

Global Program

2023

～GP 成果報告書～



Soka University

Faculty of Business Administration

目次

1. 学部長あいさつ 「グローバル・プログラムの開催に寄せて」	2
2. GP オンライン	
報告 1 小柴 萌	8
報告 2 May Hsu Pan Zaw	13
報告 3 村上 拓玖弥	21
3. GP カナダ	
報告 4 那波 凜華	28
報告 5 大泉 美空	33
報告 6 大野 伸明	38
報告 7 小田 勇城	42
4. GP コリア	
報告 8 羽賀 胡桃	50
報告 9 楠木 美幸	54
報告 10 清野 花香	58
報告 11 神原 美樹	62
報告 12 桃原 藍華	66
報告 13 陶山 夏実	70
報告 14 北潟 勇平	75
報告 15 中 由美子	79
5. グローバル・ビジネス・スクール留学	
レンヌ大学ビジネススクール交換留学	
報告 16 遠西 明子	87
報告 17 佐藤 智香	91
報告 18 川東 真維	94
ベトナム国家経済大学ビジネススクール交換留学	
報告 19 高間 慶	100
ホーチミン市経済大学ビジネススクール交換留学 (2022 年度)	
報告 20 眞田 智仁	106

学部長あいさつ

「グローバル・プログラムの開催に寄せて」

本年度、グローバルプログラム（GP）が始まって 20 年が経ちます。テーマは「地球市民としての企業」で、2000 年前後から企業の社会的責任 CSR が世界の大きな潮流になり、国連グローバルコンパクトが始動するなど、Global Corporate Citizenship を世界から学ぶことが次世代のリーダーにとって最重要課題となっていました。そのための教員と学生が協力して一歩を進めようと行動をする 20 年でした。

2004 年に実施された GPEurope は、24 名が参加し、スイス、フランスをめぐりました。国連機関を中心としてそれぞれの専門家の連続講義を英語で受講しました。「高密度原体験」を旨とするハードな研修でした。

第一期修了生の中には、その後さらに海外留学を果たし、現在世界のあちこちで活躍されています。シンガポールやオーストラリア、そしてマレーシアなどで、コンサルタントなど海外で活躍する方や、宮崎県で、海外からの研修生受け入れ事業を実施する NPO 法人のトップとして活躍しております。

また、今年から開始したスイスのジュネーブの経営大学院（HEG－GE）への学期留学にも優秀な女子学生が一期生として派遣されており、順調に留学生活を始めたとの報告を受けました。

本年も、GP オンライン、GPKorea、GPUK が実施され、各地で大きな成果を得ることができました。世界への一歩の行動が、大きな波動となり広がっています。

今後もますます発展が見込まれる GP に、多くの学生が参加されることを望みます。

GP よ、永遠に！ これからも守るべき価値は守り、変えるべき価値は変えていく、そのようなプログラムの企画・実施を期待しています。

2024 年 3 月 16 日

経営学部長
栗山 直樹

参加者紹介

GP オンライン参加者

1. 小柴 萌
2. May Hsu Pan Zaw
3. 村上 拓玖弥

GP オンライン概要

日程：2023 年 8 月 7 日～8 月 11 日

参加者：3 名

海外の参画大学（アルファベット順）

Chinese University of Hong Kong（香港）

National Economics University（ベトナム）

Universiti Tunku Abdul Rahman（マレーシア）

開催方法：Zoom によるオンライン開催

担当教員：栗山教授、志村教授、Lim 教授、松本准教授、泉谷准教授、福講師、波多野准教授

概要：本プログラムは、夏季休暇期間中に本学部参加者と海外協定校から参加する学生たちが、オンライン上の講義聴講や協働学習を通してビジネスを学ぶ短期研修です。2023 年度は、研修テーマを" **Creative Industry and Humanistic Leadership in Japan**"とし、日本の創造産業と人間主義リーダーシップについて学びました。海外協定校の学生たちとのディスカッションを通し、文化的・言語的な差異を乗り越えながら協力してテーマについて学び、プログラム最終日にグループによる発表を行いました。

参加者用プログラム案内書

Global Program Online

"Creative Industry and Humanistic Leadership in Japan"

Hosted by the Faculty of Business Administration, Soka University



Dates: **Monday, August 7 – Friday, August 11**

(*11:00 – 16:45 Japan Standard Time)

***Time varies according to time zones**

Venue: **Online** (Access information is found on the 3rd page)

Fees: **None**

Language: **English**

Schedule

August 7 (Monday)

11:00-12:30 [Session 1]

- Opening, Icebreaker, Cultural Exchange (Profs. Matsumoto & Hatano)

13:30-15:00 [Session 2]

- Setting up personal goals (Prof. Izumitani)

15:15-16:45 [Session 3]

- Lecture by Prof. Kuriyama, “What can you learn from Japanese working ethics?”

August 8 (Tuesday)

11:00-12:30 [Session 4]

- Lecture by Prof. Marutschke, “Design Thinking in the post COVID-19 era”

13:30-15:00 [Session 5]

- Lectures by Prof. Lim, “The Case Study of ACG (Anime, Comic and Games) Industries” and “The Future of Japanese Soft Power Leadership, integration of leadership and management”

15:15-16:45 [Session 6]

- Lecture by Prof. Lim, “The Future of Japanese Soft Power Leadership, integration of leadership and management”

August 9 (Wednesday)

11:00-12:30 [Session 7]

- Lecture by Prof. Shimura, “Humanistic leadership under VUCA: Buddhist perspectives”

13:30-15:00 [Session 8]

- Lectures by Prof. Fuku, “Re-thinking about Japanese Popular Culture : Focusing on Johnny’s idols”

15:15-16:45 [Session 9]

- Team Building (Prof. Izumitani)

August 10(Thursday)

11:00-12:30 [Session 10] Group Project (preparation for group presentations)

13:30-15:00 [Session 11] Group Project (preparation for group presentations)

15:15-16:45 [Session 12] Group Project (preparation for group presentations)

August 11 (Friday)

11:00-12:30 [Session 13] Presentations of project outcome

13:30-15:00 [Session 14] Presentations of project outcome

15:15-16:45 [Session 15] Feedback, Closing

Preparation / Access Information

Preparation

- In this program, participants will attend lectures in the first half of the program, discuss related topics in groups, and make group presentations at the end. **Your group will be determined after Session 8 (August 9). To join a group, you are required to attend more than 6 sessions (out of 8) by then.** If you do not achieve the required attendance, you will be asked to participate as an “observer” in group discussions and presentations.
- Those who have participated in **at least 2/3 (10 sessions)** of the program (15 sessions in total), including lectures, group discussions, and presentations, will receive a **certificate of completion** after the program (22.5 contact hours).
- You will receive an **identification (ID) number** for the purpose of confirming your attendance during sessions. Before participating in the program, please ask the administrator of your school about your ID number, and be ready for changing your name on the screen accordingly (See “Access” below).
- The zoom host account will automatically record your attendance based on your screen name; if you do not enter the same ID number consistently, your attendance may not be recognized correctly.
- Before your participation in the program, submit the “Consent Form for Photo/Video Use” via the link below:
Consent Form: <https://forms.gle/fmaLGQrRwQ4o3d7f6>

Access

- For all the sessions in the schedule, access the zoom meeting via the following link:

Zoom: <https://us02web.zoom.us/j/87862278597?pwd=VUtUVGVZOXF6aDVxQVZOb2N6c1RHdz09>

ID: 878 6227 8597

Passcode: 606470

- When you log in to each session, change your name on the screen in the following way:
Your **Screen Name** = *[ID number]-[Abbreviation of your school name in capital letter]-[your name]
Ex. *15-SU-John Smith*
(Above is an example of a student named “John Smith” from Soka University whose ID number is 15.)
*If you enter an incorrect ID number, your attendance cannot be verified.

Please use the abbreviation of your school name in the list below (School names are listed in alphabetical order):

The Chinese University of Hong Kong → **CUHK**

National Economics University → **NEU**

Soka University → **SU**

Universiti Tunku Abdul Rahman → **UTAR**

Day 1: Monday, August 7, 2023

Profiles of Lecturers

Dr. Naoki KURIYAMA

Dean of Faculty of Business administration of Soka University,

Dr. Naoki Kuriyama is Professor of Human Resource Management. He obtained his M.A and Ph.D. from Soka University. He was an expert of ILO, Geneva (1988-1991) and served as visiting scholar in Geneva and Rennes (France).



Ms. Yoshiko MATSUMOTO is currently an associate professor of the Faculty of Business Administration at Soka University. She obtained her M.Ed. in International /Comparative Education at Harvard University. Her research interest includes English education, CALL, ESP and EIL. Before she came to Soka University, she was a Lecturer at Rikkyo University and served as a part-time instructor at Foreign Service Training Institute, the Japanese Ministry of Foreign Affairs (2012-2017).

Dr. Michiko IZUMITANI is an Associate Professor at the Faculty of business administration Soka University. She received her doctoral degree in Psychology from Kyushu University. She has been teaching intercultural understanding, leadership, organization development and business strategies as a member of NGOs and universities for about twenty years.



Dr. Kazuma HATANO is an associate professor of the Faculty of Business Administration at Soka University. He obtained his Ph.D. in second/foreign language education at The State University of New York, Buffalo (SUNY Buffalo). He also has MA in Cognitive Psychology and MA in TESOL (Teaching English to Speakers of Other Languages) from SUNY Buffalo. His BA was in psychology from the University of Tennessee at Knoxville.

Day 2: Tuesday, August 8, 2023



Dr. David MARUTSCHKE is an Associate Professor of the Faculty of Business Administration at Osaka University of Economics. He obtained his Ph.D. at University of Tübingen, Germany. He also has obtained his degree in International Business Administration (Diplomkaufmann) and in Japanese Studies (BA) at University of Tübingen. Prior to his current position, he was an Associate Professor of the Faculty of Business Administration at Soka University and worked as a consultant for five years in Tokyo.

Dr. Tai Wei LIM is currently a professor of the Faculty of Business Administration at Soka University of Japan. He obtained his Ph.D. in History/East Asian Studies at Cornell University, New York. He has an MA (History/East Asia) from Cornell University in New York, MA in Japanese Studies from the National University of Singapore, and an LLB from University of London. His BA was in Political Science, Japanese Studies and History from the National University of Singapore.



Day 3: Wednesday, August 9, 2023



Dr. Hirohisa SHIMURA is a professor of the Faculty of Business Administration at Soka University. He obtained his Ph.D. in pharmaceutical sciences at the University of Tokyo. He also has MS in Computer Science from Montana State University. His BSs are in computer science and applied mathematics. He also has U.S. Certified Public Account (Guam) and Chartered Financial Analyst. Prior to Soka University, he taught finance and health economics at Temple University Japan Campus after 23 years of working experience in global financial institutions.

Hiromitsu FUKU is a lecturer of the Faculty of Letters at Soka University. He obtained his MA (Socio-Information and Communication Studies) at the University of Tokyo. His BA was in journalism studies from Sophia University at Tokyo.



See also Prof. Izumitani's profile on the previous page.

Day 4: Thursday, August 10, 2023

Group Project

Day 5: Friday, August 11, 2023

Presentations of Project Outcome

報告 1 : Moe Koshiba

Three important skills required in the global environment

~What I have learned throughout GP Online~

What makes a person a global leader? A global leader generally means a person leading a group of people from various cultures, and students can find the answer to the question in Global Program Online (GP Online). GP Online supported by the Faculty of Business Administration at Soka University, offers fruitful opportunities to experience the global environment online through lectures and a group project. The global environment in this paper means international business situations or group working where various people with different backgrounds work on common tasks together. Also, the program offers students the opportunity to not only improve their English and business skills but also interact with potential global leaders from various countries. By meeting students who have different cultures and backgrounds in the program, I have learned three skills required in the global environment, and those skills are about having a sense of purpose, being valuable to others, and being confident. This paper aims to reveal some essential skills to be a global leader by explaining what I have experienced and learned throughout the program.

The first skill required in the global environment is having a sense of purpose for learning English. Having a sense of purpose means understanding why you are doing what you are doing in the first place. This is important regardless of the situation but especially when learning English to be a global leader.

When thinking of the skills to be a global-minded person, people tend to focus on language skills. Indeed, English is essential to be active internationally; however, it is more important to have the purpose of acquiring English skills. I realized the importance of having a sense of purpose for

learning English by clarifying the difference between purpose and goal in GP Online. In a prior training class and on the first day of the program, there was an activity where students set a purpose and goal for the program. Before the activity, students learned the difference between those two. The purpose is a usually long-term mission that you want to achieve eventually, while the goal is a usually short-term mission. In other words, the purpose is on top of the mountain, and the goal is the objectives needed to go through while climbing the mountain. This lesson made me dig into why I wanted to improve my English in the first place, and I figured out my purposes for learning English. I am doing it to enhance my confidence and expand my horizons by stepping out of my comfort zone. Hence, learning English is just a tool to achieve that purpose. In reality, interacting with students who had different cultures in GP Online was out of my comfort zone, and I was afraid to even join the online meeting room every single day of the program. However, I was able to complete the program and feel a sense of accomplishment consequently. This is because I kept in my mind that my purpose can be achieved by overcoming my fear when being out of my comfort zone.

To sum up, mastering English skills is a way to carry out the long-term purpose, and it is essential not to confuse ends and means. On top of that, it is crucial to consider what the purpose is for each individual since it varies from person to person. GP Online was the best place to make a habit of considering why students are doing what they are doing.

Secondly, it is necessary to think of “a way to be valuable to others or a team” in the global environment. The concept of being valuable might be hard to accept for some individuals, but it never means that you should please others in a way that you cannot be yourself. It means understanding your role independently. This is important especially when doing team-building, and this results in better teamwork and better outcomes. I realized the importance of this skill by interacting with students from Vietnam in GP Online.

The last two days of GP Online were a group project in which four to six students worked together on a group presentation about a proposal for a marketing campaign. My team consisted of three students from Vietnam and me from Japan, and I was impressed by their attitude of contribution when working towards a common goal. They were quick to understand what they should do now and next. Besides, it seemed that they were always looking for ways to contribute to the team. For example, one of the members said that he had a skill in designing in his self-introduction, so he took it upon himself to design the products in our proposal. Another member also said that she had experienced being a leader in multiple group projects before, so she was willing to facilitate a discussion. Considering their attitude, they were independent and were assertive to contribute to the team as individuals. By being influenced by their skills of being valuable to the team, I was also desperate to find where I could enhance the efforts of the team. For example, I constantly made suggestions when I found more room to expand the discussion after listening to others' opinions because I believed that I was good at being a listener and looking at things from various angles, and this was where other members were not doing and I could add more value to the team. Therefore, my team was able to support each other by being willing to contribute to the team independently. Even during the reflection time of the group project, all of the members said "We were able to come to a great outcome because we successfully allocated roles and complemented each other".

In summary, understanding and practicing roles where you can contribute to a team is a skill required when working towards the common goal with people with multiple cultures, languages, and perspectives. In my experience with the group project in GP Online, teams can maximize their efforts by complementing each other's strengths and weaknesses. Interacting with students from different cultures in GP Online helped me find where I can be valuable to the team.

The third skill needed in the global environment is being confident in one's leadership. Leadership is not universal, and there are various types of leadership. I have realized

that by working on the group project in GP Online the same as how I learned the second skill stated above.

As stated above, all of my team members complemented each other by understanding their roles. Considering that, I have realized that each member's role can be called "leadership" even though the shape of it was different from member to member. For instance, the one member who was skilled at designing was leading and motivating the team members by being willing to contribute to the team. Another member kept asking questions when he had something unsure about, and he brought a new point of view to the discussion. Similarly, I also found my leadership skills in the group project. I used to be insecure about my leadership skills before GP Online because I was not skilled at either facilitating discussions or coming up with clever ideas that I could lead a group. However, one of the team members gave me feedback during the reflection time that I had the skills to cooperatively listen to and respect others' opinions, and that made the team work together in the same direction. This means that I was successfully leading a group by being cooperative. In other words, I have leadership skills in the shape of cooperativeness. Although there was a position of a leader who was in charge of the team, all of the members were the leaders in different ways. More importantly, all members were confident about their leadership skills.

Therefore, anyone has their leadership in different forms, and being confident in one's leadership is crucial to being a global leader who leads a group of people from various cultures. Leadership does not always need the position or the title of leader but it needs the willingness to influence and contribute to a team and assertiveness that maximizes efforts of the team. The group project in GP Online taught me that I can be confident about what I have right now because it is my uniqueness and what can be my leadership skills. I concluded that everyone is a global leader, and all we need to do is to realize our uniqueness and be confident about that.

In conclusion, a person who understands their purpose for mastering English, who understands how they can add value to a team, and who is assertive about their leadership can be a global leader. Indeed, there are other abilities that many articles or studies say are necessary in the global environment, but I learned those three skills from GP Online which was my first-hand experience. However, the best takeaway from the program was not about skills. It was about my confidence. As stated earlier, one of my purposes for learning English was to enhance my confidence, and I have built my confidence by completing the program. I felt scared to participate in the program at the beginning, but I felt a sense of achievement because I overcame that fear of being outside of my comfort zone. On top of that, I learned that what I am afraid of is the best opportunity to learn and improve myself. As a youth who lives in a globalized world, I am determined to choose to walk along the most intimidating path. I believe that it is the best way to be a global leader.

報告 2 : May Hsu Pan Zaw

Exploring the Global Dynamics of Japanese Business: A Deep Dive into the Anime and Manga Industry through the Lens of a Summer Program

Executive Summary:

This report aims to provide a comprehensive overview of the key learnings and experiences gained during the Summer Global Program on Japanese Business, with a focus on the anime and manga industry. The program brought together participants from diverse Asian countries, including Vietnam, Malaysia, China and Japan. Moreover, this report delves into insights gained regarding teamwork, communication, humanistic management principles, cultural integration, market dynamics, and industry innovation. Through collaborative efforts and a brief timeframe for the group presentation, we have got the experiences in teamwork, communication skills, and humanistic management principles.

Introduction:

The Summer Global Program on Japanese Business aimed to immerse participants in the intricacies of the Japanese business environment, particularly the anime and manga industry. By bringing together individuals from different Asian countries, even though it was through Zoom, the program sought to foster a global understanding of Japan's unique cultural, economic, and managerial aspects and share perspectives on a global scale.

I. Overview of the Summer Global Program:

The program's initiation included a comprehensive examination of the Japanese business landscape, honing in on the anime and manga sector. Through interactive sessions, lectures, and

discussions with professors from Soka University, we gained a nuanced understanding of Japan's cultural, economic, and managerial dimensions. On the other hand, it was a little stressful as we had breakout session on Zoom, and then we had to share our ideas and opinions.

II. Group Presentation: "Unveiling the Dynamics of the Japanese Comic and Anime Industry"

A. Challenges Faced:

Diverse participant backgrounds and a tight timeframe for the group presentation posed challenges in coordinating efforts and synthesizing information. The need for quick adaptation highlighted the importance of effective teamwork and communication. Even though, with these difficulties, we finished our presentation with pleasure as we tried hard.

B. Achievements:

Despite challenges, the group delivered a compelling presentation, showcasing the power of diversity in problem-solving. This achievement demonstrated the practical application of teamwork skills in a global context.

III. Lessons Learned: Teamwork and Communication:

A. Teamwork Dynamics:

1. **Diversity as a Strength:** The program underscored the transformative power of diversity within our team, where participants hailed from varied cultural backgrounds. The emphasis on diversity went beyond mere acknowledgment, portraying it as a dynamic force capable of fostering creativity and providing unique perspectives in problem-solving on a global scale. The collaborative environment thrived on the fusion of different cultural strengths, showcasing diversity as not just a feature but a catalyst for innovative solutions.

2. **Adaptability:** In the face of stringent time constraints, the program necessitated a rapid adaptation to changing circumstances. Team members were thrust into situations demanding flexibility and open-mindedness, essential attributes in the context of a globalized business environment. This real-world scenario prompted a quick learning curve, as individuals discovered the value of adaptability when navigating the complexities of cross-cultural collaboration.

B. Communication Skills:

1. **Cross-Cultural Communication:** Engaging with participants from various Asian countries provided firsthand lessons on the intricacies of cross-cultural communication. The program highlighted that effective communication transcends language barriers; it requires a nuanced understanding of cultural nuances and differences in communication styles. Team members realized that successful collaboration hinged on the ability to navigate these cross-cultural complexities, emphasizing the importance of empathy and cultural sensitivity.
2. **Clear Articulation:** Given the complexity of the topic—delving into the Japanese anime and manga industry—clarity in communication emerged as a paramount skill. The intricacies of this industry could easily lead to misunderstandings if not conveyed clearly. Team members honed their ability to articulate ideas concisely, ensuring that their messages were not only well-received but also comprehensively understood by a diverse audience. This skill became particularly crucial in translating complex industry concepts to a broader audience, requiring precision in expression.

IV. Humanistic Management Principles:

A. Introduction to Humanistic Management:

The program introduced participants to humanistic management principles, emphasizing a people-centric approach. Key principles included fostering a positive work environment, promoting

employee well-being, and prioritizing ethical business practices.

B. Application to the Anime and Manga Industry:

1. Creativity and Well-being: The program emphasized the importance of nurturing a work environment that encourages innovation while prioritizing the well-being of creators.
2. Ethical Content Production: Humanistic management principles were applied to discussions on content creation, promoting responsible storytelling and ethical treatment of industry contributors.

V. Cultural Integration and Market Dynamics:

A. Cultural Integration:

1. Impact on Business Practices: Cultural nuances influenced business practices, consumer preferences, and content creation methodologies in the anime and manga industry.
2. Leveraging Cultural Diversity: Participants explored the benefits of leveraging cultural diversity as a strategic advantage, enhancing their understanding of the Japanese market.

B. Market Dynamics:

1. Economic Landscape: An analysis of the economic landscape revealed key factors influencing the success of the anime and manga industry, including consumer behavior and market trends.
2. Globalization of Japanese Content: The program explored how Japanese content, especially anime and manga, has become a significant global soft power, influencing cultures and economies.

VI. Future Trends and Industry Innovation:

A. Emerging Trends:

1. Technological Advancements: Participants explored how technological innovations such as virtual reality are shaping the future of the anime and manga industry.

2. Collaborative Platforms: The rise of collaborative platforms and digital ecosystems in content creation was discussed, showcasing opportunities for co-creation and content sharing.

B. Industry Innovation:

1. Sustainability in Content Production: The program delved into sustainable practices in content production, emphasizing responsible resource management and ethical treatment of creators.
2. Business Model Evolution: Participants analyzed evolving business models within the anime and manga industry, including subscription-based streaming services and crowdfunding.

VII. Case Studies: In-Depth Industry Analyses

A. Studio Ghibli: Examining the Success Factors:

1. Unique Storytelling: Studio Ghibli's success is attributed to its unique storytelling, which often incorporates themes of environmentalism and humanism.
2. Commitment to Quality: The studio's commitment to quality animation and hand-drawn techniques distinguishes it in a digitally dominated industry.

B. Manga Publishers: Adapting to the Digital Era:

1. Digital Platforms: Manga publishers have adapted to changing consumer preferences by embracing digital platforms and online distribution.
2. Global Expansion: Many manga publishers have expanded their reach globally, leveraging digital platforms to introduce Japanese content to a broader audience.

VIII. Global Perspectives: Comparative Analysis of Asian Countries

From the sharing ideas with participants from Vietnam, Malaysia, China, and Japan I have gained the below facts.

A. Vietnam:

1. Growing Interest: Vietnam's growing interest in Japanese anime and manga is reflected in the increasing number of local adaptations and fan communities.
2. Cultural Exchange: The program highlighted the role of cultural exchange in fostering understanding between Vietnam and Japan, particularly through shared interests in anime and manga.

B. Malaysia:

1. Creative Industries: Malaysia's emerging creative industries are influenced by Japanese pop culture, leading to collaborative projects and business ventures.
2. Educational Impact: Japanese anime and manga contribute to the Malaysian educational landscape, shaping language learning and cultural understanding.

C. China:

1. Cultural Consumption: The popularity of Japanese anime and manga in China reflects changing consumer preferences and the increasing global influence of Japanese pop culture.
2. Industry Collaboration: China's collaboration with Japanese creators and companies in the anime and manga industry showcases the potential for cross-cultural partnerships.

IX. Concluding Thoughts:

The Summer Global Program on Japanese Business provided transformative insights into the anime and manga industry. It emphasized the interconnected nature of teamwork, communication, humanistic management, cultural integration, market dynamics, and industry innovation. The success of the group presentation demonstrated the potential of diverse, cross-cultural collaboration in achieving common goals.

As participants return to their respective countries, the multifaceted learnings from the program will

contribute to their personal and professional growth. The experience gained fosters a global mindset in approaching business challenges, preparing individuals for the complexities of the ever-evolving global business landscape.

In conclusion, this comprehensive report encapsulates the rich tapestry of insights gleaned from the Summer Global Program, offering a detailed analysis of the interconnected aspects shaping the Japanese anime and manga industry on a global scale.

My participation in this online global program with Japanese university students and other Asian students was a gratifying experience. The challenges posed by cultural differences were mitigated through effective communication and mutual understanding. This program exemplified the significance of cross-cultural collaboration in fostering a global perspective and enhancing the overall learning environment.

Recommendations:

Based on my experience, I strongly recommend the integration of comprehensive cross-cultural communication modules into future programs. These modules should prioritize cultural sensitivity and proactive engagement, aiming to equip participants with the skills needed to navigate the complexities of global collaboration successfully. By emphasizing the importance of understanding and respecting diverse cultural nuances, we can optimize communication strategies and enhance the overall effectiveness of cross-cultural teamwork.

Personal Learning:

In navigating these challenges, I gained valuable insights into the Japanese way of thinking. In my approach to overcoming these challenges, I proactively sought to understand and appreciate their

cultural nuances. This not only significantly improved communication within the team but also deepened my appreciation for the rich diversity present in our global learning community.

報告 3 : Takuya Murakami

What I learned from the GP online program

I joined a GP online program in 5 days during my summer vacation. The GP online is Soka-university's global program. This program was held online. I learned many things through this event. Here are three main things I learned.

First, I took a course on leadership. There are two types of leadership: conventional leadership and contemporary leadership. The former is the image expected of leaders in the old society and has various characteristics. It is a form of leadership in which the superior leads and the subordinates follow. For example, based on a hierarchical structure in which the leader has the most knowledge, experience, and authority. The emphasis is on the leader making decisions and ordering subordinates to follow. Often associated with autocratic and directive leadership. Focuses primarily on achieving goals and maintaining stability and predictability within the organization. The following are some of the characteristics of this type of leadership. The latter has some characteristics that are required of today's leaders. For example, they are based on a more collaborative and inclusive approach. Emphasizes the importance of working with others for the common good, listening to others, and creating a shared vision and sense of purpose. Based on authenticity and a deep sense of personal identity. Focuses on adapting to change and creating an open, innovative, and adaptive culture within the organization. and other characteristics. Comparing the two suggests that there are many differences between the past and the present. The image of the leader required by society is changing dramatically with each new era, and it is important to adapt to the environment. However, the traditional leadership image is also becoming a necessary skill for today. Therefore, people who possess not only modern leadership skills, but also conventional leadership skills can become effective leaders in society. In addition, leadership

development programs are available to develop leaders in the VUCA (volatile, uncertain, complex, and ambiguous) work environment, which is becoming more essential these days. The second is vertical development. It refers to growing the internal capacity to think in more complex, systematic, strategic, and interdependent ways, and developing the individual's ability to handle complexity and to "sense-make" in ambiguous and uncertain situations. By undergoing these two leadership development programs, companies can develop leaders who have the knowledge to choose the right strategies and the skills and experience to implement them.

Second, I learned about Japanese POP culture. Japan has a lot of culture that is unique and holds the interest of many people. There is a large idol agency in Japan, and some people refer to them as JPOP idols. They are a big part of Japanese culture, performing on stage, singing, and appearing on television. They form groups, give names to their activities. Some of the famous groups belonging to this office include "Arashi" and "AKB48". They are quite famous in Japan. AKB48 has a very unique management strategy. They are "handshake events" and "popularity contests". The former is an exchange event where idols and fans can talk and shake hands for a few seconds. However, in order to participate in these events, one must purchase goods and CDs from the idol's agency. This is a great strategy because holding a handshake event is both profitable and satisfying for the fans. The latter is to hold a popularity contest within the group, and the member who is chosen first is rewarded. In order to get the votes, fans have to spend a lot of money, as they have to purchase goodies and songs. This is a disadvantage for the fans from an objective point of view, but not a disadvantage from the fans' own point of view, since their goal is to get their favorite member to the first place. However, these JPOP idols differ from KPOP idols in a number of ways. KPOP idols do not compose their songs in Korean, but rather include English lyrics in their songs. This means that the target audience is not only Korean, but also the whole world. This makes it possible for people who do not understand Korean to understand English, and thus it has become famous all over the world. In the case of JPOP, however, the target audience

is limited to the domestic market. This is because the JPOP industry did not expand overseas with the domestic market as its target audience because it was able to generate a lot of profit from domestic customers alone during the bubble period. Thus, we learned that JPOP and KPOP have different targeting strategies and historical backgrounds.

Finally, I will share what I have learned about Japanese POP culture and management strategies that take advantage of it. Today, Japan has a business strategy that takes advantage of ACG (anime, manga, and computer technology). And, by taking advantage of it, we can increase the value of many industries. In the case of anime, there are many characteristics such as the variety of genres, the quality of background music and drawings, and so on. As for the variety of genres, the rich variety of story settings and characters allows the viewer to immerse himself or herself in a unique worldview. Since there are many battles anime fighting heroes overseas, the advantage of having a wide range of genres of anime can increase the popularity of anime overseas and the development of the anime industry, since it can bring interest in Japanese anime to countries all over the world. Therefore, the value of Japanese animation from abroad has been successfully branded as a diverse genre with high quality drawings. An example of this branding is "Pokemon." This is a work that has been popularized not only in animation but also in home video games for many years through the original Pokémon character and is well-known in many countries around the world. As a result, it has succeeded in creating a large brand of "Pokemon," which has had a significant impact on the Japanese industry. In addition, manga can be enjoyed by all generations. Many foreign manga are aimed at small boys, and the trend proceeds to women and adults not reading them, making it difficult for them to remain popular. In the case of Japan, however, many of them are not only for little boys, but are also easy to read for women and adults, thus gaining a lot of popularity in many countries around the world. Furthermore, in computer technology, Japan has a lot of technology that uses Vocaloid and two-dimensional characters. In the case of Vocaloid, there are many songs using Vocaloid in Japan, far more than in other countries. This is because

the Vocaloid technology was born in Japan. In the case of 2-D characters, management strategies are being implemented through SNS and other means, using v tuber such as "Kizuna AI". Japanese 2-D characters are able to attract a large number of consumers due to the high quality of their drawings and are popular overseas as well. We learned that these original techniques are differentiated compared to foreign techniques. It shows that Japan is making profits while taking advantage of its unique culture.

In conclusion, from this GP Online I have realized the importance of leadership in working abroad and the potential of management strategies that utilize Japanese POP culture. I realized that it is important to grow through horizontal and vertical development programs because it takes a lot of experience and challenges to gain the kind of leadership that works overseas. This event helped me to grow as I would like to learn more management strategies in the future.

GP カナダ

参加者紹介

G P カナダ参加者

1. 那波 凜華
2. 大泉 美空
3. 大野 伸明
4. 柳澤 蓮
5. 小田 勇城

GP カナダ概要

日程：2023 年 8 月 1 日～8 月 18 日

参加者：5 名

訪問場所：ビクトリア大学（カナダ）

概要：ビクトリア大学の経営学夏季短期プログラムで、20 日間の集中講座に参加し、経営管理論やビジネスコミュニケーションを学んだ。また、放課後や週末などに、現地の学生や世界中から参加している留学生と交流を行った。

受講科目

Module 1:

Business Communications

Module 2:

Business Management

Entrepreneurship

Service Management

International Business

報告 4 : Rinka Naba

GP Canada

International Summer Institute for Business Management Program

In this report, I will explain the classes in the program, outline the activities, my personal life outside of the program, and finally describe the new experiences and knowledge I gained.

First, I will explain the four classes included in the program and the final presentation.

In the business communication class, we learned how to make PowerPoints for use in business, color schemes, layout, wording, and how to conduct business communication in each country based on data. Business is built on communication with people. I was impressed by the fact that I watched various commercials and thought about what I wanted to convey. Therefore, I also learned about emotions and the effects they have on people.

Students learn the various knowledge needed to become an entrepreneur. Entrepreneurship is about new value creation. Not necessarily new venture creation. First, we produce a problem that they need to solve. And I learned where innovative ideas come from and what kind of thinking I need to do. Starting a business requires a mindset. Mindset refers to a mental attitude or inclination.

Service Management is based on a program that has earned UVIC international awards. It aims to develop a fundamental understanding of the skills and tools necessary to succeed in today's global marketplace. Whether you plan to start your own business one day or work in a large multinational corporation, this course provides you with the knowledge to enhance your opportunities for success.

We broadened our perspective on international business and learned about the differences among various countries in business. We thought about the advantages and disadvantages of standardization and learned about CAGE of impact points. The important points in CAGE are

languages, ethnicities, religions, values, norms.

Administrative Distance Differences in corruption, legal rules, political risk and instability, government policies, colonial ties Geographic Distance Physical remoteness. There are other things. For example, lack of a common border, lack of sea or river access, size of country, weak transportation or communication links, climates, time zones Economic Distance, Differences in consumer incomes, costs, and human and natural resources.

The final presentation served as the presentation of the final assignment in business communication. We were divided into nine groups of 4 or 5 people in each group. Each group then produces a new business and explains it in front of the class. Before the presentation, I held a workshop and received advice from the teacher to improve the quality of my presentation. I learned about various products and services, how to give presentations, how to use materials, and other things that differ from group to group. There was time at the end for viewers to ask questions and express their opinions, and the conversation continued, making it a fun space.

Next, I will explain the activities.

August 6th, Whale watching was my first activity. We took a yellow school bus from the university and boarded the ship in two groups. It was a valuable experience thanks to the explanations provided by our guide, who has a unique and cheerful personality. The wind was strong, and the temperature was low, so we did not see whales, but it was fun.

After school on August 8th, we played game night in the square in front of the dormitory. We played games using balloons, water carrying games, soccer, and frisbee. Since it was my first time doing this activity, it was a chance to make friends with students in the same program. It was a team competition, and the winning team received a prize. Since we were wearing UVIC hoodies, we had fun working together as a team and planning strategies.

After school on August 12th, we took the school bus and went to Butchart Gardens, a tourist

attraction in Victoria. This botanical garden is located on a vast area and has a rose garden, a Japanese garden, and themed gardens. There was also a restaurant on the premises, and people enjoyed sweets such as gelato and popcorn, as well as dinner and afternoon tea. Events are held in the summer, where you can enjoy music performances by locals, a merry-go-round, and fireworks. The fireworks were famous, and tourists came to see them. I was able to feel the summer by taking a place to watch it with my friends.

August 13th, we took the school bus to the school in the morning on a school holiday and did activities for about 2 hours. We all do radio exercises together, listen to the staff's explanation, and then one by one we start. It was an amazingly comfortable activity surrounded by nature, and I had fun sweating it out.

After school on August 15th, we took a school bus to Mt. Pkols, which is close to the university, and hiked to the top in about two and a half hours. It was an incredibly moving activity where you could experience the great outdoors of mountains, sky, and sea. At the top of the mountain, we held the Canadian flag and took pictures and took a walk. I remember that we all slept late because we did not have classes the next morning.

Next, I will explain the dormitory life.

Four people use one dorm. Each person had one room, and the kitchen and bathroom were shared. The dorm inside the school had kitchen utensils and was amazingly comfortable. There were four members in my dome: 2 Japanese, 1 Scottish, and 1 Mexican. We spent time together at night, talking, drinking, and making waffles. I remember making soba and serving it to Scottish and Mexican people, and they said it was delicious. It was a three-week period where I was able to experience first-hand the cultures of three countries. There was only one day without classes. That day, I went sightseeing in Vancouver with my friends. Because Victoria is an island, we traveled by boat, train, and bus. I was able to buy processed meats, cakes, and fruits. at the

Granville Island market, and I was able to enjoy things such as going to see the famous steam clock. It was a very fulfilling time as I was able to have new experiences here, such as accounting and moving around. On days when classes are held, they end at 4:00 p.m. After school, I had free time, so I worked on assignments with my friends, looked around Victoria University, and enjoyed the cafes and bars on campus. I was surprised that there was a bar on campus, but I felt that having the opportunity to hang out at karaoke, play billiards, and interact with the people I met there had a positive impact.

On the final day, there was a party in the hotel's banquet hall where the students received their diplomas and the team with the best final presentation received a certificate. We had a very formal time having a dress code while eating dinner at the hotel. Since it was the last day, everyone left autographs and photos and made memories. This was a meeting to express our gratitude to the local student staff and teachers who took care of us.

Lastly, there are two things I realized through this study abroad experience. The first is that there is a world where what we think is common sense is not common sense. The atmosphere in Japanese classes is that students are incredibly quiet and listen to the teacher. However, in Canada, the class was more like a rally of conversations between students and teachers. Even the act of raising a hand differs from country to country. Using transportation, paying bills, buildings, and humanity were all new and fresh. It was my daily routine to approach strangers and compliment them on their hair color and clothing. This is a situation that has never been experienced in Japan. I felt like a friendly and kind world was expanding. I wanted to experience the cultures and customs of various countries, not just Japan, and expand my worldview. I think the point of view and way of thinking will change.

The second thing is to be proud of being Japanese. People from various countries came together for this program. There, we talked about a variety of topics, including religion, politics, and culture.

There, everyone spoke confidently and proud of their country. At the same time, I felt like I had knowledge about my country. Japan needed more love for its own country and that there was much more to know about Japan. I realized firsthand that even people of the same age have various levels of interest. Therefore, I was able to complete my assignments and learn what I needed to do after returning to Japan.

報告 5 : Miku Oizumi

Diving into the world of minorities

About GP Canada

This report is what I learned in the ISIBM (GP Canada program) and my experience in Canada, from August 1 to 18. I studied for around three weeks at the University of Victoria. In this program, students learn classes taught by professors from the university with international students from various countries, such as Japan, the United Kingdom, Ireland, China, and Germany. We finally gave a presentation in a group. Notably, local students did not participate in this program.

The Activity Class

There are many differences from Japan in that the classes are very activity-based. There are frequent group and pair work. Homework was given as usual, and there were many presentations the next day or an hour later. We don't just sit in a chair and listen to the class. In addition, many international students raise their hands and actively speak up. They raise their hand and place their elbow on the desk, raising their index finger lightly. Classes were held from 9 a.m. to 12 p.m. and from 1 p.m. to 4 p.m. In the second week, morning classes were held on Saturdays as well.

At ISIBM, I studied Business Communication and other lessons at a 50:50 ratio. Other lessons include Entrepreneurship, Service Management, and International Business.

I will describe the specific content of the class. We were given a homework assignment to negotiate six times to exchange a paper clip for an equal or better one. This must be negotiated against anyone who is not a member of ISIBM. We had to track how we negotiated and exchanged them and consider what worked and what didn't. The next day, we had to present this. My pair and I were evaluated as having thought process, and it was not important that we were able to negotiate

better, but whether we were able to analyze and consider the process was an important point to learn in this negotiation. In addition, unconscious bias is, for example, preconceived notions that judge that this is a woman's name just by looking at the name, or that the person looks kind, trustworthy, or not crying. To experience this unconscious preconception, we made use of cards. I divide the 52 cards as specified, but when I check, I cannot divide them as specified. This is because unconscious preconceptions cause us to see the two colors of red and black in the same way. In other words, we learned that we always live with our unconscious bias. I also realized that we must understand that our unconscious bias may cause us to hurt others through actions that are not malicious. We divide the levels of emotions into red, blue, green, and yellow. With red representing irritation and disappointment, blue representing sadness and boredom, green representing happiness and calm, and yellow representing surprise and joy. For example, there is a degree of frustration in red, and the team sorts the cards in order of intensity, but the nuances of the words are difficult, and it is not easy to determine which is stronger or weaker for the words in the middle. I understood that there is a fine pattern to the emotion of irritation.

Then there was the homework to analyze the communication in a cultural context, a commercial with significant cultural indicators and icons. When analyzing commercials, it is important to master close reading well. Then, analyzing the reactions of readers who watched it and the structure of the commercial, I created a 2,000-word report on Valentine's Day commercials, which are a unique culture of Japan, mainly using the high context of Japan as a point of analysis. Moreover, there was a group work assignment about a business to start on campus. We had to present to the afternoon class where on campus and how we would develop the business. We also needed pictures of that location and a rationale for running that business. We had an hour during our lunch break to walk around campus and come up with a business of services and things to do where. We even had to prepare a presentation in the small amount of time we had over lunch. Our group planned to install a 24-hour vending machine outside the facility. We chose the front of the library

as the location for the installation. This is because when we interviewed and surveyed students who go to campus and asked them where they would like to see it installed, many of them said that they would like it to be installed in front of the library. The library is in the center of the campus, close to the student dormitory, so I proposed to set it up there. In Japan, there are plenty of vending machines outside, but in Canada, there is not a single vending machine outside the facility. Therefore, if the facility closes at 7 p.m., the vending machine will automatically be unavailable. In addition, facilities such as convenience stores and cafeterias on campus are closed between 4 p.m. and 6 p.m., so many people find it very inconvenient. We proposed the installation of vending machines for drinks, snacks, bread, etc. I experienced the importance of analyzing the real situation and knowing the needs of the customer, which can lead to a convincing proposal.

In class, we went to a shop on campus and acted as a customer for about an hour in each group. For example, we were dispersed to libraries, bookstores, pubs, Starbucks, etc. We rated the store on a scale of 10 and evaluated it based on whether the store staff served customers smoothly and whether the display was in order, and we understood the way the store felt comfortable by experiencing it for ourselves.

The following is a unique game we played in class. Professor Linda Shi played it at the beginning of our first class to help us developing a transnational mindset. This game is truly a cross-cultural experience. I was able to think about what to do when I don't understand someone and experience that body language is a good way to do it. That's a simulation game called the Bafa Bafa game. It is divided into α countries and β countries. Each has its own set of rules. I was β country and this country has really weird rules, where you can only converse in β language and a set body language. First, you have 10 cards in your hand, and among them are randomly colored red, green, white, blue, yellow, and orange. If you want to say that color, add "a" to the initial letter of the color of, is called "Ra" for Red, "Ga" for Green, "Wa" for White, "Ba" for Blue, "Ya" for Yellow, O for Orange. The card has several letters erratically written on them, but the four corners have the same number

on them, which is the number of the card. The numbers ranged from 1–7. The cards have to be of the same color, 1–7, and we have to keep 10 cards. Thus, I and my player exchanged cards with each other. For example, if the card I wanted was a Red 4, I say “Ra, Mi O Mi O”. I say the first letter of my name and surname as many times as the number. My name is Miku Oizumi, so I mean to alternately say Mi and O for that number. My player would nod in the sense of Yes if had it, and if No, my player would wave my arm from the elbow down like a skeleton. Since we had a conversation with an α country that did not know the rules, we could not communicate at all at first, but we were able to deepen my understanding through the demonstration. In other words, language is an important element of communication, and body language is a way to communicate beyond language.

The other classes were like Japanese science experiments. There was an activity to build a tall tower with marshmallows and pasta. Our group was the first. We didn't aim for the top only to compete for height, but because we sought height on a stable foundation. Other groups were not stable and often broke. What I learned from this was that the foundation is important in everything.

We spent a lot of time discussing and practicing the idea of the program's biggest venture and the group presentation of where to sell its services and products. We practiced our presentations many times in the group, and without reading the script, we practiced a lot of things such as looking at the listener's face and gestures. I thought that in order to persuade them, I needed to look them in the eye and not at the paper. I also learned that voice inflection and body language are also one of the factors that move the other person.

Summary

What I want to convey in this report is that I want you to take on the challenge of jumping into the minority, not just in the place where you are familiar. I think that the class content described above is a super active type that is not implemented in Japan. I had a high fever and it was very

difficult at times, but many of my friends prepared medicine and water. The bus drivers in Victoria are more than accommodating. Bus operations are just as accurate as in Japan. The common sense of other countries may be different than we think, and I think people are full of love and kindness. If you feel like you have a language barrier, body language can overcome it. In this way, it can be said that an unknown experience can be a great learning and growth for oneself, as well as the discovery of opportunities. If you work on everything with enthusiasm, you will always find friends who will support you in your practice.

報告 6 : Nobuaki Ono

What I learned at GP Canada

I attended GP Canada in 2023. This program allows students to take intensive courses sponsored by the world's leading business schools. In this course, students will learn about business communication, international management, entrepreneurship, and service management. I discuss in this report on what I have learned about business administration and the cultural differences through these classes.

In the business communication class, I learned to understand various cultures and the impact of those differences on business. This class was evaluated from the class participation, a mid-term report assignment, and a final presentation. Students and instructors of various nationalities communicated with each other as the class progressed, so I was able to learn about various cultures in class.

I learned that understanding cultural differences is very important while working in a global environment. One of these is the concept of time as monochronic and polychronic. Some believe time to be linear, so one thing at a time is done in order of priority. However, some consider time to be multifaceted. Therefore, they do many things at once, with priority given to results. These differences in thinking create different values for time. For example, Monochronic people feel anger at tardiness because they believe that time is finite. On the other hand, Polychronic people have a tolerant attitude toward tardiness because they see time as something that is spread out before them. These differences in culture and values make a difference in work attitudes and responses. Thus, it is very important to understand these concepts.

In addition, advertisements were often used as in-class materials. Ads use a variety of devices to attract viewers. Highly rated ads are well understood and adapted to the cultural context

of the country or region where the information is delivered. Using those ads, we will first discuss how we feel about them. The students and the instructor then exchange opinions and analyze the ads. The differences in feelings created by different cultures in discussing advertising were very interesting, and since the class was student-driven, everyone was actively involved in the class. These classes are unique to a global environment and left a great impression on me. For the midterm assignment, students were asked to work in groups of two or three to select an advertisement and analyze it. The objective of this assignment is to read and summarize what the creator of the advertisement wants to convey to the recipient, considering the cultural background of the country or region. I formed a group of three with Japanese and Chinese students to work on this assignment. Since the ad we chose was Japanese, we proceeded with the assignment while explaining Japanese culture to the Chinese members of the team. This assignment gave us the experience to achieve our goal by respecting each other's values and culture.

The final presentation consisted of a group of four to five people forming a new venture and presenting the product or service we were selling. Through these activities, we learned the difficulty of balancing contributing to society and generating revenue. If the goal is to contribute to society, it becomes more like volunteering, making it difficult to generate a steady income. On the other hand, if we focus only on profit, we will lose sight of what value we can return to society. These are two very important perspectives for doing business. Hence this presentation was a great experience for me. Furthermore, it was a great opportunity to learn various skills and things to keep in mind in the presentation class. For example, it is necessary to pay attention to lighting and equipment as well as voice and gesture.

Next, I will report on my experiences in international management, entrepreneurship, and service management classes. These classes were evaluated according to the results of a test provided at the end of this program.

In the international management class, we went to Walmart, a world-famous supermarket, and

discussed the differences between Walmart and the same family of supermarkets in our own country. We also studied a variety of other cases by reading materials. In this class, students learned what elements are necessary for international management through discussions with students based on the instructor's classroom lecture. I was impressed by the "Standardization and Adaptation" class. For a company to expand into international markets, it is essential to adapt to those markets. However, standardization is also important to increase productivity and maintain the company's image. I learned that maintaining a balance between these two opposing elements is the difficult part of international management. Therefore, it is important to research the market and plan well.

Entrepreneurship is not just about starting a venture; it is about creating new value. Thus, Entrepreneurship is important in everyday life. In this class, students learned where ideas come from and how to devise ways to deal with problems. In particular, the final presentation in Business Communication had a deep connection to this class because it was about establishing a new venture company. The most memorable lesson was the process of generating ideas. By first focusing on the actual problems facing society and then thinking of ways to solve those problems, we can come up with ideas that create new value. Furthermore, I learned that the value we can demonstrate, the needs of our customers, and how we differ from our competitors are also important. Thus, it is essential that we use our imagination while analyzing these environments and the resources we have.

In the service management class, I learned what is important in providing services to customers. We learned about examples of companies that provide value-added services. In addition, there were active learning classes, such as evaluating the services provided by the university's facilities. The class on the key elements of service and TOFU was interesting to me. The key elements of service are Reliability, Responsiveness, and Relationship. Learning these things has clarified what we need to be aware of when providing services. Also, I learned that

TOFU stands for Take Ownership and Follow up and that these are important when problems arise. By taking responsibility for yourself and staying with the customer to the end, your sincerity will be conveyed to the customer. By thoroughly implementing TOFU, we can create a service recovery paradox and make opportunities out of failures.

I was able to learn a variety of expertise and English at a high level in this short period. First, in the business communication class, I learned how differences in culture and values affect business. Next, in international management class, I knew about the advantage and disadvantage of companies going global. Moreover, I studied how to create new value from the Entrepreneurship class. Finally, in the service management class, I learned important keywords for providing services. I was not used to English classes, and there were many times when I was at a loss to understand the content, but I was able to keep up with the class by communicating with the instructor and getting help from my friends. In this program, I always had a spirit of challenge. I tried various things to make every experience led to my growth. Therefore, I gained a lot of valuable experience. In addition, I gained friends of different nationalities and cultures from my own. The friends I have made in this program broaden my values and perspective. Because they grew up in a different environment than I did. I would like to continue to deepen my relationship with them and discuss many things with them.

I would like to apply this experience to my future career and university life.

報告 7 : Yuki Oda

Cultivate Values and Language Skills

“Don’t waste your time looking back, you aren’t going that way”. These are the encouraging words of a best friend of mine from England whom I met while I was studying in Canada. He told me this when I made a certain mistake in an impromptu presentation in my "Entrepreneurship" class. I believed in the words of my best friend and stubbornly took on the challenge of business school classes and daily life in an English-speaking country. I studied at the Gustavson School of Business, University of Victoria in the summer of 2023. I participated in ISIBM, which stands for International Summer Institute for Business Management and is a program offered by the Gustavson School of Business. As mentioned earlier, the Gustavson School of Business offers a wide variety of business administration courses, including "Entrepreneurship. The University of Victoria is a public university established by the Province of British Columbia, Canada. It is a large university with approximately 22,000 students. Located on the southern tip of Vancouver Island in Victoria, the provincial capital with a population of approximately 330,000, the university is famous for its mild year-round climate and beautiful park-like campus. The university's size, beautiful environment, and coop education program are cited as reasons for students to apply. The University of Victoria's co-op education program is the third largest in Canada. I was hoping to improve my English, specifically, I wanted to be surrounded by English spoken by native speakers. I also wanted to study business administration and test the extent to which the knowledge I had learned in Japan was applicable. In this report, I begin by describing life in Canada as it really is from my perspective as a first-time international traveler. Next, I discuss what I learned at the business school, with a focus on "Entrepreneurship. Finally, I describe what I gained from the business contest that was set up as my final project.

As I mentioned earlier, I had never traveled abroad before this study abroad program. This study abroad experience was therefore both nerve-wracking and exciting for me. In this part, there are three things that I found culture shocking. First, the city was filled with words of kindness and gratitude. In Victoria, Canada, I saw streets with no traffic lights. So people driving cars voluntarily give priority to pedestrians, so accidents do not occur. In addition, people on the street always expressed their gratitude. For example, when getting off the bus, people expressed their gratitude in a loud voice. All of them, without fail. In Japan, since the pandemic caused by the coronavirus, I feel that this kind of interaction with others in the city has decreased. Next, there are many people of various racial backgrounds, not just Canadians. There were Asians, Arabs, Europeans, and Canadians in the streets of Canada. According to the locals, despite such an environment, there is no discrimination and they form a diversified society. Finally, there are values. Canadians seemed to place a high value on spiritual enrichment. In Japan, we tend to be materialistic. Therefore, I learned more deeply about the importance of harmony with nature as described by the local people. These are the real Canada as I felt it to be. This of course is not a foreign figurehead from the Japanese point of view.

Next, the study at the Gustavson School of Business, University of Victoria will be discussed. Here are three things I learned in business school. First, I analyzed commercials from different countries and developed my ability to read the context of each cultural sphere. The ability to read context is very important in business communication and in interpersonal communication. For this reason, in my business communication class, I developed the ability to recognize hidden contexts by analyzing commercials of companies in different countries. For example, corporate commercials from high context cultures use direct expressions, while those from low context cultures, such as Japan, use indirect expressions. It was a very fresh and novel perspective to learn from. Second, I learned various analytical and thinking methods related to business. For example, a way of thinking that associates various words from a single word to deepen things, or

a method of analyzing a business using "fishbone". I was also taught more specific methods of analysis regarding business, such as how to look at blue oceans. Finally, it is a method of negotiation in business. I was given a clip from the first class and assigned to perform what the Japanese call "Warashibechoja" on campus or in town. It is extremely difficult to determine instantly what the negotiating party is looking for and to offer what I can offer in a situation where I cannot speak or hear English very well. The appeal of ISIBM was that there were many flows that incorporated what was learned through such practices into the theory learned in the subsequent classes. These are the points I learned at the Gustavson School of Business.

In the summer of 2023, ISIBM brought together students from the United Kingdom, Spain, Mexico, India, Saudi Arabia, China, Korea, and Japan. The University of Glasgow in UK and other very talented people. Our final project was a business idea proposal, a business contest. My team consisted of four Japanese and one Chinese, and my professor gave us specific advice to use our ideas and presentation skills to overcome our language disadvantage. Our proposal was for a medical app business called MEDI BRIDGE. This business focuses on Japanese students who are concerned about problems related to medical care in their study abroad countries. Through this project, I learned the importance of not being timid about voicing ideas and always considering the importance of formulating ideas while considering countermeasures to the threats that may exist. I learned for the first time what business school was all about when I was thoroughly taught business attitude, business etiquette, and knowledge. In addition, I learned how difficult it is to discuss and carry out projects among people of different nationalities. I was amazed at how different values are between China and Japan, both of which are part of the same Asian region. The difference with Europe is even bigger. With these points in mind, I was able to carefully promote my views and fulfill my role in making this a very successful presentation.

In conclusion, my own values and outlook on life changed dramatically as a result of my study abroad experience. Practically speaking, it was a time when I learned business knowledge

the hard way and gained the ability to adapt to an unknown environment. What I would like to say to all prospective participants in GP Canada is, "Don't be afraid of failure, and focus on what you want to do rather than what you have to do. Let's celebrate life in a bigger and more expanded way. Living in a completely unfamiliar environment is sure to change you, even if only for a day. If you are looking for practical business knowledge, a good environment, and a good language training environment, GP Canada is the best way to go. For the future, I will use the new values and new knowledge I learned during my study abroad experience to apply to my studies at Soka University's School of Business Administration.

GP コリア

参加者紹介

GP コリア参加者

1. 羽賀 胡桃
2. 楠木 美幸
3. 清野 花香
4. 神原 美樹
5. 桃原 藍華
6. 新本 江梨子
7. 陶山 夏実
8. 北潟 勇平
9. 中 由美子

GP コリア概要

日程：2023年8月7日～8月17日

参加者：9名

概要：本プログラムでは、韓国のソウル、晋州、釜山のそれぞれの都市を代表する大学を訪問して学生交流をするとともに、企業見学、文化体験、識者による講演の聴講等を行いました。具体的には、韓国企業の ESG 経営の動向、そしてダイナミックな韓国経済と日韓経済関係等について英語で学びました。学生交流ではチームを作り目的をもってソウル市内を直接訪問しながら、韓国の経済発展史についても学ぶなど、相互理解度も高めることができました。

プログラム日程：

	地名	スケジュール	宿舎
8月7日(水)	成田空港発 仁川国際空港 ソウル	 空路、ソウルへ  仁川から祥明大学校寄宿舎へ * 貸切バス 夕食	祥明大学校 (SMU)
8月8日(火)	ソウル	寄宿舎で朝食 午前: 祥明大学ツアー(広報・研修案内説明) 午後: 文化探訪 弘大/国立中央博物館/市場見学	祥明大学校 (SMU)
8月9日(水)	ソウル	寄宿舎で朝食 午前: 韓国語授業 午後: 特別講義 主題「未定(韓国企業の ESG について)」	祥明大学校 (SMU)
8月10日(木)	ソウル	寄宿舎で朝食 午前: 文化探訪 景福宮/北村韓屋村/仁寺洞 午後: 文化探訪 南山タワー/漢江遊覧船	祥明大学校 (SMU)
8月11日(金)	ソウル	寄宿舎で朝食 午前：研修報告準備 午後：交流会及び研修結果発表(英語)	祥明大学校 (SMU)
8月12日(土)		午前:  ソウルから晋州へ移動(KTX) 午後: 晋州観光 晋州城、国立晋州博物館、中央市場 夕方: 慶尚大 KSGI ユニピスとの交流	慶尚国立大学 (GNU)

8月13日(日)	晋州	午前:統営観光 東ピラン壁画村 統営海底トンネル 午後:統営観光 ロープウェイ「閑麗水道眺望ケーブルカー」と スカイラインリεύージュ	慶尚国立大学 (GNU)
8月14日(月)	晋州	午前: 「起業家精神教育センター」(旧智水初等学校) 訪問 見学、講義(英語) 午後:慶尚国立大学(GNU)訪問 キャンパスツアー、講義 イ・ユンソン教授講演 * SGI メンバー 釜山へ移動	ホテル
8月15日(火)	釜山	午前:東義大学訪問 イホンベ教授講演 午後:学生交流	ホテル
8月16日(水)	釜山	午前:企業見学 午後:文化探訪	ホテル
8月17日(木)	成田空港到着	空路、釜山金海発・成田へ 成田国際空港到着 解散	

報告 8 : Haga Kurumi

Differences between Japan and South Korea

I went to South Korea for the first time for ten days from 7 to 17 August. When I went to Korea for the first time. I encountered many differences between Japan and Korea.

1. Differences between Japan and Korea.

About the cityscape. The streets were different from Japan and there were too many electric lights. It was very bright even at night. Also, because there are more mountains than in Japan, there are many slopes, and they are steeper than they would be in Japan. Sangmyung University, which we visited, is built on a mountain slope and it was scary to climb up and down. I heard that Koreans are more impatient than Japanese. I experienced that when crossing at traffic lights, everyone was in front of the traffic light until the last minute and that when getting on a bus, you had to raise your hand to make the bus stop. Also, buses were twice as fast as in Japan, which made me feel a bit unsafe. This was the first time I understood why Japan is known as a kind country in the world.

About Korean food. As for the food in Korea, many of the dishes are relatively familiar to Japanese people, and there was nothing that didn't suit me. Everything was delicious, and many of the dishes tasted spicier than in Japan. The kimchi tasted more sour and spicy than Japanese kimchi. The most delicious dish I tasted when I came to Korea was tteokgalbi. Tteokgalbi [Japanese translation: mochi kalbi] is made by roughly chopping kalbi and flattening it into squares and is called mochi kalbi because it looks like a rice cake. The meat was very tasty in Korea.

2. Difference in culture.

There were many situations during this short-term study tour where I felt differences between Japan and Korea. First of all, there were the convenience stores. In Japan, onigiri (rice balls) and bread are sold, whereas in Korea there are many cup noodles and kimbap. There is also a system called "one plus one", where you buy one item and get the same item for the price of one, which I felt was a good deal. The second difference I noticed was in the toilets. In Korea, there are toilets where toilet paper cannot be flushed, and I had to throw away what I had used in the wastebasket next to the toilet. I felt culture shock there. This was because until recently, sewage systems in South Korea were not well maintained and there was a risk of clogging. It was summer and I felt resistance to not being able to flush. Third, Korea has many cute characters. Every university we visited during this short-term training program had its unique character, and there were even photo booths and goods on sale. There were also characters and interesting statues everywhere in the city, which made me feel that Korea is a more creative country than Japan. The fourth was the Korean hanbok (hanbok), or chima-chogori, which is similar to the Japanese kimono or yukata. It is like a kimono or yukata in Japan and is a traditional garment that has been around for a long time, but Korean people told me that most people do not wear it. They wear it only when they are tourists or when they get married. Although it is similar to a kimono in terms of positioning, I felt that kimonos are worn more often. During the exchange with local university students, they were given a three-day tour of Korea with students from Sangmyung University and gave a presentation. During the sightseeing tour, they ate Sangnakji and pancakes, which they had wanted to try for a long time, at Gwangjang Market, a long-established Korean market. Sangnakji is a live octopus, and when I ate it, it sucked into my mouth. It was my first experience.

About interaction with international students. I also went sightseeing in Gwanghwamun, DDP Dongdaemun, and Hongdae. By interacting with the students I went sightseeing with and the

15 students who were with me during the presentation, I felt that the language skills of the Korean students were very good and that there was an overwhelming difference between Japan and Korea. Also, everyone was very kind and welcomed me warmly, which made me very happy. What I learned from the exchange was that Japan and Korea have a relatively active cultural exchange in areas such as animation, cosmetics, and TV dramas, and I felt there was not much difference in perception. Also, from the lecture on the Korean wave, I learned that the spread of Korean culture is connected to the Korean economy and that Korean content has been made for the overseas market from the beginning.

3. About company visits.

They also visited Samjin Omuk as part of a company visit. Samjin Omuk means 'look back at the past, spirit the present, and move forward into the future'. The factory was built in 2011 and the Samjin Omuk bakery opened in 2014. The products look like croquettes, which are made by seasoning the inside of fish cakes and deep-frying them in oil. Since the food tastes best when it is freshly fried, the interior and exterior are designed to look like a bakery so that customers can choose, find, and eat the food. The company has also been able to differentiate itself with its innovative and unique products, which have become so popular that customers are willing to pay a little more to eat them. From my visit to this company, I felt that South Korea is better at creating new value than Japan. I was impressed by the fact that fish paste, which was created in the Edo period in Japan, has become such a tasty new product in Korea and is popular today. I also learned about the spirit of local development in which Samjin Omuk takes the initiative in revitalizing the town. The streets around Samjin Omuk were also lined with various shops, including a general store and an ice cream shop, and the streetscape was lovely only around there. I felt that this should also be done in Japan and that it is necessary to revitalize the rural areas, rather than just the city centers. I experienced South Korea for the first time during this short-term training course and felt that the country is

more future-oriented and challenging than Japan and that it has made strong progress as a country.

4. Reflection on the good and improvement points of Japan.

I was able to learn about the good parts of Japan that I would not have been able to feel if I had stayed only in Japan, as well as the parts that I need to work harder on. As for the good parts, I thought it was the Japanese sense of consideration for others. Japanese people have a strong consideration for others, so I felt that it is wonderful that they do not make phone calls on public transport, that products are easy to open, and that they are considerate of those who will use them later. Conversely, the areas where I felt we need to work harder are those where people only think about maintaining the status quo and do not take on challenges for development. In the lectures during the training, it was often mentioned that Japan is a status quo maintenance type country. I also felt that the mechanization of the city was inferior to that of South Korea, which made me realize first-hand that we are lagging.

5. At the end.

I am very grateful for the many things I learned and the new encounters I made during this short-term training. First of all, the students who guided us around Korea did everything they could to help us do what we wanted to do as much as time allowed. Without their support, we would not have been able to discover new things about Korea. We are truly grateful for their kindness. I am also very happy to have met the younger students of the Faculty of Business Administration, whom I could only have met here in GP Korea. It was a very enjoyable and intense 10 days with a lot of learning. Participating in GP Korea, I was able to confirm the differences between Japan and Korea.

報告 9 : Miyuki Kusunoki**The humanism I felt in GP Korea**

I participated in a GP in Korea this summer. We visited Seoul, Jinju, and Busan for 10 days. I learned a lot of things from lectures, visiting companies, and interacting with Korean people. I would like to share the humanism I felt in Korea through this essay. This essay first describes humanism from lectures, then describes visiting companies, and finally explains the experience of interacting with Korean people.

This paragraph describes what I learned from interactions at some universities, such as the lecture and conversations. First, I took Korean language classes like Beginner Korean, Korean Greeting, and Korean Conversation. I learned Chinese in Taiwan during the exchange program. In the class, I learned that the teachers speak and use only Chinese, not English or other languages, so I was able to absorb a lot of vocabulary quickly. Of course, I also have to use Chinese. It was hard for me but I applied what I learned directly. Korean lectures are the same as learning Chinese. During break time, I read the letters on the packages of snacks with my friends. At first, we didn't read Korean but we could. It was exciting to understand and use it in real life. This class motivated me to learn languages again. Second, we had an opportunity to talk with the president of Sangmyung University. He told us about the world's future economy. Even if China becomes bigger, there is political instability in China because it is a communist party so many companies will not invest in China. As the potential next world market countries, from the perspective of a high population, digitalization is progressing, there are many young people, high certainty, I learned India, Africa, and East Asia have high potential. He also implied that Japan is a country with low creativity, an analog society, low self-sufficiency, and a declining birthrate and aging population. I felt we have to become leaders and challenge a lot of things in our own lives and survive under

protectionism. In addition, the countries highlighted are at the bottom of the pyramid, they work at low wages, so we have to cooperate and develop with them to make the world better. Third is the Korean wave lecture. I often watch Korean dramas and movies, but the first time I went through the process provided information via SNS and made people fans of celebrities, content of dramas and movies, and finally Korea. All industries in Korea think about how to focus on global competition rather than localized industries. In fact, in Taiwan, Korean entertainments have a bigger influence than Japanese ones. Japan should think about how to expand to the world. The last class is about the importance of improving relationships between Japan and Korea. The teacher has graduated from Soka graduate school. I learned history, common points between Japan and Korea, problems, and solutions. I have not had an opportunity to learn about the relationship with Korea deeply like this. He told us Korea and Japan have to strengthen corporations or they will not grow. We have to think about what the industries and companies do for that. From now on, we will cooperate with not only Korea but also other countries. I thought his lecture was necessary for considering each other and working together to live happily. After the classes, I realized I needed to study history more to be a global citizen. The next paragraph looks at learning during visiting companies.

This paragraph shows the learning of visiting companies. The first place is the entrepreneur center. Samsung and LG electronics have had big impacts on Korean economics, I heard of the philosophy and history of LG and GS group. The CEO of LG believes the staff he entrusted with the work and thinks the staff is his family. The GS group's leader wanted to use all his land and property for his group and the economically disadvantaged. I felt the company that has succeeded applies humanistic management that is thought helping people is the objective of their goals and that they don't use humans as means to their goals. The second place is LH. The company was built by the government. This company's business is urban development, development of new cities, development of small and medium-sized cities, and supply of housing. LH thinks for the sake

of the people and makes goals that can be achieved. LH's mission is to improve the quality of life and economic development through the stability and realization of national addresses and the efficient use of the land. However, LH does global business in Vietnam, Myanmar, and Kuwait. There are low-income groups who have the problem of the lack of know-how in other countries, so LH exports know-how and contributes to the Korean economy through the profits. ESG also is thought about by the citizens. The social part is making kindergartens and cram schools and tutoring for junior high school and high school students, and when an apartment is built, a shopping street is created. I was surprised that decision-making will also involve local people such as external experts and stakeholders. In addition, when I visited rooms where the staff actually works, I was surprised that there are games, sofas, and villas. I think the staff may refresh when it's time and can concentrate on his work. LH considers not only citizens but also employees. The third place is a fish cake called Samjinomuku. This company changed the concept of fish cake by challenging it to make bakery style that the customer can pick up what they want like when they do in the bakery.. From humanism and heritage, the core value is the fun of the best-tasting fish cake. The staff told us that there is an image of making a fish cake from bad fish, but the products are eaten by people so they have to be made responsibly. This company's ESG is that customers who come to the head office don't enjoy the bakery style, the customers enjoy buying products and this leads to town development. I learned that considering people, another value is created. The next paragraph describes the relationships with people I met in Korea.

This paragraph describes interacting with people I met in Korea. First, I met Korean students at Sangmyung University. After making presentations, we divided some groups and talked together. I was able to talk about gender equality and a vertical society. By communicating with local students, I could see Korea from the same perspective as they have. Some of them are going out with us to explore Korea. They taught us a lot of Korean things while using Japanese. I felt their kindness and wanted to interact and help foreigners as they did. Fortunately, we participated in the welcome

party for the Jamboree at the Sangmyung University. At the end of the party, we danced together. They are Swiss. Even if we don't speak their national language, we can respect and understand each other. During my free time, I met Korean friends with my Soka friend. ~~She~~ and I met in Taiwan and studied together for half a year. I was very happy to see her again and introduce my Japanese friend. We had an opportunity to meet with Seniors from Soka University. They listened to our campus life and shared their careers. I'm glad to see them play on a global stage while cherishing the philosophy of the founder of our university.

In conclusion, this essay first explained the lectures in detail, then described the visiting companies, and then described interacting with people in Korea. I experienced humanistic management many times through this program. In addition, I once again realized that humanitarianism is necessary to be successful or grow, and want to be a leader who is a bridge between Japan and the world. I'm glad I participated in the GP this time. As a member of first-time GP Korea, I will share with my friend and underclassmen this experience.

報告 10 : Hanaka Seino**Humanity and Social Development in Korea and Us in the Future**

According to the Bank of Korea, per capita, nominal gross domestic product (GDP) increased nearly 3,000-fold from 13,800 won in 1962, when the Five-Year Economic Development Plan began, to 40.03 million won in 2021. This represents a 100-fold improvement in living conditions. Korea not only leads the world in cutting-edge industries such as semiconductors, integrated circuits, and lithium-ion batteries but also has a global impact through its soft power such as K-pop and K-drama. At GP Korea, I learned about the economy and industry of South Korea, the leading Asian country in economic development, and the trends and management of humanistic management, including ESG and SDGs. As a short-term study abroad student in Korea, which is experiencing such wonderful growth in Asia, I thought about how we need to change our leadership style based on Korea's past, present, and human nature.

Through GP Korea, I obtained three key learnings: First, we need to adapt to a digitalized society. In the streets of Korea, many things were digitalized and IT-enabled. In advertising, huge digital signage ads were made by Samsung. Buses and merchandise are all paid for with cards, so there is no need to take out cash. At the university, student ID cards were being digitized. There, students can use only one smartphone when going to the library or attending classes. There is no need to bring your student ID card. In addition, a VR room is available for students, giving them the opportunity to connect to digital and IT anytime, anywhere. Due to Japan's frequent disasters and aging population, people may often have a fear of a society that relies on digital technology. However, I believe that in order to have a Society 5.0 society in the future, we need to become

familiar with IT and incorporate digital into our society and daily lives, just as we have done in South Korea. For this purpose, I felt that we need to learn basic knowledge such as IT passport from the viewpoint of how our daily life can be further improved by digitalization and how we should incorporate it into our business.

The second is an awareness of the people of the world as a starting point. This applies to K-pop and K-drama as well as ESG management. In Korea, management is approached from a global perspective from the beginning, rather than from the perspective of how to increase capital in one's own country. Comparing the number of foreign students in 2017, there were 239,824 students in Korea (Ishikawa, Ryugakukan Koryu) compared to 78,109 in Japan (JAOS). When we spoke with students who had completed the military service system, they said that they were sent to the United States and worked with local people there. In the ESG management course, I was able to listen to lectures by professors and researchers specializing in ESG management. From these lectures, I learned that ESG management is being studied by companies in Europe and the Americas and is being applied to Korean companies, and that while addressing various problems of environmental destruction, they are also working hard to make rules to ensure that such problems will never happen again. A very difficult problem is the need to develop society while protecting the environment.

Third, we need to respect people no matter where they are. One of these is the Pali-Pali culture. This is a culture that is unique to Koreans and one in which it is considered good to act quickly. One of the most shocking moments for me was when we took the bus in Korea. In Japan, the driver announces that you should stay in your seat until the bus arrives at the bus station. In Korea, however, if you are not at the exit of the bus before it arrives at the station, you will miss the station. This is an expression of the human nature of Koreans who prioritize time to such an extent. However, this fast-paced culture is not just about efficiency. It is also an expression of the human nature of Koreans who are always thinking of others. I felt that they treat time with the utmost care

because they are thinking of others. When I engaged with Korean university students, professors, and companies, they cared about us students and made every effort to provide us with meaningful time. That was not the only time I felt the Korean people's heart for others. We not only had a lecture but also visited a company in Pusan called Samujin Amook, which was taking practical actions in ESG management. Omuku (어묵) is a fish paste, a position similar to oden in Japan. There, the company was thoroughly engaged in brand building to determine how to beat the competition when the company was in financial difficulty. The answer the president gave was what he and the Omuku artisans wanted to offer their customers. The president wanted to "deliver freshly fried Omuku" and the artisans wanted to "create Omuku cuisine, not just Omuku. Their passion for their customers is what has made Omuku Bakery the success it is today. Now, they are working to create local communities. They are establishing a well-being town where nature and people, and people to people, meet, and are building a place for young people to relax. They had companies that arranged the traditional textile industry into pouches and other products for young people, and vending machines that could sell film cameras and even recycle them.

Stories which go back in Korean history indicate building humanitarianism with the local community. When I learned about the history of Korean entrepreneurship in Chinju, it seemed like that theirs highlighting essential benefits. They were born wealthy at home, but they also immediately went to great lengths to help the villagers by providing their own food free of charge when the entire village was suffering from famine. The common denominator of these Korean greats, who created so much value, is their sincere actions for the sake of others.

What I have learned from these three matters is that they all developed as a result of people's actions, starting with people and society. It is not only my own work. They are acting with the thought that their jobs will support and encourage someone else. I feel that this is truly humanistic behavior. For humanistic actions, it is important to have integrity, energy, and a philosophy as a

human being. A heart of integrity that can say what is right is right and what is wrong is wrong, without being carried away by social discrimination, frivolous trends, or contradictions, while still taking care of oneself. We must remember the spirit of humanism: the background of IT, with digital devices, and the background of environmental destruction and economic disparity in the development of the region. We have seen successful examples of ESG management, but it is still difficult to balance ESG and company management, and some companies are still going bankrupt. I would like to continue to study philosophy, language, and humanistic management in order to achieve leadership that enables me to make choices that are truly happy for myself and society while looking behind the scenes as well as in front of the scenes. I would also like to continue to engage in international exchanges that bring hearts and minds together toward peace, such as the exchange with the Korean students this time. These 11 days were a reminder to me of that.

報告 11 : Miki Kambara

GP Korea Report

1. Introduction

In this report, I will summarize what I learned from my participation in GP Korea during the summer of 2023, and describe what I felt and what I thought about from there. Going abroad for the first time outside of Japan, I felt that I had been perceiving things from a narrow perspective. I was also able to experience many different cultures and international exchange through interaction with local students and sightseeing. In addition, during the company visits, I was able to learn what a company should be and what is necessary to gain the trust of society and the local community. I will further deepen and summarize these learnings and describe our future prospects.

2. What I learned from Sangmyung University

On the first day, professors from Soka University, A professor at Sangmyung University, welcomed us with a traditional Korean food called "kimbap". It was the first time for me to try real kimbap, and it was very easy to eat and delicious.

On the second day, four students from Sangmyung University led us on a sightseeing tour. We saw a large bronze statue of King Sejo the Great, a historical figure in Korea, and went to the History Museum to experience Korean traditions. After that, they guided us to a young people's town like Shibuya in Japan, where we tried a popular Korean food called pince-nez, which is a kind of shaved ice.

I also had a chance to try the popular Korean food called pince-ceremony ice cream and yukhoe, which is not available in Japan. In addition, pictures of kpop idols were displayed everywhere in the town, which I thought was a different aspect of Korea from Japan. At the end of the tour, we all

took Korean *purikura* (photo booth) pictures and had an international exchange that transcended the language barrier.

On the third day, we studied Korean. I had never been exposed to the Korean language before, but was surprised to learn that, unlike English, the language is made up of a combination of symbols. After that, we listened to a lecture on ESG Management in Korea. I felt that ESG is indispensable for management in any country.

On the fourth day, we visited Gyeongbokgung Palace, one of the largest and most powerful architectural structures in Korea, and various sightseeing spots while experiencing Korean history. It was refreshing to see many design elements that are not found in Japan.

On the fifth day, we summarized our experiences in Ssangmyung and presented them to the students of Ssangmyung University. In addition to the four students who had guided us, many other local students came to our booth, and we had many conversations about the differences in culture and fashion between Korea and Japan.

I was able to spend a very fulfilling time in Korea, not on the Internet, but in person, experiencing the atmosphere of the streets, food, and culture. I was anxious about communicating with people from other countries because of the difference in language. However, I became convinced that we can overcome the language barrier and become friends by trying to understand each other even if we speak different languages.

3. Lessons learned from company visits

I visited several companies during the GP Korea program and learned a lot. In visiting a variety of companies, from large corporations to small and medium-sized enterprises, I found that successful companies that have gained the trust of the local community commonly value each and every employee, and are also considerate of the local community.

The major companies that Korean students said they would most like to join had a very good

environment inside the company. Specifically, the environment was comparable to that of a commercial facility, with places to sleep during breaks, places to play games, and places for physical exercise such as sports facilities. Furthermore, some of these facilities were open to the general public.

One small business had earned the trust of the local community. A specific initiative that the company is undertaking is community development. For example, they wanted customers who came to buy their products to enjoy the atmosphere around them as they shopped, so they were developing the individual stores around their store to make them better together. In addition, they were also involved in creating the atmosphere of the streets and the town.

Through these company visits, I learned the importance of two things: the importance of "people" (employees) as a management resource, and the importance of helping other people not only through one's own profits but also through management. I believed that valuing "people," the most important management resource, would lead to gaining the trust of the local community for the company, and that this would lead to changes that would earn the company a strong reputation for trust.

4. In Conclusion

I am very glad that I was able to participate in GP Korea. I felt that it is important to hear from local people and to see and experience the traditions and culture with my own eyes, not just what I could find on the Internet. I was anxious about the language, but by trying to understand each other, we were able to overcome the language barrier and become friends. On the other hand, I also felt the importance of being able to speak without the use of a translator or interpreter. We were able to open up to the local students from the beginning because we were involved with them as part of the program, but we felt that if we went abroad with nothing, it would be difficult to build true friendships unless we could speak a language that could be understood properly. Before

participating in GP Korea, I thought I could live without speaking English because of the development of AI, but I realized how important it is to be able to speak English.

During the company visits, I felt that the humanistic management that I am learning at Soka University is needed in many countries around the world. I thought that the foundation of success not only in Japan but also in any other country is to value and respect each person in front of you. If you run a business only to make profits, you will not be able to gain the trust of society and the community, and you will eventually go bankrupt. Trust from society and the community is essential for corporate management. This is because without trust, the company will become isolated and not be needed by anyone, and its existence will no longer be sought after. In order to gain trust, the first step is to value and deal with each and every employee in front of you. Moreover, when you hire an employee, you are taking on the responsibility of that person's life. Therefore, it is important to be considerate of the employee's family. However, it is not enough for a company to be good only for its own sake; it is important to be a company that can serve people by considering what society needs today. In this way, we can gain trust and succeed as a company. All of these things I learned at Soka University, and through my visits to companies, I have become convinced of this.

By going abroad, I was able to experience firsthand that there really are people both at home and abroad, and I was able to feel that various issues such as environmental problems and conflicts need to be viewed on a global scale. Based on what I have learned, I would like to think about what is necessary for the world today and what I can do for world peace and decide my future.

報告 12 : Aika Tobaru**What I learned from the GP online program**

I went to Seoul, Jinju, and Busan in Korea for 10 days during this summer vacation through GP Korea, which is short for Global Program Korea, conducted by the Faculty of Business Administration of Soka University. During this training program, we not only actually visited Korea and experienced Korean culture and history, but also visited Korean companies, interacted with Korean students, and attended lectures on a variety of topics. Therefore, through this program, I was able to experience a variety of things and made many discoveries and learned a lot. Among them, I was able to learn deeply about ESG, Korean companies, and the different cultures and customs of Japan and Korea.

Firstly, I was able to learn about ESG in Korea from the lectures of Professor Dasom Jeong and Professor Eun Sun Lee in this program. ESG is an acronym for Environmental, Social, and Governance, and it is extremely important for a sustainable society. ESG was originally focused on investment, but it now also evaluates not only financial sustainability but also environmental and social impact. ESG has shifted from shareholder priority to stakeholder considerations in the wake of market failures and rising climate risks. This is because as ESG becomes a more important component of corporate value, investments that do not take ESG into account can incur enormous losses. There is thereby a stronger link between ESG and a company's long-term success and return on investment. For this reason, many stakeholders, including investors, are placing greater emphasis on ESG. In addition, the ESG market in Korea has grown significantly, especially after the COVID-19 pandemic. This is because COVID-19 raised awareness of the need for sustainable management, including social welfare and health, and demand for ESG investments and sustainable management surged. This lecture made me believe

that the concept of ESG will become even more important in the future in order to realize a sustainable society.

Secondly, I was able to learn about the management of Korean companies and ESG through two visits to Korean companies. First, we went to Korea Land and Housing Corporation (LH), a quasi-market public corporation under the Ministry of Land, Infrastructure, Transport and Tourism of the Republic of Korea, which is responsible for the development, improvement and management of land, housing and cities. LH is also engaged in urban development not only in Korea but also in Vietnam and Myanmar, etc. LH is also engaged in overseas urban development because it provides knowledge of new urban development to overseas developing countries that do not have such knowledge, and its profits can also be used for domestic development. Although LH is a quasi-market public corporation, initially funded by taxes, it now operates on its own corporate income. LH is actively engaged in ESG. In the environmental domain, LH constructs apartments and parks using environmentally friendly materials. In the social aspect, LH develops neighborhoods around its headquarters. In governance, decisions are made not only by the top management of the company but also involve local residents. During our visit to LH, we also observed that the company provides a well-equipped break and exercise area for its employees. The break area had game consoles and other equipment to refresh the employees. In the exercise area, there was rock climbing and a swimming pool. In this way, LH was enhancing ESG not only in Korea, but also in other countries such as urban development in developing countries, contribution to local communities, and working environment for employees. Next, we went to Samjin Omuk, a company that sells Omuk, a baked or fried fish paste food similar to Japanese Kamaboko. It concentrated on Omuk croquettes and made them famous, because without a well-known product, there would be no opportunity for people to get to know the brand. In addition, Samjin Omuk's ingredients are made by themselves from the market in order to fulfill their responsibility to carefully produce from good ingredients. And Samjin Omuk is also actively

involved in ESG: Samjin Omuk has developed the community around the company and contributes to the local community. In this way, Samjin Omuk is taking good community and corporate responsibility to enrich people's food. During my visits to the two Korean companies, I was surprised at the level of ESG awareness among Korean companies. I felt that by being proactive in ESG, local communities, the environment, and the working environment can be improved through companies, leading to the creation of a better society.

Finally, I visited Korea in the program and was able to learn about the different cultures and customs of Korea and Japan. Although Korea and Japan are very close countries, there were many things that were different. Among them, I was surprised by the "ppalli-ppalli culture" in Korea, which means "fast" in Korean, a word I heard many times during the program. In Japan, a bus must arrive at its destination, stop, and then get up. In Korea, however, many people paid when the bus was about to arrive at their destination, even if the bus was running, and stood at the exit before reaching their destination. I also thought that Korea has a very amazing culture of respecting older people and being polite. During this program, when eating with Korean students and other Korean people, we talked about Korean and Japanese manners for eating, and I was learned about manners that are considered good in Japan but not so good in Korea, such as holding the plate and eating. I also learned that there are many manners that are considered fine in Korea but not good in Japan. I also knew that in Korea, when drinking with an older person, it is good manners to turn your head to the side and cover your mouth with your hand so that the older person cannot see that you are drinking. I thought this manner was unique to the Korean culture, where people are respectful of older people and value politeness. Although Korea and Japan are very close countries, they have many different cultures and customs. There were many things that surprised me about the differences between Japan and Korea through this program. However, I felt that mutual respect for these cultural differences is very important for international communication. In order to respect cultural differences, it is important to let go of preconceived notions, be respectful

of others' cultures, and understand and accept different backgrounds and customs. If we just live in Japan, there are very few moments when we can feel cultural differences. However, through this program, I was able to recognize many cultural differences by visiting Korea and standing in a minority's position myself. Therefore, I would like to become a person who can respect the culture of the other country, instead of imposing my own culture on others when I feel cultural differences overseas or in Japan in the future.

Through GP Korea, I was able to learn about ESG, Korean companies, and the different cultures and customs of Japan and Korea. This program has given me the opportunity to learn many things about Korea and at the same time to learn about Japan objectively from Korean and foreign perspectives. In addition, I became more interested in the country of Korea through this visit. Therefore, I would like to apply what I have learned to the future.

報告 13 : Natsumi Suyama**Korean Culture and Global Business****1) Introduction**

I have had many experiences in this program. Throughout my time in GP Korea, I was exposed to various experiences and lessons. In this report, I will explain what I learned, how I was affected, and what I experienced during my time in GP Korea. Also, this essay explores the knowledge I gained and the impact of my participation in the GP Korea short-term training, focusing on the concept of globalization and the importance of changing our mindset.

2) Immersion in Korean culture

To begin, I had the opportunity to immerse myself in Korean culture alongside students from Sangmyung University. We explored popular tourist destinations and ventured into the vibrant district frequented by young people. During our cultural exploration, we delved into Korean history, discovering the significance of individuals portrayed on Korean banknotes and the creators of the Korean alphabet. Notably, I encountered a bronze statue of "Yi Sun-sin" in Sejong-ro, as well as the statues depicted on the 1000 won and 10,000 won bills. This rare learning experience offered me an invaluable understanding of Korean history, a subject I had never explored before. Additionally, we embarked on visits to renowned tourist spots such as Dongdaemun Gate and a local market. Gwangjang Market is a bustling place that truly captures the essence of Korea. Here, amidst the vibrant atmosphere, you can find an array of products ranging from food to clothing. As you wander through the market, you'll hear the melodic sounds of the Korean language being spoken and be captivated by the sight of unique and intriguing items. This market is renowned for offering a wide range of goods, including delicatessens, second-hand clothing, carpets, traditional

Korean clothing, textiles, curtains, bedding, handicrafts, produce, vegetables, meats, fresh fish, wedding necessities, kitchenware, and so much more. It truly has something for everyone. During my visit to the market, I had the opportunity to savour yukhoe, a traditional Korean dish. This experience allowed me to delve deeper into the rich food culture of Korea. In addition to yukhoe, we were also treated to other mouthwatering Korean dishes like tteokbokki and pancakes, which are not commonly found in Japan. It was a delightful exploration of flavours and a chance to expand my culinary horizons. Beyond its culinary treasures, Korea's influence extends far beyond its borders. The world has been captivated by the entertainment sector, including Korean dramas and K-POP. This global fascination has sparked a genuine interest in Korean culture and language. Through attending a K-content class, I discovered firsthand how these influences have piqued people's curiosity about Korea. More and more individuals are now actively seeking to learn about Korean culture and language, thanks to the impact of Korean entertainment. In conclusion, Gwangjang Market is not just a place to shop, but a vibrant hub that embodies the true spirit of Korea. From its diverse offerings to its delectable cuisine and cultural influence, it is an experience that leaves a lasting impression on all who visit.

3) Various lectures

First of all, ESG class. I didn't know anything about ESG, but I was able to learn about ESG and the problems and initiatives in Korea. ESG is Environmental, social, and Governance. ESG trends are Renewable Energy Investment, Say-on-climate voting, ESG fund regulations, Cutting deforestation, Mining old electronics to fuel new energy tech, and Alternative pro-environmental fibers in 2023. The world of business has transformed, and with it, the relationship between ESG factors and investment returns. The relevance of ESG risks and opportunities is on the rise, as is the connection between ESG and long-term corporate performance. Stakeholders now have a stronger voice through new regulations. The importance of maintaining a good reputation and

brand is widely acknowledged. Transparency and effective governance are highly valued. Climate change is a critical issue that cannot be ignored. Various standards, such as ISO26000, GRI, UN Global Compact, PRI COP21, etc., are being adhered to. NGOs are actively forming alliances, while customers and shareholders are increasingly taking legal action. A common thread in Japan-Korea relations is that they are resource-poor industrial countries. They rely on imports for energy resources and food. There is also a difference in the proximity of per capita GDP income: contrary to Japan, where per capita GDP income has not grown since the bubble burst in the 1990s, Korea has steadily increased its per capita GDP after the Asian currency crisis and after overcoming the Lehman shock. Furthermore, South Korea has made a significant impact on the world by introducing K-pop and K-dramas. The entertainment industry, particularly Korean dramas and K-POP, has had a profound influence on a global scale. During the late 1990s to the early 2000s, South Korean TV dramas and popular music gained immense popularity in Asian countries like China and Japan. This cultural phenomenon, known as the Korean Wave, has continued to expand its reach since the 2010s. The unique allure of Korean culture has become widely recognized by people worldwide through platforms like YouTube and social media, leading to a surge in interest in Korean traditional culture, food, literature, and language. The impact of these influences on people's fascination with Korea was evident in the K-content class. Exposure to Korean cultural content such as K-dramas, movies, and K-pop music resulted in increased exports of consumer goods, a rise in tourism to Korea, a higher demand for Korean cuisine, and a growing interest in learning the Korean language. Furthermore, there have been discussions emphasizing the significance of enhancing relations and cooperation between Japan and Korea.

4) Site visit to the company

We visited at Samjin Omuk. I will introduce Samjin Omuk's history. Shouldn't Korean omuk companies make customers look for us instead of looking for us? There were many wholesalers,

and the only competition was cheap prices, so first, we opened in a shopping district, but failed. We tried again, but we were not competitive. Customers will buy if it tastes good, even if it is not at a low price. Freshly fried omeok is the best. I made not only omeok but also omuk dishes. As for mass media publicity, it is difficult to get people to know the brand only by the brand, so we let people know the brand by one main product. And since Omuk croquette became famous, Samjin Omuk also became famous. Entrepreneurship is not about profit, but use good ingredients. People will eat it. Corporate Social Responsibility (CSR) is the responsibility that a company should fulfill as a social entity. Responsibility is humanism. This means to take responsibility to make sure that the product is made in a clean factory. The ESG initiative this company is doing is building. They also contributed to the community by creating a town that young people would live in, because they wanted people to enjoy it in addition to omk.

They have been building the town for 5 years and contributing to the community. I also try not to make the price too high and use environmentally friendly fish. One of the issues raised here is that young people in Japan are no longer eating fish. What are companies doing to help the next generation? In Korea, fisheries and population decline are in proportion. We are also working on making premium products for people who are concerned about their health. We differentiate between regular oden and croquette oden. That is why I think it will sell well in Japan.

5) Summary

I was able to learn about Korean culture and management trends and management, including ESG, of Korea's world-leading economy and industry. Korean culture had diverse characteristics in art, music, dance, and food culture, and ESG is becoming more and more important, and ESG is increasingly linked to long-term corporate performance. Therefore, I believe that we need to deepen our understanding of ESG issues now. Lastly, it was a stimulating period for me to engage with Koreans in this program. I would like to have an idea to build a bridge between Japan and

Korea, and I would like to implement it.

報告 14 : Yuhei Kitagata**Learning and Experiences at GP KOREA**

I experienced a major event in my life during this short-term overseas training program. I was a person with a narrow viewpoint who had no interest in foreign countries until I entered university. After entering Soka University and living in the international dormitory, I gradually developed an interest in foreign countries. However, when I was wondering how I could experience the world, I learned about the short-term overseas training program offered by the School of Business Administration. Furthermore, the professor in charge of the program was Dr. Yoshimoto, who had been helping me in class, so I was able to apply with confidence. The short-term overseas training program I participated in was GP Korea. Although Korea is a neighboring country, I felt distant from it. However, after entering Soka University and becoming involved with Korean students, I came to realize that I would never know the truth unless I actually felt it firsthand, and I decided to apply for GP Korea. I was lucky enough to be selected as a member of the team and began my preparations, but as this was my first trip abroad, everything was new to me, from my passport to everything else.

Time flew by and the day of departure arrived. I departed from Narita Airport with my fellow students. It was my first time to fly, and I was filled with nervousness and excitement. On the first day, we landed at Incheon International Airport in Seoul and headed to our dormitory at Sangmyung University in a luxurious bus. We were able to experience the atmosphere of life in the dormitory, where actual students were living. I was also filled with gratitude for the hospitality they showed us from the very first day in terms of meals. The dormitory where we stayed was managed by IC card, and we could not go back inside without taking the card out of the room. However, I forgot my card

in my room, and the manager of the dormitory and the person in charge at Sangmyung University took care of me late at night. They were really kind and helpful, and I did not feel anxious even though it was my first accident abroad. Since cooking was available in the dormitory, I went out to a store in town to prepare breakfast for the next day. The clerk at that store was an old man, but he was a Japanese student? He spoke to me in English and said, "I am so glad that you came to Korea. The next day, we were paired with students from Sangmyung University and explored the streets of Seoul as a group. Sangmyung University has a Japanese culture department and all of the students speak excellent Japanese, so we were able to communicate with them a lot. I do not understand any Korean, so we communicated in three different languages: English, Japanese, and Korean with the help of a translator. Since we were both students, we quickly became friends and the time we spent together was something I will never forget. I still send messages to these friends today, and I was able to visit them when they came to Japan, further deepening our friendship. During our exploration time, we were able to experience Korean cities, buildings, train stations, underground malls, historical buildings, statues of great people, cutting-edge food, and so much more. The most impressive part of the lectures was the Korean language lecture. I knew nothing about the Korean language, and of course I could not read Hangeul at all, but the lecturer made it easy for me to understand and enjoy writing my name in Hangeul, and writing and reading simple words. I had only learned English as a foreign language, so it was a new experience for me.

However, when I went to Korea and saw the signs and guides in the streets and communicated with Koreans, I became interested in learning Korean, and this motivated me to learn the language. I did not expect that my awareness of not only Korean but also English would increase as a result of my visit to Korea. On the last day in Seoul, I made a presentation about what I learned in Seoul and presented it to local students and professors in English. We said goodbye to our friends and

took the KTX from Seoul to Jinju. The train was comfortable because it was a high-speed train, but it was also interesting to compare it with the bullet train in Japan. Jinju is where Professor Yoshimoto taught in Korea and where many founders of major Korean conglomerates, including Samsung, were born and raised. Jinju seems to have naturally provided an environment that nurtured great business leaders. At the root of this environment was a spirit of kindness and sincerity in serving others. However, when I went to Korea and saw the signs and guides in the streets and communicated with Koreans, I became interested in learning Korean, and this motivated me to learn the language. I did not expect that my awareness of not only Korean but also English would increase as a result of my visit to Korea. On the last day in Seoul, I made a presentation about what I learned in Seoul and presented it to local students and professors in English. We said goodbye to our friends and took the KTX from Seoul to Jinju. The train was comfortable because it was a high-speed train, but it was also interesting to compare it with the bullet train in Japan. Jinju is where Dr. Yoshimoto taught in Korea and where many of the founders of major Korean conglomerates, including Samsung, were born and raised. Jinju seems to have naturally provided an environment that nurtured great business leaders. At the root of this environment was a spirit of kindness and sincerity in serving others. In Jinzhou, I was very much indebted to Professor Yoshimoto's former colleague, who helped me learn about the history of Tongyeong and the development of the region. In Jinju, I also visited LH Corporation, a company engaged in urban development and land management in Korea, and learned about the history and characteristics of Korea's development, which was also based on a management spirit that was not just about profit. In addition, Dr. Eunseong Lee, a leading researcher on ESG management, gave us a lecture at Kyungsang University and taught us from his professional viewpoint. Finally we headed to Busan. In Pusan, we were hosted by Professor Yoshimoto, a former classmate of ours from Soka University, who graciously offered us hospitality and even gave us a lecture. The content of the lecture was about the importance of Japan-Korea relations, taking into account history,

economy, and world affairs, and we were able to learn about the importance of peace and the importance of neighboring countries. In Busan, we had a lot of free time to visit tourist attractions, famous department stores, and the famous sea using the local subway system. I also spent my mornings running around the hotel, which allowed me to get a closer look at the lifestyle and atmosphere of the local people. That management is not just for personal gain. There were memories, learnings, and events that cannot be written about in this report. I feel that my participation in GP KOREA has allowed me to take the first step toward becoming a world citizen. From this challenge, I will broaden my horizons and grow even more.

報告 15 : Yumiko Naka

GP Korea

Introduction

This report is a summary of my experiences and impressions of participating in a short-term training program in Korea from August 7 to August 17, 2023. The training took place in three locations: Seoul, the capital of South Korea, Jinju, a historic city in the south, and Busan, a port city in the southeast. The content of the training was wide-ranging, including interaction with local students, sightseeing, company tours, and learning about entrepreneurship. This report describes the content and experiences of these training programs in detail.

Training in Seoul

The first five days of the training were spent in Seoul, the capital of South Korea, and the following activities were carried out.

Sightseeing: We visited Seoul's most popular tourist spots, such as the Seoul Five Great Palaces, Gwanghwamun Square, and Gwangjang Market. The five major palaces in Seoul are Gyeongbokgung Palace, Changdeokgung Palace, Deoksugung Palace, Changgyeong Palace, and Gyeonghee Palace, and I was able to see Korean history, traditional architecture, and gardens. In Gwanghwamun Square, there was a statue of King Sejong the Great and a statue of Prince Chungmu Yi Sun-sin. King Sejong the Great made important reforms in many areas of Joseon, including science, economy, defense, and law, and is especially known for the creation of Hangul. Yi Sun-sin, on the other hand, is known for defending Korea against the invasion of Japan. His tactics and leadership seem to be still admired today. In addition, Gwangjang Market is a market with a history of more than 100 years. At a restaurant in Kozo, I ate yukke, a traditional dish made

with fresh raw beef and seasoned. I thoroughly enjoyed the tenderness of the fresh beef and the deep flavor of the seasonings such as sesame oil and gochujang, as well as the smooth and creamy texture with the addition of egg yolk.

University exchange: I had an exchange with a student from a private university in Korea called Sangmyeon University. With the students of Sangmyeon University, I talked about the differences and similarities between Japan and Korea in Korean, English, and Japanese, and had cultural experiences. As students from Japan and Korea, we were able to learn from each other. I was very happy to be able to learn Korean in real life while talking with the local students. In addition, there was a water dispenser in the university cafeteria, and there was a recyclable paper instead of a cup next to it. I was impressed by the idea and eco-awareness.

Lecture on ESG: I attended a lecture on ESG in Korea. ESG is an acronym for Environment, Social, and Governance, and represents the factors that companies and organizations should focus on in order to contribute to the realization of a sustainable society. Caring about ESG not only leads to economic benefits, but also to increased social responsibility and trust. In South Korea, ESG systems are in place, and many companies and organizations seem to be working on ESG. I learned a lot from a lecture on ESG in Korea. I knew that ESG was gaining momentum in Japan, but I felt that it was even more advanced in Korea. I was able to reconsider my future career and the way I think about society by referring to Korea's ESG examples. I wanted to be interested in ESG and contribute to the realization of a sustainable society.

Training in Chinju

The 6th to 8th days of the training were spent in Jinju, a historic city in the south of South Korea. Jinju is a small city with a population of about 300,000 people, and it is a place where you can experience Korean history and culture. In Chinju, the following activities were carried out.

About Entrepreneurship: We visited the Jinju K-Entrepreneurship Center. The center was established in the former Jisoo Elementary School, which once produced 30 founders of the top 100 companies of the 1980s, including Samsung's Li Bing-chiang and LG's Gu Ren-hui. The place is an iconic place of Korean entrepreneurship, and the city of Jinju and the Korea Commerce Association declared Jinju the capital of entrepreneurship in South Korea in July 2018. I learned about the entrepreneurial spirit of various founders, but what they had in common was a value for respect for human beings. I was reminded once again that management that can value people is strong.

Company tour: As a company tour, we visited LH Corporation. At LH Corporation, we received an explanation on the housing situation in Korea, housing supply plans, housing construction technology, etc. In South Korea, there is a problem that housing demand is high in large cities such as Seoul and Busan, where the population is concentrated, and housing prices are soaring. The LH Corporation is working to address this issue, including the development of public housing and new cities. The government is striving to expand the possibilities of owning a home for more people, such as providing condominiums that can be rented by people with low household incomes, and condominiums that anyone can buy at a low price, regardless of household income. LH Corporation also presented its vision for advanced housing and cities, such as eco-friendly housing and smart cities. I was able to learn about the current state and future vision of housing policy and urban development in South Korea, and I was deeply impressed by the efforts of LH Corporation to respond to changes in Korean society and economy.

Training in Busan

The last three days of the training were spent in Busan, a port city in the southeastern part of South

Korea. Busan is the second largest city in South Korea, and it is an attractive place where the nature of the sea and mountains is in harmony with the development of the city. In Busan, the following activities were carried out.

Sightseeing: Gamcheon Culture Village, one of Busan's most popular tourist destinations, was particularly impressive. Gamcheon Culture Village is a former residential area in the mountainous area of Busan and is a popular tourist attraction called "Korea's Machu Picchu". Originally, it was an ordinary village, but since 2009, the "Machu Picchu Project" has been implemented to revitalize the town, and the village, which was black and white, seems to have become the vivid cityscape it is today, with each house painted colorfully. The neatly arranged group houses are a characteristic housing type that can only be found in Gamcheon in Korea. The house in the back was built so that it could not be hidden, and it was very beautiful. The narrow mountainside road, which makes use of the topography that is a remnant of the Korean War era, is said to have high cultural preservation value. I also enjoyed the scenery of the sea, mountains, and harbors.

Company tour: In 1953, we visited a company called Samjin Omuk, which was the first company in Korea to manufacture "Busan Oden" (Omuk). At Samjin Omuk, we were briefed on the manufacturing process, quality control, and product development of OMUK. Omuk is like "fish cake" in Japan and is a widely popular food in Korea. As a long-established Omuk company, Samjin Omuk uses traditional manufacturing methods and the latest equipment to produce high-quality Omuk. Samjin Omuk sells a fusion snack called "Omuk Croquette", which is a croquette-style snack made from fish cakes. In addition to Omuk croquettes, we also meet the needs of consumers by diversifying the types and flavors of Omuk. While listening to the company's explanation, I heard the idea of using high-quality food because it is something that people eat, and the idea of creating a store that customers can look for, like a bakery market, and I was strongly impressed by the importance of humanistic management.

Conclusion

The training was very meaningful and an unforgettable experience for me. However, I also felt that the training was not the end of my learning and exchange, but the beginning. I would like to make use of the knowledge and experience I gained during the training in my future studies and career path. Through this training, I learned that companies and organizations contribute to the development of Korean society and economy by conducting management based on ESG and humanism, and I became even more motivated to learn about ESG and humanistic management. I also want to maintain my interest and curiosity about Korea. The Republic of Korea is an important neighbor and friendly partner of Japan. We believe that Korea and Japan can cooperate and develop in various fields such as history, culture, economy, and society, and be happy together. I would like to use this short-term training as an opportunity to learn more about Korea and seek exchanges. I thank all the people who were involved in GP Korea.

グローバル ビジネススクール 留学

参加者紹介

レンヌ大学ビジネススクール交換留学

1. 遠西 明子
2. 佐藤 智香
3. 川東 真維

ベトナム国家経済大学ビジネススクール交換留学

1. 高間 慶

ホーチミン市経済大学ビジネススクール交換留学（2022年度）

1. 前田 秀俊
2. 眞田 智仁

レンヌ大学ビジネススクール 交換留学

報告 16：遠西明子

レンヌ第一大学 IGR-IAE 交換留学 レポート

目次

1. はじめに
 2. 留学概要
 3. 困難だったこと
 4. まとめ
-

1. はじめに

レンヌ大学第一大学 IGR-IAE に交換留学をしておりました、経営学部経営学科 49 期の遠西明子です。私は以下の理由から、GP レンヌへの参加を決めました。：①英語で経営学を学びたい、②芸術や美術などの美しい文化に触れたい、③異文化交流がしたい、この 3 点です。

2. 留学概要

期間：2023 年 9 月 18 日～2023 年 11 月 20 日

留学先：レンヌ第一大学/IGR-IAE

居住形態：大学寮

a) 授業

① Purchase Management

内容：サプライチェーンマネジメントなどの購買管理や、企業における購買機能に関して学び、最後の授業では 4 名でグループプレゼンを行いました。30 名ほどのクラスで、アジア圏からの交換留学生は私含め 2 名しかいませんでした。20 名強が現地の学生だったため、議論がフランス語で進んでしまい戸惑うこともありましたが、それに気がつき教授や周りのクラスメイトが英語で状況を伝えてくれるなどのサポートがあり、なんとか授業を受け切ることができました。創価大学の経営学部で学んだ基礎知識のおかげで、既知の内容もありましたが、日本とは学ぶ形態が異なり、興味深い授業でした。

課題：最終プレゼン

テスト：なし

② French as a foreign language

内容：IGR ではなく、CIREE という語学学校で行われるフランス語のクラスです。フランス渡航後、学力を図るためのフランス語のオンラインテストを受け、5 段階のクラスに分けられます。私は初心者クラスだったので、挨拶や自己紹介、数字や簡単な

会話から学びました。授業はフランス語と英語の両方で授業が進められました。週に2回、18:15～20:15の時間帯に行われ、様々な目的を持った世界各国の学生達約20名と共に受講しました。授業スタイルはグループワークが多く、会話練習の時間が大半を占めていました。IGR以外の学生たちとも交流できる良い機会にもなりました。

課題：あり

テスト：あり。中間と期末2回

b) 授業外

現地には日本語を学ぶコースがあり、その学生たちと交流することで日本を外から知ることができました。休みの日に遊んだり、現地でのフランス語の手続き（複雑な退寮の手続きなど）のサポートをしていただき、とても心強かったです。日本語の授業に参加し、どのように日本語が学ばれているのか、日本語学習者にとってどのような部分が難しいのかも学ぶことができるととても良い機会となりました。

3. 困難だったこと

a) 手続きの多さ

渡航前の手続きの量が多く、また英語やフランス語であったためとても複雑で困難でした。同じGP留学をする友人とZoomをしながら、わからないことは波多野先生や経営学部事務室の方、先輩方、国際課に質問しながら進めていました。

b) 体調

渡航後すぐに体調を崩してしまい、留学期間中は体調が悪い期間の方が多かったです。そのため、留学中に成し得たいことを諦めざるを得ない状況になるなど、貴重な時間とお金を費やして留学しているのにもったいない時間の過ごし方を感じ、辛かったです。ですがそのような中で河合先生をはじめコーディネーター陣に大変にお世話になりました。現地の菓の情報や病院を教えてくださいなど多くのサポートをいただき、無事に帰国することができました。

4. まとめ

留学を通し、手続きの多さに挫けそうになることや、留学先で体調不良を経験するなど困難なこともありましたが、今回GP留学へ参加できたことに感謝しております。私は以前カナダへ留学をしましたが、同じ留学でも全く異なる貴重な経験ができました。フランスは25歳以下のEU圏内の学生は無料で入れる美術館がほとんどで、芸術や美術に触れる機会が多くあり、感受性を養うことの大切さを感じました。また、フランスは世界で1番デモが多い国と言われており、長い歴史の中で民衆の言論の自由が重んじられている文化があります。フランスで実際に生活することでその文化を肌で感じ、世界の広さや自分の固定概念に気がつくことができました。私は4月から外資系企業の営業職として働きます。様々な国や、様々なバックグラウンドを持つ方と共に働く環境では、今回GP留学で学んだことが役に立つと確信しています。波多野先生や

経営学部事務室のご担当者の方々、河合先生をはじめレンヌ大学のコーディネーター陣、先輩方に大変感謝しております。ありがとうございました。

■ 留学中の写真

マルシェ



レンヌの町並み



世界遺産 モン・サン・ミシェル



報告 17：佐藤智香

レンヌ第一大学 IGR-IAE 交換留学 レポート

Agenda

- 1 自己紹介
- 2 授業
- 3 授業外での活動
- 4 留学での挫折経験
- 5.感想

1.自己紹介

2023 年度にレンヌ大学第一大学 IGR-IAE に 1 セメスターの交換留学をしていました、経営学部 49 期の佐藤智香と申します。カナダへの私費留学を経て、自分の培った英語力を活かし現地の大学で現地の学生と共に何かを学んでみたいと思い、留学を希望しました。また、日本とは違った考え方や視野を身につけ、これから就職する上で海外でのビジネスに関する知識を深めたいとの思いがありました。私は現地で体を壊してしまい途中帰国になってしまいましたが、初めての欧州で現地の学生と共に授業を受ける、貴重な経験をさせていただいたことに感謝でいっぱいです。

2.授業

私は以下の 3 つを履修しておりました。

① Purchase management

内容：ビジネスのサプライチェーンマネジメントなどの購買管理に関して学びました。グループワークを交えた **Purchase management** についての基礎知識のインプットの講義を前半部分に行いました。後半部分ではフランス学生と 4 人グループになり、ビジネスのサプライチェーンマネジメントなどの購買管理を用いたビジネスを考え提案しました。私たちのグループでは日本のフィギュアを現地フランスで売っていくためのサプライチェーンマネジメントを行いました。

課題：最終プレゼン

テスト：なし

② International management

内容：国境を越えて展開される経営活動に関して学びました。ドイツの教授が大教室で講義してくれ、現地法人の設立、全額出資、合併、技術提携など、多国籍的な経営政策について幅広く学びました。（テストは 1 月中旬に行われるということでしたが、私は受けられませんでした）

課題：なし

テスト：あり

③ French as a foreign language

内容：20~31 歳の多国籍な学生 20 人ほどが集まるクラスで、数字や曜日などの単語や、発音、簡単な動詞や文法について学びました。座学、ペアワーク、ゲームなどを行う語学学校に週 2 回、夜に 2 時間、通いました。個人的には多国籍の友人を作ることができたのでとても楽しかったです。

課題：毎回先生に出された少しの課題

テスト：中間と期末で 2 回（リスニング・ライティングプラス期末のみスピーキング）

（授業の感想）

最初は開講授業の見方が難しく、いつどの授業が開講しているのかをより詳細に見る必要があると思います。日本大学での授業感覚と違い、IGR では一つの授業を 1-2 週間集中的に毎日行うイメージだったので、撮る授業によっては最初の 1 ヶ月語学学校しかなかったり、後半すごく忙しくなったりすると思います。留学期間幅広く履修することをお勧めします。渡航前に登録した履修から修正なども行うことができました。渡航後の履修登録の修正に関しては授業開始時から 2 週間以内だと対応していただくことが可能だったので、もし修正などを希望する場合は、レンヌ大学の担当コーディネーターの方に相談してみてください。（私の時は pomさんという方でした）

授業は語学学校に通うフランス語の授業以外全て英語でした。やはり日本語で受ける授業とは難しさも違いましたが、英語でビジネスを学ぶ経験ができ視野がひろがった気がします。また、フランス学生とのチームプロジェクトを通して、最初は意思疎通を図ることの難しさを感じていました。ですが、例え話す言語が異なっても、国籍が違ったとしても、皆で試行錯誤しながら同じ目標に向かって取り組むことで、最終的には良い結果を作り出せることを学びました。現地学生に混ざりながら授業を受けるのはとても新鮮で貴重な経験でした。

3 授業外での活動

私は寮に入っていたため、寮の子と買い物に行ったり公園に行ったりして多国籍の友達を作っていました。また、現地で日本語の教授をしている河合先生が開講している日本語の授業に参加し、現地のフランス学生との友好を深めていきました。フランスの学生は非常に勉強熱心で常に勉学とボランティアなどを行っていました。また、自国の政治や社会問題などに対し一人一人が深い考えを持って行動しており、私自身も学ばなければいけない点に気付かされました。

4 留学での挫折経験

① 手続きの多さ

渡航前の VISA 申請や寮の申請に伴う様々な手続きに常に悪戦苦闘していました。特に寮申請に関しては渡航ギリギリまで様々な資料を集め、現地に到着するまで本当に入れるのかどうか常に不安でした。また、寮も必ず入れるわけではなく、ホームステイなどを活用している方もおられ

ました。常に自分で情報を見しておく必要があると感じます。

申請はフランス語か英語になるため、常に頭をフル回転させながら行なっていました。わからないことは現地の河合先生や国際課に相談にのってもらいました。

② 現地での体調不良

フランスは日本の気候と比べ常に乾燥しているため、喉の痛み・咳をしている留学生が多い印象でした。なので、加湿器を持っていくことを強くお勧めします。私は現地で原因不明の感染症にかかってしまい、早期帰国せざるを得なくなっていました。本当は少しでも長く現地に滞在し、その時しかできない様々な経験をしたかったのですが、本当に残念な結果となってしまいました。ですが、私の顔がバンパンに腫れた時、現地の学生病院に行ったのですが、フランス語が全くわからない私にもしっかり診察してくれ、親身になって大学病院の紹介状まで書いてくれました。また、大学病院での日本からの留学生だからという理由で、全て無料で治療してもらい、日本の病院への紹介状まで書いてくださりました。結果、私は予定よりも早い帰国とはなりましたが、現地の人たちの温かさを感じることができました。ここで学んだ人の温かさこれから社会で生きていく上で必要不可欠なものだと感じております。体調を崩したのは不測の事態でしたが、この経験から学べるものがたくさんあり、結果としてはとても良かったと思います。

5.感想

学部の交換留学生として、初めての欧州へ行ったにも関わらず、体調不良で思った以上の経験ができなかったこと、不甲斐ない結果になってしまったことは凄く辛かったです。ですが、体調不良を心配して薬を買ってきてくれた現地学生、親身になってくれた現地の方々の温かさに触れるとてもいい経験になりました。また、河合先生には留学前の申請の段階から、現地に到着してからも私たちの留学がいい経験になるように、と現地学生との繋がりを作っていただいたりと、慣れないフランスの地での日常生活に関わることをたくさん教えていただき、常に助けていただきました。私の留学生活は本当にたくさんの方々に支えられ、早期帰国とはなりましたが無事に終了することができました。正直、辛いことの方が多かったのは事実ですが、現地でできた素敵な繋がりを通し、この変えの効かない貴重な経験ができたことに感謝でいっぱいです。本当にありがとうございました。

報告 18:川東 真維

GP 報告書

自己紹介

はじめまして。レンヌ大学第一大学 IGR-IAE に交換留学をしておりました、経営学部 51 期の川東真維と申します。このプログラムに参加した目的は、主に欧州視点での経営学を学び、専門性を磨くことと、現地でフランスの文化や人々と関わりたいという憧れです。GP レンヌに関しての質問、相談等ありましたら e2121501@gmail.com までお気軽にご連絡ください。

留学概要

渡航期間: 2022 年 9 月 14 日～12 月 30 日(授業は 12 月中旬に終了)

留学先: IGR-IAE Rennes Graduate School of Management

居住先:ホームステイ

留学中の生活

授業

授業では、IGR-IAE での Human Resource Management と Business Strategy、CIREFE という語学学校でのフランス語を履修していました。IGR-IAE での授業はどちらも MBA 取得を目指している学生と一緒に受けていたため、英語力や専門分野としての高いレベルを求められることが多く、刺激を受け、より成長できる授業でした。全体的には、意外と授業の実施日数が少なかったため、もう少し授業数を増やしてもよかったと思います。

① Human Resource Management

10 月頃から 12 月の月上旬までの授業でした。曜日や時間はバラバラで、朝 8 時からお昼までの日もあれば、12 時頃から 16 時頃まで続けて授業する日もありました。

内容: グループに分かれて、人的資源に関連するトピックをポストイットし、毎授業ごとに発表する。そのトピックを基に、教授が例を用いて説明する。

課題・テスト: 最終プレゼンテーションに向けた、スライド作成。業界が同じ 3 つの企業を分析し、人的資源からみた今後の方針や解決策を発表する最終プレゼンテーション。

感想: 日本でも人的資源管理の授業を履修しており、創価大学の授業で普遍的な「人間主義経営」としての人的資源を学んでいたため、フランスの大学では実際の企業に落とし込みやすく、創価大学と IGR-IAE の授業をどちらも履修することでより深く、人的資源管理を研究することができました。教授は、遅刻で授業が一時間遅れることもある自由な方だったので、フランスの時間にルーズなところも体験できるかと思います。

② Business Strategy

11 月中旬から 12 月中旬までの短期的な授業であったため、一回の授業で 6 時間程度の日もありま

した。

内容：座学中心。経営戦略の理論を学び、実在する企業の経営指標から事業戦略を立てる。

課題・テスト：全3回のレポートと最適な事業戦略を考える小テスト。

感想：授業の始めに出されたレポートをその授業時間内に提出しなくてはならなかったため、毎回の授業に追いつくのに必死でした。MBAの学生も受講していたため、ケースなどかなり実践的な内容でした。

③ フランス語

時間としては、18時から20時までで、留学開始した9月から12月中旬までの一番実施日数の多い授業でした。

内容：先生から配られる冊子をもとに、買い物の際や学生同士の日常会話など実践的に使えるフランス語を学ぶ。

課題・テスト：中間と期末でリスニング、リーディング、ライティングのテストがある。

感想：幅広い年齢層、国籍の人が受けている授業なので、異文化交流としてもすごく良い経験ができる授業でした。そこで出会った学生とはプライベートでも遊ぶ仲になり、クリスマスシーズンにはある学生の故郷である、イタリアの実家におじゃまして観光することもできました。



フランス語の授業メンバーと



イタリアの学生とベネチア観光

授業外

① ホームステイ

留学中はレンヌに住んでいる、フェリックスさん宅に泊めていただいていた。そのため、寮と比べて快適で、よりフランスの食生活や文化を体験できるくらしができました。また、フェリックスさんの実家であるブルターニュ地方のプレロという町と一緒に帰省させてもらい、伝統的なごはんをいただくことや、小さな町のクリスマスマーケットに買い出しに行くなどヨーロッパらしい経験ができました。一方、寮についてですが、大学の友人が寮に住んでいたため、何度か寮におじゃますることもありましたが、各国から集まった学生が多く住んでいるため、寮ではインドやイタリアなど様々な文化・

料理を体験できると思います。



フェリックスさん一家と

② 現地の日本語クラスの学生との出会い

IGR-IAE にはフランス人学生に日本語を教えている先生がおり、私は大きく分けて2つのクラスの学生と関わりました。一つは、ビジネス日本語を専攻している学生がいるクラスです。このクラスの学生は、日本語が流ちょうで、将来日本へ留学や移住を考えている人が多くいたため、日本語で会話することもできました。彼女たちとは、一緒にクリスマスマーケットやブルターニュの音楽演奏が生で聞けるバーに行き、コアなフランスの文化に触れることができました。また、その中の一人の学生の故郷である **Dinan** にも行き、案内してくれました。**Dinan** は昔、戦場となった場所であるため土地一帯が塙で囲まれていて、当時群を率いて戦った英雄の銅像が町の中心にあるなど、歴史深い町でした。2 つ目のクラスは、日本語を第二言語として履修している学生がおり、そのサポーターとして日本語を教える手伝いをしていました。具体的には、習っている文法を使った文章で問題を出しあい、ジェスチャーゲームなどの楽しいグループワークを一緒におこなうなど、アクティブに日本語を教える授業でした。どちらのクラスの学生も、日本の文化や歴史に興味がある学生が多いため、授業外でもお互いに言語や文化を教えあうことが多くありました。加えて、日本語の授業を通して、改めて日本語の面白さを実感し、日本の「わびさび」の文化など、魅力を再確認することができました。



ビジネス日本語の学生とクリスマスマーケットで

③ 旅行

フランス留学の良さの一つとして、時間的にも金銭的にもいろんな国に旅行しやすいことが挙げられます。特に、シェンゲン協定を結んでいる国では、VISA やパスポートなしで入国できるのでおすすめです。国外に行く場合は、Vueling や Volotea などの飛行機を使うと安く楽にいけると思います。休日に郊外で出かけたい場合は、FlixBus や BlaBlaCarBus という格安大型バス、BrezhGo というブルターニュ地方限定のバス、また Keolis というモン・サン・ミシェル行きのバスなどがあり、IGR の学生やフランス語と一緒に学んでいる学生たちとよく色々な地方に行っていました。特にブルターニュ地方は自然がきれいで食べ物も文化も豊富であることに加え、観光地化されているわけではないため、のんびりリラックスできる素敵な街なのでおすすめです。ブルターニュ地方に行く際は、ぜひご連絡ください。パリへの旅行では、IGRのフランス人学生と一緒にレンヌから車で行き、観光しました。留学期間内であれば、IGR-IAEの学生証が配られるので、美術館は無料、オペラ座などの観光地でも学割になるので、ぜひ美術館巡りもしてみてください。レンヌとはまた少し違った食文化が楽しめると思います。これらの様々な国や地方への旅行を通して、感じたこととして、自分たちで調べていくより、なるべくその地方出身の友人やその国をある程度知っている人と一緒に行くと、普段の観光以上にその国の歴史・背景や伝統文化などの沢山の魅力を感じることができるということです。



ロンドン旅行にて



パリ旅行にて

まとめ

これまで述べてきたように、今回の留学では、普段の学生生活だけでは体験できない学びが沢山ありました。この経験を通して、私は自分の性格として、新しいことにどんどん挑戦できるようになりました。今までは、生活の中での変化を避ける性格で、誰かに勧められない限り、何かに挑戦ということはありませんでした。しかし、留学中は周りに日本人がいないため、自分から進んでコミュニティに飛び込むことや積極的に授業に参加しないとついていけない環境、またフランス人の自由でアクティブな性格に影響され、必然的にやりたいことを自発的に挑戦

するようになりました。特に、様々なコミュニティの人と出会って新しい縁を大事にすることや自らフランスの食生活などを取り入れて現地の人と同じ生活をしてみることは、留学でしかできなかった経験をサポートしてくれました。この留学でお世話になったフェリックスさん家族や IGR-IAE の仲間たち、フランス語クラスのみんなには本当に感謝してもしきれません。様々な場面で助けていただき、フランス人の温かさを感じました。ありがとうございました。

**ベトナム国家経済大学
ビジネススクール交換留学**

報告 19：高間 慶

GP ベトナム報告書

国名 ベトナム	学校名：ベトナム国家経済大学
フリガナ：タカマ ケイ	学部：経営学部・経営学科 3年
氏名： 高間 慶	期間：2023年9月から2023年12月まで

1 留学の日程

8月24日 ベトナムハノイに到着
 8月27日 大学の留学生担当者との面会
 9月10日 授業開始
 10月11日～ 中間レポート
 11月13日～ 期末課題
 12月10日 授業終了
 12月21日 帰国

2 授業について

私が在籍していた BTEC プログラムの授業は一つの科目につき、週に2回授業があり、それぞれレクチャーとチュートリアルに分けられます。レクチャーでは教授が専門的な分野について三時間一方的に教えてくれます。チュートリアルは90分の授業で、レクチャーで学んだ内容について振り返りを行い、ディスカッションなどが行われます。レクチャーで理解できなかったことや疑問点をメモし、チュートリアルでそれらを解決することができたので非常に良いシステムだと感じました。授業の内容は自分にとってとても難しく、またベトナム人の教授のアクセントが強く、理解できないことが多々あったが後半はほとんど理解できるようになり成長を実感しました。私は本プログラムで Organizational behavior と Global Business Environment を履修しました。

Organizational Behavior の授業では組織行動の概念、理論、およびテクニックがどのように職場などの場で適用され、それが個人および組織のパフォーマンスの向上に役立つかについて学びました。この授業ではクラスの唯一の留学生として、文化の違いにより起こえるチームへの影響などを振り分けられたチームメンバーと共に意見を共有しました。

この授業で最も印象的だったのは、チームワークに関するものでした。最終課題では、6人のチームメンバーが各授業で出題されたテーマについて協力し、それぞれがチームへの貢献を分析しました。さらに、

各メンバーは MBTI 診断を受けて自分の性格を分析し、その結果をもとに個々のメンバーがチームに与えた影響をレポートとプレゼンテーションで発表するという課題でした。この課題を通じて、私以外のメンバーは全員ベトナム人であり、お互いが英語を母国語としていないため、ベトナム語での議論が頻繁に起こりました。その結果、チーム全体が効果的に協力することが難しく、大きな貢献を果たすことが難しかったです。しかし、英語での議論には積極的に参加し、私が唯一の留学生として、日本とベトナムの文化の違いに関するトピックなどについても話し合うことができたため、とても良い経験となりました。

Global Business Environment の授業では、ビジネスのグローバル化が進む中で、ビジネス運営にとって複雑な機会とリスクについて学び、グローバルな視点から、新しいアイデア、問題解決について課題を通じて洞察しました。授業での課題は、現在、世界に進出をしているベトナムの自動車ブランドの Vinfast がどのようにグローバルな市場で運営を行い、また多くの競合ブランドが存在する自動車産業における Vinfast の機会やリスクについて分析しました。この授業で vinfast という自動車ブランドを知り、製造業を営むために非常に適したベトナムという地をうまく利用し、世界の自動車ブランドとの価格競争に負けない経営を行い世界へ進出していることを知り以前よりも自動車産業のグローバル経営に興味を持ちました。

3 住居について

住居は留学が始まる 1 か月ほど前から現地のスタッフとメールでやり取りをし、一軒家のホームステイに住むことを決めました。部屋は、一人部屋でとても広く個人専用のシャワー、トイレがあります。キッチン共有で一回の玄関にあるため、ゴミブりがたくさんいました。また、部屋に食べものを置くとすぐにアリが大量発生するので注意が必要でした。家賃は 3 万 5 千円ほどでベトナムの住居としては少し高いかもしれませんが、wi-fi も完備されているため、勉強にとっても集中しやすい環境であったためおすすめです。ホストの方々は全く英語が話せなかったため、常に翻訳機を使って意思疎通をしていました。重要なことについて話したいときは英語の話せる現地の友達に通訳をしてもらっていました。また、私が住んでいた家には、同じ大学に通うベルギー人の交換留学生がいたため、英語のスピーキング力が大いに成長したことを実感します。



（ベトナムと中国の国境に位置する世界遺産の滝）



（ホストファザーとの写真）

4 治安・衛星環境について

ベトナムの治安は自分が想像していたよりもはるかに良かったです。夜にコンビニに行くことなどがありましたが、特に大きな事件などに巻き込まれることはなく非常に安心して暮らすことができました。しかし、すりなどがあると現地の友達が言っていたので貴重品の管理は常に気を張って行っていました。ベトナムで一番注意すべきことは、交通についてだと感じました。ベトナムはバイクの量が非常に多く、目の前で、前のバイクが事故を起こすといったことを何度か経験しました。そのため、外を歩くときは常に気を付ける必用がありました。また信号無視や危険な運転をしている人が非常に多いので、バイクの交通量が少ない時間に外出することをお勧めします。（朝7時から9時、夕方17時から18時は常に渋滞）生活環境については、非常に苦労をしました。ベトナムについて最初の一か月は毎日のようにお腹を壊していました。原因は衛星環境の悪いローカルの屋台での食事です。値段は非常に安いですが、屋台によって衛星環境が非常に異なるので、あまり人のいない屋台での食事はおすすめできません。対策と

して、日本から正露丸などの薬を持参していくことをおすすめします。また、ベトナムにはウーバーイーツはありませんが、Grabというアプリを使って 24 時間ご飯を注文することができるので、これを頻繁に利用していました。衛生面も屋台よりはるかに良いのでお勧めです。また、ハノイにはキンマーやリンラン通りといった日本人街があるのでそこでラーメンなどを頻繁に食べていました。



(ベトナム伝統料理, フォー)

4 文化

ベトナムでの生活を通じて、日本とベトナムの文化について二つ驚いたことがあります。

一つ目は、ベトナムのカフェ文化についてです。ハノイには数えきれないほどのカフェがいたるところにあり、現地の人々は老若男女、昼夜問わずカフェを利用していました。大学で知り合った友達と雑談、勉強を大学ではなく全てカフェに行って行いました。ベトナムに行く前はあまりカフェに行くことがなかったのですが、帰国時にはベトナムのカフェがとても居心地の良い場所となりました。

二つ目は、ベトナム人の性格についてです。自分が勉強をしていた学部留学生は自分一人だけであったため、最初は慣れない環境で不安もありましたが、クラスメイト皆がすぐに話かけてくれてクラスに馴染むことができました。大学で出会ったどのベトナム人もとても優しく、困っている自分をいつも助けてくれました。比較的社交的である自分にとって、初対面でも壁を作らずにかかわってくれたことはとてもうれしかったです。

日本人はいつも時間に追われているイメージがありますが、ベトナム人のほとんどはとてもマイペースで授業が時間通りに始まることがほとんどなく、最初は驚きましたが、次第に慣れ自分自身もストレスを感じずに生活することができるようになりました。

5 現地学生との交流

現地学生の方々は私を温かく出迎えてくれ、多くの思い出を作ることができました。

ベトナムについて1週間ほどのころに、現地の留学生をサポートしてくれる学生たちが、各国から来た他学部 of 交換留学生たちを集め、ニンビンという観光地に連れて行ってくれました。また、クラスで出会った友達たちとはローカルなベトナム料理を食べ、ビリヤードなどに連れてってもらいベトナムスタイルの娯楽を大いに楽しませてもらいました。また、ベトナムではサッカーがとても盛んで何度も友達とサッカーに行きました。ベトナムではサッカー日本代表がとても有名でファンが数多くいるため、日本人とサッカーをすることが嬉しいと多くの人が伝えてくれてとても温かい気持ちになりました。

ベトナムで出会ったすべてのベトナム人はとても親切で共に多くの思い出を作れたことは自分にとって一生の宝です。



(留学期間中色々なところを案内してくれたベトナム人の友達2人)



(毎日起こるバイクの渋滞)

**ホーチミン市経済大学
ビジネススクール交換留学
(2022 年度)**

報告 20：真田智仁

GP 留学成果報告書

留学先：ベトナム社会主義国

大学名：ホーチミン市経済大学（University Economics of Ho Chi Minh city: UEH）

留学期間・計画：2022 年 9 月～2023 年 4 月末まで

（9 月～1 月まで 1 セメスター、1 月末～5 月まで 2 セメスター）

1. はじめに

今回、私はホーチミン経済大学に約 8 ヶ月間、GP プログラムの一環で参加させていただきました。本レポートでは、その留学中に私が経験したこと、またそこから得た学びを報告させていただきます。

2. 留学中の生活

私は、8 ヶ月の間はずっと以前に同じ GP ベトナムに参加された先輩方から紹介していただいたゲストハウスに住まわせていただきました。そのゲストハウスでは私のように長期間に渡って滞在する人もいれば、数日のみの滞在の方もおり、人の入れ替わりは頻繁にありました。

大学までは車で約 15 分だったため、基本的には運賃に学割が効いて安かったこともありバス、または時間のない時にはバイクタクシーを利用して通学していました。ゲストハウス自体は、ホーチミン市のかなり栄えたところにあったため、徒歩圏内に様々な観光の建物があり、海外（主にヨーロッパ）から観光に訪れる人も多かったです。観光客に加えて、ベトナムに住む海外の人も多くいたため、私も特に珍しくはなく、基本的にコンビニなどの店員さんは英語でコミュニケーションがとることができました。

食事に関しては、私自身、あまり料理が得意でなかったこともあり、コンビニや露店に買いに行くかゲストハウスのオーナーさんから頂いく料理を食べることがほとんどでした。露店の方は基本的に英語を話すことはできませんが、購入するにあたって指差しやジェス

チャーなどでコミュニケーションは十分に取れたため、頻繁に利用していました。露店の中でも気に入ったところは何度か利用していたのですが、そのうちに向こうから翻訳機などを使いながら話しかけて下さり、交流することもできました。

3. 授業

ベトナムの大学は日本と異なり、ホーチミン経済大学のようにすでに各学校が日本でいう学部に分かれており、「学部」という概念はあまりありません。そのため、より詳しい専門分野でクラスが分かれ、専門的にそれぞれの領域を学んでいくことになります。また、ベトナムの大学は授業人数やそれに伴い形式も異なり、各授業の人数は 45 人程度と少人数制が主流です。クラスのメンバーは、同じ時間割で過ごすため、日本でいう高校に近い形であり、そのためクラスメイト同士の仲もとても良いです。加えて、授業では初めの授業で 6~8 人ほどでそれぞれグループを作り、基本的にそのグループで授業内での課題や話し合い、また授業後の課題を取り組めます。そのため、留学生の私であってもグループのメンバーを中心に仲良くなることができ、クラスにも溶け込みやすかったと感じました。

私は、第 1、2 セメスターでそれぞれ 2 つずつ授業を履修しました。授業は、もちろん英語でおこなわれ、基本的に授業内容は講義形式の時もありますが、主にグループでプレゼンテーションをしたり、ディスカッションをしたりなど、アクティブラーニング形式の割合の方が多いと感じました。このお陰で、私は今まであまり人前で英語で話す経験がなかったのですが、何度も失敗も繰り返しながらプレゼンテーションを行う中で英語を話す恐怖が薄れ、積極的にクラスメイトにも話しかけられるようになったと思います。

4. 現地の学生との交流

先ほど述べた通り、授業をきっかけにグループの人を中心に現地の学生と打ち解けることが出来ました。授業中の休憩時間には、一緒に近くのお店に食べ物や飲み物を買に行くのですが、現地の学生たちはとても親切であり、様々な美味しい食べ物や飲み物を私に

教えてくれました。また、現地の学生の中には日本に強い関心を持っていたり、日本への留学を考えていたりする人が何人かおり、そういった学生たちと多く話し合うことで、たくさんの方との文化交流をすることが出来ました。

5. 留学生同士での交流

ホーチミン市経済大学には、創価大学以外からも様々な国の大学から留学生を招いており、私の滞在時には日本以外にドイツ、スイス、フランス、フィンランドの学生たちが在籍していました。私たちは留学生同士の交流も盛んであり、授業後などに夕食を共に食べ、留学生同士の共通の悩みやそれぞれが感じた自国とベトナムとの違いなどを語り合いました。多くのことを語り合う中で、様々な文化やそれに伴う価値観の違いを知ることができたため、交流の場はとても楽しく、学びのある時間でした。

6. 授業外での経験

ベトナムで過ごすなかで、学校生活以外にも多くの学びがありました。特に私はクラスメイトとの交流を深めるために様々なイベントなどに参加したり、様々な場所に訪れたりしました。学んだことはたくさんありましたが、私が日本人留学生として経験し、感じたことの一つとして、ベトナム人の日本文化への関心の高さを感じました。例えば、イベントでは日本のアニメや漫画のキャラクターが多く使われていたり、日本の祭りなどをモチーフにしたブース、寿司などの日本食の販売が行われていたりしました。また、そういった場所に行く先々で友人が私のことを日本人と伝え、どの人も目を輝かせて、「日本のことがとても好きです。」とおっしゃられていました。私自身、そういった経験のたびに日本の良さをベトナム人の方々から教えてもらいました。

7. 留学を終えての気づき

私は留学を終えた時に「楽しかった」という思いが一番に強くありました。留学中、苦

労したことや大変だったことも全くない訳ではありません。しかし、私にとってはとても良い経験として「楽しい」経験に含まれていると考えています。留学中では、どんな些細なことでも自身の成長の一因になるため、本当に私にとって貴重で大切な時間を過ごさせていただいたと感じています。

6. まとめ

私は、今回縁あってベトナムに留学させていただきました。留学は、多くの学びが得られることを前にお聞きしていましたが、自分が思っている以上に思いがけない幅広い経験や学びがありました。その裏には、日本やベトナム現地の方々など多くの支援があったことも大きな要因です。今後は感謝を忘れず、留学の経験のこれからの活動に活かしていきたいと思います。

グローバル・プログラム **2023** 成果報告書

2024 年 3 月 16 日発行

編集・発行 創価大学 経営学部