

2025年度 関西学院大学 海外客員教員(招聘A) 成果報告書

書式 2

(適宜行追加可 Additional lines can be added as needed)

受入担当 教員	所属・職	国際教育・協力センター(CIEC)・教授 Professor
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海外客員 教員	所属・職	Huron College/Western University・Assistant Professor
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招聘目的	<input type="checkbox"/> 1. 授業担当及び研究 <input type="checkbox"/> 2. 共同研究 <input type="checkbox"/> 3. 特別枠 (いずれかに○)	
招聘期間	2025年 4月 5日 ~ 2025年 8月 10日	
成果報告 Achievement Report 以下の内容を日本語か英語で記載して下さい。 Please describe the following in Japanese or English. 1. 授業担当及び研究 Teaching classes and research (1) 授業科目名 Course titles (2) 授業担当の成果 The achievement of the classes in which you are in charge (3) 研究の内容 Research Details (4) 研究の成果 Research achievement 2. 共同研究 Joint research (1) 共同研究の内容 Details of joint research (2) 共同研究の成果 Joint research achievement 3. 特別枠 Special quota (1) 活動内容 Activity Details (2) 成果 Achievement	1. Teaching and Research: 1a) Course A: Canadian Business Historical Development Post Confederation (1867) to Today 2a) Achievements and Learning Outcomes following the course completion: • Understand the various industries throughout Canada and its value to the rest of the world from a perspective of trade and contribution to the greater global economy • Learn basic facts about Canada's political system • Learn how immigration played a major role in the business development of Canada, the role of First Nation and how early multiculturalism help expand Canada's core competencies. • Understand regional differences in Canada and their respective industry/core competency. • Learn about prominent Canadian businesses and entrepreneurs that continue to thrive from confederation to today. • Demonstrate effective written and oral communication skills and strengthen teamwork abilities. • From the Flipped Team Class Activities Students were able to increase their understanding, of the Canadian English vernacular specific to the various regions in Canada in both written and spoken form. • Generally, the students improved their conversational English. • Students are genuinely motivated to visit Canada. 3.&4a). Research was focused in geo-political and socio-economic perspectives of selected regions in Canada. Achievements from the students perspective are core competencies of each province, their geography, people and industry. Clarity over the strengths and weaknesses of each provinces gave student insights on the overall current health and future development of Canada. The appreciation for the historical roots of Canada's early development help shaped Canada's unique industry and business identity. This is particularly evident in the Canadian entrepreneurs that were examined. Further examination by students will be focused on their personal interest.(eg.Ontario's financial sect.	

1b). Course B: Canadian Business Case Studies and Methodologies

2b). Achievements and Learning Outcomes following the course completion:

- Understand the case study method from identifying business problems, analysis tools qualitative/quantitative, recommendation, implementation and risk mitigation plans.
 - Effectively applying the case study method is solving business problems in Strategy, Operations Management and Operations Strategy.
 - Learn basic business theoretical models.
 - Demonstrate effective written and oral communication skills and strengthen teamwork abilities.
 - Generally, the students improved their conversational English in addition to their debating skills in maintaining their position/decision and recommendations.
 - Upon feedback reflection midcourse from students' examination of Japanese companies were also introduced as a contrast to Canadian companies. In addition, replacement of the Marketing module with Operations Strategy was reinforced by the student's feedback and a major pivot from the course improved the outcomes and understanding of the case method as an instructional tool. Student reflection feedback commented on how they can apply the learnings in their current part-time jobs and areas of industry/business they would like to -pursue given the various cases examined.
- 3&4b). Research was focused on the specific companies examined in each case. Contextual understanding based on the case facts were further examined beyond the case facts by using what was available currently online about the industry/ Companies.

Joint Research and Achievement (Opportunities):

Despite having a record number of students from previously attended visiting Professors, in terms of enrollment, further examination will need to be reviewed to continue to increase this trend. Perhaps a structural change in how it is presented for potential KGU students during registration may open the offering to wider student population group. I will be meeting with our international office at Huron University College at Western University with the following objectives:

- 1.Increase the opportunity for Huron University College at Western University to take part in KGU classes during the summer intercession period in Japan. (ie. Very similar to the SMU model identified during my meeting with Tanaka -san and Sakai – san of KGU's External Relations Group. (ie. 5 week compressed course). Suggested courses: Operations Strategy, Strategy, Marketing and Sustainability, SCM (Supply Chain Management) and Operations Management.

2. How can Huron University participate in the CCC program? I believe KGU will investigate and request approval from partners schools as per Sumioka san's CIEC group. As a follow-up on my end, I will review with Huron our partnership arrangements with KGU. Perhaps just identifying the partnership as just Western university vs. the individual colleges within Western University (ie. Kings and Huron) maybe an option.

Concluding remarks: I believe we can increase the number of students coming to Huron and visa versa. English language standards may be tweaked to improve enrollment numbers for both schools. From my own personal positive experience and from the students' perspective from (ie. Reflection paper) - the learning outcomes were appropriate and reasonable, given the allotted timing received from the students. I am interested to see the formal evaluation of the two courses from KGU in what was formally entered as feedback from the students. My goal is to improve my course design and delivery method in the spirit of "Kaizen".

Special Activities and Achievements:

1. The CCC program was well received from students, company representatives and faculty advisors. The improvements achieved by the students during the program's scope/problem development to completion recommendations/presentations were particularly rewarding to witness from a faculty advisor perspective. The quality of the presentations in terms of depth and breadth was well received by all stakeholders, especially company representatives.

2. Special lecture Yazu sensei's Class June 10th: "Trump Tariffs and Canada". This very special lecture and class activity with students participating during the lecture using the Canadian flags gave me immediate feedback on student's engagement with the material presented. As an industry professional in the automotive industry – special details were presented with experience with Japanese automotive companies in Southwestern Ontario Canada the core industry region for Canada and its proximity to the United States.

Highlights included the impact of the Trump tariffs on Canada and the rest of the world as being unrepresented. Canada's actions and implication were examined along with the leadership character of Donald Trump as the architect of this new economic order. Students were given homework to reflect on the materials presented to come up with a mock recommendation to the Japanese government for upcoming trade negotiation Japan will be having with the United States.

3. I am committed to helping KGU to recruit Canadian companies for the CCC program for the Canadian program during the winter term.

<p>受入担当教員コメント (日本語で記載)</p>	<p>ボルジャ先生は、週1回、Topics in Canadian Studies A と Topics in Canadian Studies B の二つの授業を担当した。その概要、以下の通り。</p> <p>1. Topics in Canadian Studies A</p> <p>「カナダ連邦結成以降のビジネスの歴史」を内容とするこの授業では、歴史的にカナダにおける多様なビジネスの発展について論じた。まず、カナダ全域の産業について概観し、世界経済の中におけるカナダの産業の役割について講義した。カナダの政治制度を概観し、政治が経済に及ぼす影響について解説した。特にカナダ政府の移民政策について重点的に講義し、大量に受け入れられている移民がカナダ経済を活性化していることを強調した。また、先住民とカナダ経済の関わりについても触れ、現代のカナダを代表するビジネスを詳細に紹介した。</p> <p>すべて英語で行なわれる授業であるため、学生たちは、英語のリスニング、スピーキング能力を向上させ、英語で課題を書く能力も向上させた。</p> <p>2. Topics in Canadian Studies B</p> <p>「カナダのビジネス・ケーススタディと方法論」と題する本授業は、カナダにおける多様なビジネスを紹介し、どのようにしてそのビジネスが成り立ったのか、そのビジネスがなぜ利益を得ているのか、どのような問題に直面しているのか、といった点について分析した。特にカナダの自動車産業について詳細に紹介し、日本の自動車メーカーの進出について説明した。日本の企業との比較においてもカナダの企業を分析した。学生たちの課題として、カナダあるいは日本の特定の企業を選び、その実態について分析する、という課題を課し、学生たちにプレゼンテーションをさせた。</p> <p>英語で行なわれる授業であるため、学生たちは、英語のリスニング、スピーキング能力（特にプレゼンテーションの能力）を向上させ、英語で課題を書く能力も向上させた。</p> <p>3. Introduction to Canadian Studies</p> <p>6月10日に、オムニバス授業「カナダ研究入門A」に登壇し、「トランプ関税とカナダ」という演題でレクチャーをした。このレクチャーは、トランプ関税のカナダ、ひいては世界への影響にフォーカスを当て、特に自動車業およびカナダと米国の関係について検討した。また、3月にカナダの首相に選出されたマーク・カーニー首相のトランプ関税への対策と今後の展望についても論じた。</p> <p>このレクチャーは、本学の第35回カナダ研究セミナーと今年度の日本カナダ学会の関西地区研究会にも指定され、対面とオンラインの両方で開催された。</p> <p>4. Cross-Cultural College (CCC)</p> <p>8月2～9日に行なわれたCCCのGlobal Career Seminar in Japan (GCSJ)に講師の一人として学生の指導にあたった。ビジネスが専門であるため、専門的な知識に基づいて学生を指導した。学生同士が対立した場面では、率先して仲裁に入った。</p>
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