

[研究ノート]

# The Present Situation and Problems of the Program to Train Entrepreneurs; Mainly in the Hannan University, Kigyou-jyuku

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## Abstract

Lectures and supporting systems to foster entrepreneurs are being arranged in a lot of universities in recent years. Our university started an organization directly controlled by the president and the vice president immediately in this learning, too, and we began it as a year-round subject in the name of “Kigyou-jyuku”. By considering the present situation and problems while making relations to the situations of other universities, too, about what we have done these four years, we argue about the directionality of the ideal ways of the entrepreneur education mainly by the faculties of liberal arts and social science universities.

## Keywords

Stress-free Education, Integrated Study  
Activation of Shopping Districts,  
Entrepreneur (s), Kigyou-jyuku

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## I Introduction

### 1.1 The connection to the entrepreneur education

At present, as for the decrease of the numbers of the lessons and the learning contents by the revision of the seen curriculum guidelines, the critical tone<sup>2)</sup> accounts for the crowd to “the new

courses of study<sup>3)</sup>”. It is that even the Ministry of Education, Culture, Sports, Science and Technology which promoted it actively withdrew the introduction and that the lack of the scholastic ability of the pupils and the students in Japan has been clarified the scholastic achievement tests in the world<sup>4)</sup> conducted recently and the policy has been fully changed.

Whatever the merits and demerits of the Courses of Study, education free from stress, which is high-minded, in itself will anyway be wonderful. However, in schools the understanding of the idea by the teaching staff may have gone in an easy direction and also in the ideal level, as for what meaning is hidden in the background of the fact that the learning contents have been cut by 30 percent, even the school board and the headmaster class could not fully examine it. We think these facts have led to the tragedy of the education free from stress.

The one which have functioned as part of the Courses of Study is “Integrated Study” and a wide range of approaches have been done in each school, both in elementary and secondary education.

If we think that there is a good effect for a child / a student because we launched “Integrated Study” while we cut the time to learn three Rs (reading · writing · arithmetic), it will be the one that students should be interested in various things.

In other words, it seems whether or not to be equivalent to the more basic part of the base of

the itself entrepreneur education.

In the meaning, the feelings of the generation who receive stress-free education, it is necessary to have an idea that we change the negative side in the reading, writing and computation level into the positive side and we think that expectations to the entrepreneur education are hidden in this place from such a thing.

### 1.2 The expectations from the local community

Out of the shopping districts which once reached the summit of prosperity, customers have flowed into the large-sized supermarkets and the local food supermarkets and there are many vacant stores now. The activation of the shopping districts is a nationwide social problem and yet, the answer hasn't been found.

So-called the best shop in the area until then, are open only at the entrance even in the daytime where there is little traffic and the image that they seem dark impressively, too, exists as the practical problems.

It seems that it is a fact that the environment is getting better both for shopping districts and social science universities to work together under the keyword "activation of shopping districts". It is hard for social science universities to establish a venture business based on high technology, in the program to train entrepreneurs, which is the center agenda of this theme. Considering such circumstances, it is hard for difficult faculty of liberal arts simple substance is set to.

It will be the truth that we can expect a great deal from the possibility to give an influential effect to people in and the shopping districts, in term of as rebuilding and unification of the community and keeping peace and order.

## II The present situation of the program to train entrepreneurs

### 2.1 The present situation of each university

Most of venture businesses from university are those which are backed by science and technology ventures backed by technology mainly on science technology and as another way. I think that it is converged to a master such as "Kigyou-kyuku" which this school pushes forward for technique by business plan making business ideas coming from only social science studies.

For example, Venture Business Laboratory (VBL) was established by "the original studies and development promotion expenses, particularly the graduate school," based on the government budget and as for the activity, the national universities invests human resources and funds in the interdisciplinary research on the original tip field. However, it is the education of the lecture form by lectures invited from outside because it expands social view in the educational activities or the entrepreneur education and seems not to be beyond the education of the discussion level by a small number of people in the form of practice or laboratory, which involve students and graduate students.

On the other hand, in a private university, they do venture by the product development backed by such high technology in universities and middle-sized universities having departments / postgraduate courses of science and technology as well as humanistic and social science departments, and there is a case in which a student becomes the Representative Director.

In other words, it is possible to say that there are many, cases, too, where the researchers and the students become the driving force of the university venture together.

Also, generally, the education about the power

entrepreneurialism and the invitation of the lecturer from the learning outside are central in the university of faculties of only liberal arts and social science in the faculties of liberal arts of the comprehensive university and it is possible to say that there are much unit authorization and entrepreneur education which is finished by submitting reports.

### 2.2 The present situation of the Hannan University, Kigyou-jyuku

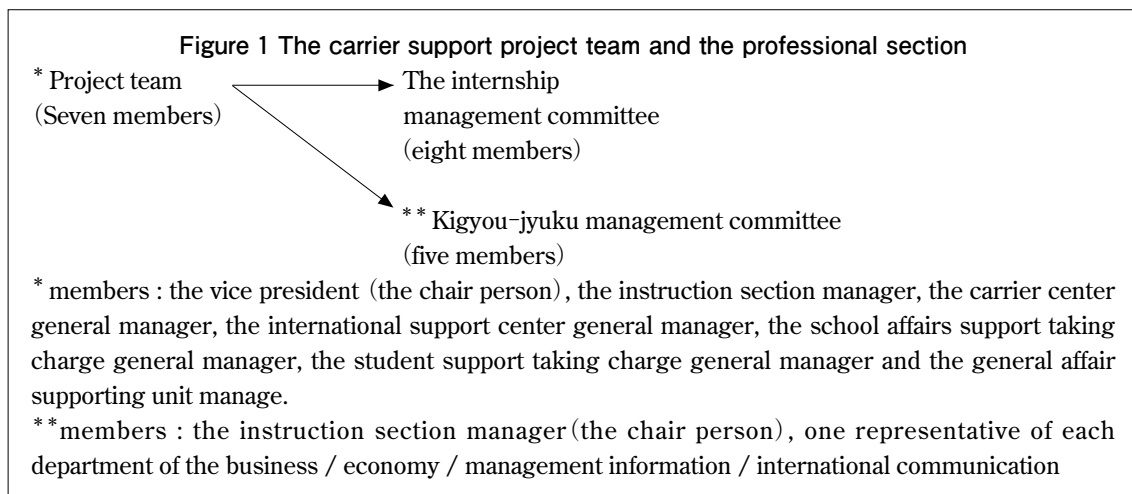
The placing of Kigyou-jyuku about this learning is shown in figure 1 and is the organization involving the whole university in which the vice president.

The purpose was to carry out the carrier promotion policy of this learning generally and comprehensively in the whole university, it is to

do planning and promotion in helping the students of this university acquire qualifications, the internship and Kigyou-jyuku and so on.

On Table 1 is the data of Kigyou-jyuku for the past four years. This subject adopts prior registration system, and we assume the students who take this subject to be in the second to fourth years of all departments of this university. Being determined to study in the course, they attend the first three lectures, but some students drop out usually around June in the first half. When the second semester starts, their attendance rate falls for a while, and the final completion rate is 40% to 60%.

On the other hand, in terms of the ratio of the students who start business, at least one student has started new business every year and in the current year (2004) , three students won a prize



**Table 1 The data in Kigyou-jyuku**

The year	The registrant	Completed person	Entrepreneur percentage *	Winning percentage **
2004	32	15	6.7%	20.0%
2003	38	24	4.2%	
2002	20	20	5.0%	5.0%
2001	40	23	4.3%	4.3%

\* Entrepreneur percentage is the ratio of the people who started business during the course or within one year after Kigyou-jyuku, (the number of entrepreneurs / the number of completed persons of the course).

\*\* Winning percentage is the ratio of the people who applied for competitions during the course and won prizes (the number of the prize winners / the number of completed persons of the course).

Table 2 The syllabus of the course of Kigyou-jyuku in 2004”

	Theme	A lecturer
1	Venture experiences lecture (1)	Need for change Representative Director Mr. Katsuaki Tanaka
2	The significance of a carrier plan and the venture business	Ohno associates Representative Director Mr. Chouhachi Ohno
3	A visit to COSTCO Amagasaki Shop	COSTCO Amagasaki Chief Buyer Mr. Kenji Kano
4	The way of inventing a business idea	Kahori-dou Representative Director Mr. Syunsuke Yamaguchi
5	Venture experiences lecture (2)	LA Sara Co.,Ltd. Representative Director Mr. Takahiro Kiuchi
6	The personnel and the labor	Social insurance labor consultant Mr. Hiroshi Nakadoi
7	An organization and the leadership	Consultant Mr. Osamu Sato
8	To create a business plan	A professor at this school Mr. Kunihiro Kajiyama
9	The basics on the marketing	Small and medium enterprise management consultant Mr. Seiji Okumura
10	The practice of the marketing	Small and medium enterprise management consultant Mr. Seiji Okumura
11	Business plan making guidance (1)	Consultant Mr. Osamu Sato
12	An idea method of a business idea	Consultant Mr. Hiroshi Sakai
13	The business plan presentation rally I (an interim report)	Small and medium enterprise management consultant Mr. Seiji Okumura Certified public accountant Mr. Masanao Hosokawa
A supplementary lecture	IT and business	A professor at this school Mr. Masanori Nozawa
The summer holiday	A homework : revision of a business plan 【A venture interchange ship enforcement (only applicant)】	Cooperation companies: LA Sara Co., Ltd. & Need for change Ltd.
14	Business and law	Social insurance labor consultant Mr. Yasuhiko Makimura
15	Business plan making guidance (2)	Certified public accountant Mr. Masanao Hosokawa
16	Management (1) judging from financial affairs	Certified tax accountant Mr. Haruhiko Hayashida
17	Management (2) judging from financial affairs	Certified tax accountant Mr. Haruhiko Hayashida
18	Venture experiences lecture (3)	Asahi electronics Inc. Managing director Mr. Morio Hara
19	Business plan making guidance (3)	Certified public accountant Mr. Masanao Hosokawa
20	Presentation of a business plan	Consultant Ms. Chizu Kadowaki
21	A strategy about intellectual property	A patent attorney Mr. Yoshihiro Okada
22	A venture support system	The Kansai Association For Venture and entrepreneur Studies Director Mr. Kenji Fukabori
23	Finance of venture business	Certified public accountant Mr. Masanao Hosokawa
24	The business plan presentation rally II - 1	Small and medium enterprise management consultant Mr. Seiji Okumura Certified public accountant Mr. Masanao Hosokawa
25	The business plan presentation rally II - 2	Small and medium enterprise management consultant Mr. Seiji Okumura Certified public accountant Mr. Masanao Hosokawa
26	The completion ceremony /The comment	President Mr. Shinichi Otsuki The person in charge

in competitions and so on. Our efforts seem to be bearing fruit.

The characteristic of the Kigyou-jyuku is that we have put an emphasis on the acquisition of the method of making business plans, which is thoroughgoing as it is shown in table 2, too. Almost all the members ask people from outside to give them lectures and try hard to acquire knowledge and technology needed for making business plans.

This is due to the idea of the president, Shinichi Otsuki, who is one of the founders of the school for entrepreneurs. He considers the success of entrepreneurs at ATP (Australian technology Park) in Australia lies in the support of making business plans, and sets the pre-incubate period (the early stage of the venture) to get over "Death Valley." He also points out the importance of completing business plans with the cooperation of the experts. It is because he has a belief that it tells of how important social science universities are (A feature article of the public relations magazine of Kansai new business conference "That's NB").

Therefore, it is natural that entrepreneur education at this university lays emphasis on pre-incubate. As for the funds needed to start business, the students can get the loan of up to five million yen. Mr. Tatsuya Uehira of Crestvision (<http://www.crestvision.co.jp/>) used this system first and became an entrepreneur.

### III Problems of the program to train entrepreneurs

#### 3.1 Limitation by university background

In the universities of only liberal arts and social science, different from comprehensive universities or those of natural science and engineering, there is little image of venture business starting from university. As long as there is not enough evidence of technology which is based on the absolute tip science, there

is much possibility that lectures are completely limited to theories of learning entrepreneurialism.

It will be surely necessary in education to learn from great achievements of ancient people, and it is important to feel what the people who lived in such times were thinking. However, it seems to be a more appropriate way to select lecturers from outside to share the experiences of an entrepreneur who lives in the current age and has not long been doing business or who has faced or very closely experienced Death Valley. But it will be difficult, as a matter of fact, to invite such lecturers unless they are graduates of this university.

Thus, in the faculties of liberal arts and social science, unless we have practical contents, it cannot be said that we are carrying out the education of entrepreneurs in a true sense. That would be far from the support in knowledge and skills for students who are thinking of starting business. We would not be able to motivate the students to embark on venture and we cannot deny the possibility that the course stays as low in level as that for general students.

#### 3.2 Limitation by positioning within a university

It matters whether or not measures are taken in the aspect of the budget and the cooperation across the organizations in the university are made. It can depend on the power relationships on campus how teachers, the secretariat staff of the organization and budget are allocated when VBL and centers are newly established. Therefore, we can say, in a sense, that it depends on the leadership of the executives such as the president whether the program will be successful or not.

Especially, the opening and the continuation of these courses often burden specific teachers. As I will say later, because there are comparatively not so many researchers studying venture business in each university, there exists

the problem that we have to train teachers who can be in charge of the program, which is a difficult problem.

### 3.3 Limitation by differences of the students' consciousness

Mr. Toshiaki Kato at Ritsumeikan University points out the problems caused by differences of consciousness between the professors and the students who attend the lectures (“Nihon Keizai Shimbun” May 26th, 2004). The example here is about internship in which students can acquire working experiences. However, if they take the course just because, for example, they want to get the credit of the subject or advantages for getting a job, it is far from the purpose of understanding how what they are majoring are evaluated and made use of.

On the other hand, this reflects the attitudes of university. Many universities are manipulated by the word “internship” and an advertising balloon element goes beyond what it should be. Because universities have to secure the number of the students attending the course, it seems that university's attitude of giving the credit to the students rather easily gives the students an easy impression.

Actually, in Kigyou-jyuku of our university, in the questionnaire conducted before the students started the course, some of them answered, “I chose this course because it will be useful for getting a job.” or “I can learn a lot from this course.” when they were asked why they decided to take this course. The staff in charge expect the students thinking of starting venture business to participate the course, which is different from the consciousness of the students.

As is shown in Table 2, at the presentation session of interim report “Business plan report rally I” at the 13<sup>th</sup> lecture, many of the students drop out, which is a usual pattern of the students. For those who are accustomed to studying mainly at desk, that is, who are passive in learning, it is hard for them to change their

attitude to a positive one. They say that they are not confident in giving presentations or cannot build into the level that they can give presentations. Therefore, universities and professors are accountable for that at the beginning of the course, and it owes to the decisions and consciousness on the side of the students at the stage of the recruitment.

### 3.4 Limitation by speciality of the teachers

This literally means that there are not sufficient experts on venture business at university. In the present situation, teachers in charge of this kind of training are mostly those of faculties of management and commerce in universities of liberal arts and social science. There is necessity that venture should be positioned systematically and academically in the future in Japan and immediate teacher education is a task we should tackle as well.

## IV Conclusion

As we have mentioned above, there are several problems to consider in Japanese universities. In this school, too, in order to solve these problems, we want to investigate a course of entrepreneur education by dividing Kigyou-jyuku into two forms as one directionality from 2005.

It is to establish “Jr.Kigyou-jyuku” for mainly the second year students newly in addition to the “Kigyou-jyuku” main unit which is being done at present. It will make the participants do positively and actively what they have never been able to do in the current course for venture business. They should begin by actually establishing a company.

By this, we will raise a desirable year of the students to attend Kigyou-jyuku to third grade so that basically the students who ended Jr.Kigyou-jyuku can attend Kigyou-jyuku. By the differentiation with Jr.Kigyou-jyuku in contents and learning systematically knowledge

Table 3 The syllabus of the course of Jr.Kigyou-jyuku in 2005”

	Date	Theme	Contents	A Lecturer *
0		The preliminary learning	Company · Sales · Business Plan	The Person in charge. Hiroshi Hirayama Kunihiro Kajiyama
1	9/29	Starting Business	Business Plan, Organization, Roles	Mr. Takahiro Kiuchi
2	10/ 6	Preparation for Starting Business	The firm's name, Articles of incorporation, Shareholders, Marketing Research	Mr. Kiyoshi Kubota
3	10/13	Establishment of a company	A general meeting of shareholders	Mr. Takahiro Kiuchi Mr. Kiyoshi Kubota
4	10/20	Starting Business	Buy, Accounting, Personnel Administration, Advertising	Mr. Takahiro Kiuchi
5	10/27	Business1	Buy, Accounting, Personnel Administration, Advertising	Mr. Takahiro Kiuchi
6	11/10	Business2	”	Mr. Takahiro Kiuchi
7	11/17	Business3	”	Mr. Takahiro Kiuchi
8	11/24	The intermediate settlement of accounts	Financial Report	Mr. Takahiro Kiuchi Mr. Masanao Hosokawa
9	12/ 1	Business4	Buy, Accounting, Personnel Administration, Advertising	Mr. Takahiro Kiuchi
10	12/ 8	Business5	”	Mr. Takahiro Kiuchi
11	12/15	Business6	”	Mr. Takahiro Kiuchi
12	12/22	Settlement of Accounts	Financial Report, Disposition of the profit	Mr. Takahiro Kiuchi Mr. Masanao Hosokawa
13	1/12	A general meeting of shareholders	Meeting, Liquidation	Mr. Takahiro Kiuchi Mr. Kiyoshi Kubota

\* Mr. Takahiro Kiuchi is representative Director of LA Sara Co.,Ltd.. Mr. Kiyoshi Kubota is social insurance labor consultant. Mr. Masanao Hosokawa is certified public accountant.

and technology needed for starting venture after establishing a company based on actual business, we keep it in mind that we should try to complete Entrepreneur education.

### Endnotes

- 1) Hiroshi Hirayama is associate professor of Marketing, Faculty of Business, Hannan University and a member of Kobe Ventures Researchers Meeting. Main author is hirayama. Kunihiro Kajiyama is professor of International Economics, Hannan University and a member of the Kansai Association for Venture and Entrepreneur Studies. We are indebted to Y. Horiike and all of Kigyou-jyuku lecturers for helpful suggestions and comments.
- 2) See, for example, Yagi (1999), Nishimura

(2001・2003), Kariya (2001・2002), Kariya, Shimizu, Shimizu and Morota (2002).

- 3) The purpose of the new Courses of Study to be implemented from 2002 under the comprehensive five-day school week system is to foster “zest for living” (IKIRUCHIKARA) in children. (Major Policies : Ministry of education, Culture, Sports, Science and Technology. (See, for example, <http://www.mext.go.jp/english/shotou/index.htm>)
- 4) As a result of 15 year-old PISA (The Programme for International Student Assessment) which Organization for Economic Cooperation and Development implements, in the mathematical application ability, Japan is falling last time from the 2000 1st in 2003 this time to the 6th and is falling at a breath from 8th of the one mentioned above to the 14th in the reading comprehension. Also, in the trend survey of the education of the

international mathematics and the science of the International Association for the Evaluation of Educational Achievement implementation, too, in 2003, the mathematics of the junior high school students in Japan was the 5th (1999 : the 5th, 1995 : the 3rd) and the science was the 6th (1999: the 3rd, 1995: 2nd).

(Seiron column with Nishimura Kazuo “the bad effects of the stress- free education” “Sankei Shimbun” December 29th, 2004, [http://www.mext.go.jp/a\\_menu/shotou/gakuryoku/siryu/05020801.htm](http://www.mext.go.jp/a_menu/shotou/gakuryoku/siryu/05020801.htm)).

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