3	Kumon India (ICS-107-005-E)	---	POA Memo, Guest Speakers (Masahiko Ezaki, Exec. VP; Yo Narita, Gen. Manager, Hiroyuki Kobayashi)
12*	5/17 (M) 9:00-13:00	Service Innovation & Service Globalization 4, Course Wrap-Up	Satura Cakes (ICS-107-003-E)	---	POA Memo, Guest Speaker (Hironobu Tamaki, Founder & Chairman, Satura Cakes)

a. 担当コースの全体構成、モジュール、セッション

- 全体構成： やることを決める。同時に、やらないことを決める。
- 全体構成： コース開講中、何度も確認する
（「いまはコース全体のどのあたり」「次は？」）
- モジュールとセッション：
 - モジュールごとにサマリーを兼ねたミニレクチャー
 - セッションごとのレクチャーは最小限にとどめる

各セッションのケース選択

ケースを「書く」際に定義する3点 ケース検索に活用

- Who – Protagonist (主人公?)
- When/Where – Time/Situation (何年、産業、企業、市場?)
- What – Issues
 - Surface level – Decisions/actions facing protagonist
(主人公が何をしなければならないか)
 - Underlying level – Teaching objectives
(講師がこのケースを使って何を教えたいか)

他コースとのコーディネーション

- 開講数か月前に実施
- ケースの重複、セッションの順序などの調整
- 同時に開講する他コースとの連携
(e.g., Marketing (Term 1) – Strategy (T1), Knowledge Management (T1))
- 前後に開講する他コースとの連携
(e.g., Marketing (Term 1) – Cust. Behavior (T2)やMarket Research (T3)
Service Mgmt (Term 3) – Org. Behavior (T1) – Ops Mgmt (T2))

2. 開講中 - 各セッションの運営

- a. セッション前 Discussion Questions & Online Poll
 - b. セッション中 Cold Call & Board Plan
 - c. セッション後 Student Evaluation & Halftime Feedback
-

a. セッション前 Discussion Questions & Online Poll

The screenshot shows a web browser window displaying the ICS Intranet. The main content area is titled "MKTG 2010 FALL 2010/10/05 Aqualisa Quartz" and shows a survey due on 2011-10-05 09:05 (231 days left). The survey questions are:

Q1. Please type your class nickname below.

Q2. If you were Rawlinson, what would you do? Would you change the marketing strategy to:

- (a) targeting consumers directly
- (b) targeting do-it-yourselfers
- (c) targeting developers, or
- (d) other

Q3. Given your answer to Q2 above, how would you change your marketing strategy? Explain your plan briefly.

The page includes a "Submit" button at the bottom. The left sidebar contains a "Main Menu" with links to Home, News, Courses, People, Documents, and Room Reservation, as well as "Manage" and "Links" sections.

b. セッション中 Cold Call & Board Plan



c. セッション後 Student Evaluation & Halftime Feedback

Class Contribution Evaluation

		AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY
		2010/10/1		2010/10/5		2010/10/8		2010/10/12		2010/10/15		2010/10/19		2010/10/21		2010/10/25
5																
6		Course Intro + MicroFridge		Aqualisa		L'Oreal		Boston Beer		Kimura KK		ODI		Steinway		Rohr
7		E-mail Address														
9	IM10Y012@g.hit-u.ac.j	1 MF - SWOT (r		2 Reflection - no		3 Interpreting pe		2 Major attack o		2 What went wrong/root cause part of di				3 Why Bostor		
10	IM10B006@g.hit-u.ac.j	1 Course Intro -		2 Quartz - custo		2 Interpreting ma		1 "Why SA succ		2 Root cause - no local staff serving cus				2 Why Bostor		
11	IM10O004@g.hit-u.ac.j	2 Course Introdu		2 Cold called - n		2 Explaining per		3 Major attack o		2 Can this cus		1 Presented team analysis (launch plan				
12	IM10YO10@g.hit-u.ac	2 MF - SWOT "		1 Quartz - why not selling - misalignment betw		2 "Why SA succ		2 Root cause		1 Presented te		2 Less effort on Bos				
13	IM10O001@g.hit-u.ac.j	1 Course Introdu		2 What to do - w		2 Why success		2 Two comment		3 Can this cus		1 Presented team analysis (launch plan				
14	IM10B008@g.hit-u.ac.j	1 Course Introdu		2 Quartz - why r		2 What to do - g		2 Major attack o		2 Can this customer be saved - Yes - ne				2 Responding		
15	IM10Y011@g.hit-u.ac.j	1 Course Introdu		2 Quartz - From		2 Interpreting ma		2 Why LS not di		0 DMU discus		1 Presented te		2 Responding		
16	IM10B013@g.hit-u.ac.j	1 Course Introdu		2 Quartz - custo		3 How to make :		1 Why SA succ		3 Can this cus		1 Presented te		2 More effort on Bos		
17	IM10B005@g.hit-u.ac.j	2 Course Intro -		2 What to do - d		2 Why success		2 Major attack o		1 DMU discussion - Nomura as influence				3 More effort on Bos		
18	IM10B001@g.hit-u.ac	2 MF - strength		2 What to do - C		2 How to make :		3 Cold called - d		2 What went v		1 Presented team analysis (STP - intenc				
19	IM10Y007@g.hit-u.ac.j	1 Course Intro, c		2 Value calculat		1 4P in France - Promotion? - defense for agir				1 DMU discus		1 Presented te		2 More effort c		
20	IM10B016@g.hit-u.ac							2 "Why SA succ		2 Participated early on (DMU?), and aga				2 More effort c		
21	IM10Y002@g.hit-u.ac.j	2 Helping Masal		2 What to do - work more on plumbers				2 "Why SA succ		2 Who should		1 Presented te		2 More effort on Bos		
22	IM10B018@g.hit-u.ac	1 Course Introdu		2 What to do - direct to consumers, influencin		2 Why SA succ		2 Why SA succ		2 Can this customer be saved - No (raisi				2 Why Kawai		
23	IM10O013@g.hit-u.ac.j	2 MF - 4Ps targ		2 Value calculat		1 Q on FGI - wh		2 Postscripts - \		2 Who should be blamed/can this custor				2 More effort on Bos		
24	IM10O008@g.hit-u.ac.j	1 MF - custome		2 Quartz - why not selling discussion (salespe		2 Helped Take o		2 Root cause/who should be blamed par		2 Can this customer be saved part of dis				2 Disagreed w		
25	IM10O007@g.hit-u.ac							2 "Why SA succ		2 Can this customer be saved part of dis				2 Why Bostor		
26	IM10B020@g.hit-u.ac.j	1 MF - value to c		1 Reflection - differentiation, importance of tai		2 Major attack o		2 Who should be blamed/root cause dis						2 More effort on Bos		
27	IM10Y003@g.hit-u.ac.j	2 MF - takeaway		2 Quartz - customer value (value for end users		1 Reflection on p		2 Can this cus		2 Presented team analys (customer value						
28	IM10Y005@g.hit-u.ac.j	1 Course Introdu		2 What to do - targeting customers directly - through showrooms - targeting				2 what went w		1 Presented te				2 More effort on Bos		

c. セッション後 Student Evaluation & Halftime Feedback

Halftime Feedback

CONFIDENTIAL October 22, 2010

Marketing – Term 1 (Fall) 2010
1/3-Term Feedback

Dear Class:

We have worked together about one-third way into the term now. Based on our interactions in the first 7 sessions, I would like to pause and offer a few comments to reflect on where we have been, and also to help keep up our momentum through the rest of the term.

Below is my feedback to you as a class (see “Class Performance” section) and also as an individual participant (“Individual Performance”). I have put aside some timeslots next few weeks for one-on-one conferences to review your work individually. I would encourage you to sign up for an appointment for more customized feedback.

Class Performance: I am greatly pleased with your commitment, enthusiasm and motivation to this course. In checking your online poll submission before coming to every class, as well as seeing many hands up during class, it has been very clear to me that many of you have consistently prepared cases in serious fashion. The quality of in-class discussions has improved significantly as there have recently been an increasing number of attempts to apply analytical tools and concepts (quantitative and/or qualitative), to tie your comments with others, and to synthesize competing arguments among classmates. On top of all this, you have been arduously working with your classmates for such assignment as Optical Distortion team analysis. I am impressed with your effort up to this point, and look forward to the work we will be doing together for the rest of the course.

Individual Performance: Attached please find the summary of your individual performance at this point in the course. Based solely on your in-class participation records in the first 7 sessions (not including practice POA, optional POA, and final exam POA), your performance is categorized as either “top 1/3,” “middle 1/3,” or “bottom 1/3”:

- “Top 1/3” – You have been doing great in terms of both “quantity” (frequency of participation) and “quality” (contribution to class learning) of your in-class comments. Keep up the great work!
- “Middle 1/3” – You have been doing “okay” in terms of “quantity” and “quality” of your in-class comments, but there is certainly some room for improvement.
- “Bottom 1/3” – I would like to see more active participation in terms of both “quantity” and “quality.” It is still half way into the term. Let’s work together to overcome challenges you may be experiencing.

When we meet at the one-on-one session, I will review your comments in the past classes and give you some specific advice on how to further improve your argument and presentation skills.

In the meantime, I would like you to revisit the criteria that I am using for evaluating your class comments (I explained this in the course introduction session on the first day):

- Is a comment clear, concise, and constructive?
- Is a comment based on the case facts? Go beyond the case facts?
- Is a comment relevant to the on-going discussion?
- Does a comment reflect an effort to apply concepts, frameworks, and tools discussed in the course?
- Does a student take a clear stance on an issue (e.g., Go/No Go, Agree/Disagree, Option A/B/C, etc.)? Demonstrate strong evidence (his/her own interpretation/analysis of quantitative/qualitative data)?
- Does a comment move the discussion forward (e.g., pushing to the next level, steering in a new direction, adding a fresh perspective)?

Please reflect on your past comments and those of your classmates (is there anything you can learn from them?), and think about how you can improve your analytical approaches and discussion skills even further.

I very much look forward to talking with each of you at the one-on-one conference.

Best regards,
Yoshi

(1) From instructor to class

ANONYMOUS October 22, 2010

Marketing – Term 1 (Fall) 2010
1/3-Term Feedback to Faculty

Although course evaluations are typically collected at the end of the term, I would like to know how the class has been going for you up to this point. Your feedback will help me address any problems that may exist before the term actually draws to an end. Your response is anonymous. Please be candid and honest in your comments.

1. What is going well for your learners in the course? Be as specific as you can. List top 3 items.

2. What is not going well for your learners? Again, be specific. List top 3 items.

3. Based on your response to the previous questions, what can I (the faculty) do differently?

4. What can you (the student) do differently?

Thank you very much! Please use the back side of this form if needed.

(2) From student to instructor

Marketing – Term 1 (Fall) 2010
Sign-up Sheet for One-on-One Feedback Sessions

Student Name	Oct 18 Tuesday	Oct 19 Wednesday	Oct 20 Thursday	Oct 21 Friday
4:45-5:00				
5:00-5:15				
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8:30-8:45				
8:45-9:00				

(3) One-on-one's (15 min/student)

3. 開講後 - 次回開講への準備

- a. 全体構成、モジュール、セッションの再設計
 - b. 他校新ケースのチェック (HBSP, ECCH)
 - c. 自校新ケースの開発 (ICS Cases)
-

新ケースのチェック

