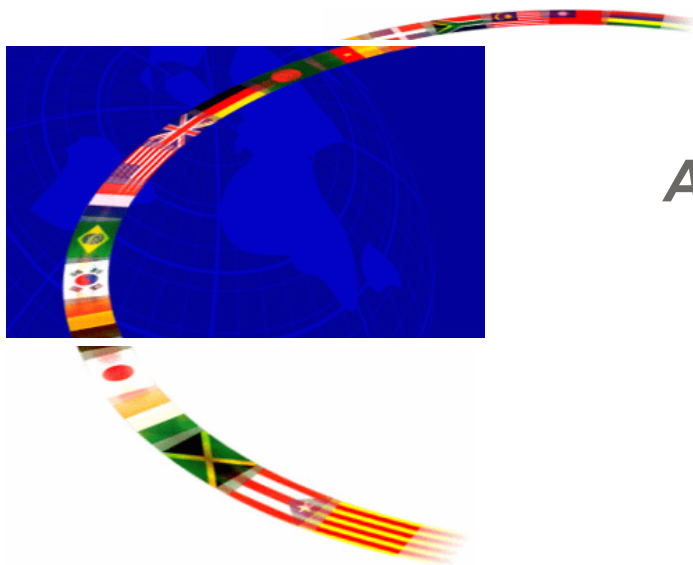




**Junior Chamber International**  
Worldwide Federation of Young Leaders and Entrepreneurs



## *Awards Entry*

2016 Asia-pacific Conference  
Osaka-Henkaku-jyuku(Global leaders School)  
JCI JAPAN  
Best Local Personal Skill Development Program



**Junior Chamber International**  
Worldwide Federation of Young Leaders and Entrepreneurs

### Entry Information

Award Program:

Category:

### NOM Information

National Organization:

National President:



**Shigenari Yamamoto**  
E-mail: [japan@jci.cc](mailto:japan@jci.cc)

### LOM Information

Local Organization:

President:

President Email: [s-shirosaka@shoei-group.com](mailto:s-shirosaka@shoei-group.com)

### Basic Information

Duration : June 6, 2015–October 18, 2015

Staff : Fifty-one

Sponsors : Many organizations, government, NPO, research institutions, companies

Budget : 793,750 US \$

Profit / Loss : 0

In which UN MDG best  
fit (if apply) : ?:

Who is benefited ? : Young business leaders (25–40 years old) aspiring to work for Osaka

Objective : JCI Osaka's objective is to train global leaders who have the spirit to work for the public good, will transform Osaka, and play a central role in spreading those changes throughout Japan and then the world.

- (1) Sensibility: spirit possessed by predecessors who created Osaka
- (2) Comprehensive perspective: Ability to broadly read the changing state of the world
- (3) Creativity: Creativity to forcefully shatter current conditions
- (4) Power to act: power to create the ideal future oneself
- (5) Pioneer spirit: Spirit to contribute to the public good and generate change in society

JCI Osaka is aiming to not only provide young people with the opportunity to acquire the above competencies but also foster in them the ambition to change society for the better.

Overview : JCI Osaka launched the Osaka Henkaku Juku (Osaka Change Academy) to provide young people living in Osaka various opportunities for growth, get them to acquire the ability to change society for the better, and train global leaders who can generate change not only in Osaka but also Japan and the world.

JCI Osaka developed this program with the idea that global leaders must possess five competencies and that training global leaders consists of people mastering all of those competencies.

Head instructor

Hiroshi Tasaka was invited to serve as the head instructor responsible for providing guidance for program participant training.

Refer to the attached copy of Hiroshi Tasaka's profile.

### Program summary

**JCI Osaka's program covers five topics in order to achieve the program's objectives related to competencies (1)–(5) listed above.**

**Each section is broken into four parts.**

- 1. Classroom instruction**
- 2. Group work**
- 3. Fieldwork**
- 4. Practical business plan development**

**(1) Provide opportunities for program participants to develop sensibility**

JCI Osaka provided opportunities for program participants to learn about the sensibilities of prominent predecessors from Osaka through their work and Osaka's culture, which has given birth to reformists throughout the ages.

(Two days + fieldwork)

- Day 1: classroom instruction (210 minutes), group work (300 minutes), overnight stay

- Day 2: classroom instruction (240 minutes), group work (120 minutes), business plan development (120 minutes)

- Separate date: Full day of fieldwork

**(2) Provide opportunities for program participants to acquire a comprehensive perspective**

JCI Osaka provided opportunities for program participants to analyze the impact that various phenomenon within changing international relations due to rapid globalization have on society in terms of their relevance and temporal relationship (1 day + field work)

- Classroom instruction (225 minutes), group work (120 minutes), business plan development (120 minutes)

- Fieldwork (all day on different day)

**(3) Provide opportunities for program participants to acquire the creativity to generate innovation**

JCI Osaka provided opportunities for program participants to work with people from various backgrounds to examine new possibilities for Osaka from various perspectives without being bound by existing concepts (1 day + fieldwork)

- Classroom instruction (225 minutes), group work (120 minutes), business plan development (120 minutes)

- Fieldwork (all day on different day)

**(4) Provide opportunities for program participants to acquire the power to act**

JCI Osaka provided opportunities for program participants to clearly envision concrete objectives regarding a future Osaka that should be realized. (1 day + fieldwork)

- Classroom instruction (225 minutes), group work (120 minutes), business plan development (120 minutes)

- Fieldwork (all day on different day)

#### **(5) Provide opportunities for program participants to develop a pioneer spirit**

JCI Osaka provided an opportunity for program participants to give a public presentation on their vision of a better Osaka and the business plan to achieve that vision, which was developed with other participants.

- Field work (all day on different day)

- Business plan presentation

Results : After each section, program participants filled out a questionnaire, conducted a self-check of the degree they achieved the objectives related to competencies (1)–(5) listed above. The information was compiled and examine.

Furthermore, a self-check was conducted using a similar questionnaire before and after participating in Osaka Henkaku Juku, and an examination was made of whether participants had a greater awareness.

Details:

##### (1) Sensibility

Around 88% of program participants responded that they understand that global leaders must possess sensibility.

##### (2) Comprehensive perspective

Around 85% of program participants responded that they understand that global leaders need to possess a comprehensive perspective.

##### (3) Creativity to generate innovation

Around 81% of program participants responded that they clearly learned what they should do to develop creativity as a global leader.

##### (4) Power to act

Around 89% of program participants responded that they clearly understand the importance of taking the initiative to resolve social problems.

##### (5) Pioneer spirit

Around 80% of program participants responded that they want to possess the pioneer spirit of a global leader and contribute in the future.

### End-of-program questionnaire

Around 94% of program participants responded that their ambition to change society for the better has grown stronger.

### Problems:

The curriculum is extremely difficult, and of the 100 program participants, JCI Osaka only permitted 54 to graduate. This was not a major problem, however, because the figure was no greater than what JCI Osaka expected before the start of the program. The view was that it was possible to train 54 elite, outstanding global leaders.

**Actions Taken** : Recruiting efforts resulted in 122 applicants. JCI Osaka had to screen the applicants because the plan had been to run the program for up to 100 participants. Applicants submitted an essay on the achievements of a prominent person from Osaka and their sensibility. All JCI Osaka members scored the essays, and 100 applicants were selected.

### Program

JCI Osaka developed the program with the idea that global leaders must possess five competencies and that training global leaders consists of people mastering all of those competencies.

\* See the attached material for the profiles of the various program instructors.

Program period: June 6–October 18, 2015

#### (1) Sensibility

During section 1, JCI Osaka provided opportunities for program participants to acquire the sensibility required of global leaders.

##### ■ June 6 (Saturday)

- Video on global leaders

- Lecture (given by Hiroshi Tasaka)

Lecture on the ambition that global leaders should possess

(\* See Overview for a profile on Tasaka.)

- Panel discussion by young global leaders

Program participants learned about the importance of sensitivity as a leader from the experiences of currently active global leaders.

- Group work

Group work through which program participants can help each other fine-tune their ambition to generate change

##### ■ June 7 (Sunday)

- Lecture (given by Shinya Hashizume)

The lecture covered the history of Osaka-shi and the outlook for the city. Using various material including overseas cases, Shinya Hashizume discussed the issue from both a government and business perspective, and this provided an opportunity for program participants to learn about the sensibilities of their predecessors and how to use that in the future.

- Business plan development (1)

Program participants were provided an opportunity to learn about developing business plans to create positive change in the city of Osaka through group work.

- August 22 (Saturday), fieldwork

Program participants were provided the opportunity to learn about how to talk and sensibility in the traditional art form of rakugo (comic story telling) and acquired an awareness of Osaka's unique sense of sensibility.

- September 12 (Sunday), fieldwork

Program participants meditated and copied Buddhist scriptures at Koyosan, an extremely old temple. This provided participants with the opportunity to strengthen their ambition by taking a new look at themselves and to strengthen their sensibility as a leader.

## **(2) Comprehensive perspective**

During section (1), JCI Osaka provided opportunities for program participants to acquire a comprehensive perspective, which is required of global leaders.

- June 21 (Sunday)

- Lecture (given by Takao Nakazawa)

Takao Nakazawa gave a lecture on globalization of small- and medium-size enterprises, providing program participants with an opportunity to learn the importance of conducting business with a comprehensive/global perspective.

- Lecture (given by Daisuke Tanida)

Program participants were provided an opportunity to learn about the competencies required of global business leaders and their mindset.

- Group work

Participants worked in groups as part of their training to view social phenomenon from a broad perspective so that program participants could acquire a comprehensive perspective.

- Business plan development (2)

Program participants were provided an opportunity to continue their development of business plans from the previous section (business plan development (1)) and learn about developing business plans to create positive change in the city of Osaka through group work.

■ August 5 (Wednesday), fieldwork

Exchange program with non-Japanese (discussion with overseas global leaders)

Program participants were provided an opportunity to hold discussions with overseas global leaders regarding competencies required of leaders and to use that experience to acquire the ability to view things from a comprehensive perspective.

### (3) Creativity

During section (3), JCI Osaka provided opportunities for program participants to acquire the creativity to generate innovation, which is required of global leaders.

■ July 26 (Sunday)

• Lecture (given by Yusuke Mori)

Yusuke Mori, who generated innovation in cutting edge science through the development of a technique to grow functional organic crystals, discussed his research and experience, providing an opportunity for program participants to learn the mindset and efforts required to generate innovation.

• Lecture (given by Norihiro Hagita)

Norihiro Hagita discussed cutting-edge robotic engineering used in business, providing an opportunity for program participants to learn the creativity to use cutting-edge technology to create new businesses.

• Group work

Participants worked in groups to examine new possibilities of cities and people with diverse backgrounds from various perspectives in order to acquire the creativity to generate innovation.

• Business plan development (3)

Program participants were provided an opportunity to continue their development of business plans from the previous section (business plan development (2)) and learn about developing business plans to create positive change in the city of Osaka through group work.

■ September 6 (Sunday)

• Fieldwork



Program participants took part in noh, a traditional Japanese performing art, at the Yamamoto Noh Theater. They practiced the performing art that has generated innovation through new ideas while still being traditional, providing students with an opportunity to learn creativity.

#### **(4) Power to act**

##### **■ August 30 (Sunday)**

During section (4), JCI Osaka provided opportunities for program participants to acquire the power to act.

- Lecture (given by Hiroshi Goshima)

Using his experience working with various entrepreneurs to launch businesses as material, Hiroshi Goshima lectured on the importance of taking bold action while hedging risks, providing an opportunity for program participants to learn about the power to act.

- Lecture (given by Kana Kawaguchi and Aki Ko)

The two social entrepreneurs lectured on their experience generating social change through their own power to act, which provided an opportunity for program participants to learn the importance of the power to act for social change.

- Group work

In order to acquire the power to act, program participants worked in groups to clearly envision concrete goals for a future city that should be created.

- Business plan development (4)

Program participants were provided an opportunity to continue their development of business plans from the previous section (business development (3)) and learn about developing business plans to create positive change in the city of Osaka through group work.

##### **■ August 1 (Saturday)**

- Fieldwork

Participation in local festival, Sumiyoshi Festival, at the Sumiyoshi Taisha.

JCI Osaka had program participants learn about the power to act by taking part in a festival, an expression of the thoughts and attachment to the local community possessed by the predecessors who established the festival.

##### **■ October 10 (Saturday)**

- Fieldwork

Program participants learned about the power to act from various social entrepreneurs at the Kansai Innovator Koshien.

### **(5) Pioneer spirit**

During section (5), JCI Osaka provided opportunities for program participants to acquire the pioneer spirit of a global leader.

#### ■ October 2 (Friday)

JCI Osaka provided an opportunity for program participants to make presentations on the business plans they constructed through the various sections. Program participants gave presentations on their vision to change society and their business plan to achieve that.

More than 300 Osaka residents assembled at the Knowledge Theater to listen to the participants' business plans.

The Director of the Osaka-shi Economic Strategy Division, head instructor Hiroshi Tasaka, Hiroshi Goshima, and staff of the Osaka Innovation Hub were invited to serve as judges, and along with the division director, they judged the plans.

#### ■ October 18 (Sunday)

##### • Lecture (Hiroshi Tasaka)

JCI Osaka invited head instructor Hiroshi Tasaka to give a talk as the closing activity for the program, providing the opportunity for program participants to gain an awareness of and resolution to act as global leaders, who will play a core role in changing not only Osaka-shi but also Japan and the world.

#### ■ August 8 (Saturday) and 9 (Sunday), fieldwork

Program participants volunteered at the Naniwa Yodogawa Fireworks Festival, providing an opportunity for them to acquire a pioneer spirit from the experiences.

#### ■ June 6–October 18, 2015

JCI Osaka had program participants work on various homework and problems in the process of developing their business plans. Furthermore, JCI Osaka provided appropriate venues and facilitators so that program participants could complete the homework in groups.

Recommendations : JCI Osaka recruited 100 participants and provided them with numerous opportunities for growth. JCI Osaka certified the graduation of 54 participants. Therefore, JCI Osaka was able to train numerous global leaders through the program.

• Program graduates can be expected to return to their companies or communities and contribute as global leaders. They will undertake activities in which they play a leading role in transforming society as community leaders.

Issues:

Because the curriculum was extremely difficult, JCI Osaka certified the graduation of only 54 of the 100 participants. This is not a problem, however, since the number was no greater than what was expected before the program.



## Award Category criteria

# 1

### Objectives, Planning, Finance and Execution

What were the objectives of this program? JCI Osaka conducted the program to provide young people with opportunities for development and growth in order to give them the ability to change society for the better.

For JCI Osaka, the objective of the program was also to strengthen five competencies (sensitivity, comprehensive perspective, creativity, power to act, and pioneer spirit) of local young people in order to train them to be global leaders.

How does this program align to the JCI Plan of Action? The program provides numerous growth opportunities so that young people can acquire the ability to generate positive change.

The program was developed with the cooperation of numerous stakeholders, including the government, corporations, universities, Specified Nonprofit Corporation, and various other organizations. The program was in line with the JCI action plan, which is based on the idea that cooperative solutions involving related parties are necessary.

Was the budget an effective guide for the financial management of the project? 1) It was possible to run the program using venues for free on account of the government partnership.  
2) There were no major problems because although the program was long, six months, there was an appropriate budget.

How does this project advance the JCI Mission and Vision? JCI MISSION  
The program, which trains global leaders, provides young people with numerous opportunities for growth and development in order to give them the ability to appropriately generate positive change.

#### JCI VISION

By offering programs to train numerous active leaders and creating a network among program graduates, JCI Osaka plays a core role in the network.



## Award Category criteria

# 2

### Membership Participation

By number, how many members were involved in this program? 51 members

By percentage, how many members of the Local Organization were involved in this program? 15%

Describe the main roles of the participating members in this program. **Create a program scheme**

1. Develop an overall program plan
2. Select instructors
3. Request cooperation from the government, companies, various organizations, and universities
4. Conduct onsite inspections

#### **Recruit participants**

1. Create and distribute flyers and posters
2. Recruit participants through the website and SNSs

#### **Select participants**

1. Grade essays

#### **Run the program**

1. Set up venues
2. Serve as facilitator

#### **Homework**

1. Set up venues
2. Serve as facilitator

### Recruit participants

Young people 15-40 years old with a desire to provide change were recruited as program participants. Through recruiting activities, which involved creating and distributing fliers and posters and the website and 90% of 122 people applied for the program. After conducting an entry selection interview, 100 applicants were accepted to the program.



### Facilitator

The program ran smoothly because operating staff were involved in various aspects, including classes as facilitators and provided advice.



### Advance preparation, simulation

The program progressed with no major problems because of rehearsals using actual time and space and conducted actual service.



Even for fieldwork, operating staff conducted rehearsals of all activities. As a result, it was possible to create a precise operation manual.

### Homework

Students were home each day during the program. Members spent facilitation-adjacent of home work. And, Home work of location of the explanation work.



## Award Category criteria

### 3

#### Skills Developed

What skills were developed in this program? Program participants were able to acquire the following competencies.

- (1) Sensibility: spirit possessed by predecessors who created Osaka
- (2) Comprehensive perspective: Ability to broadly read the changing state of the world
- (3) Creativity: Creativity to forcefully shatter current conditions
- (4) Power to act: power to create the ideal future oneself
- (5) Pioneer spirit: Spirit to contribute to the public good and generate change in society

How were these skills developed? Describe the methods and activities used. JCI Osaka provided an opportunity for program participants to acquire the above competencies through the following activities.

#### 1. Classroom instruction

JCI Osaka had leading people in various fields serve as instructors. The instructors gave lectures based on their own experience and field of expertise, making it possible for program participants to effectively acquire the competencies.

#### 2. Group work

JCI Osaka divided program participants into groups, and the groups discussed issues and gave presentations in line with the assigned topic and based on what was learned in the class work.

#### 3. Fieldwork

Through fieldwork, program participants acquired practical knowledge that could not be gained merely through classroom instructions and discussions. JCI



Osaka provided participants with numerous experiences on account of the cooperation of various organizations.

#### 4. Practical business plan development

Making use of what they learned through 1–3, program participants developed business plans to transform Osaka.



## Award Category criteria

## 4

## Impact on Participants

What was the intended impact on the participants? JCI Osaka intended to train participants as global leaders who possess the ability to generate positive change not only in Osaka but throughout Japan and the world.

Describe the actual impact on the participants. The following are examples of what participants have done.

1. Used the experience gained from the program to established a company that can contribute to society
2. Moved his base of operation to Silicon Valley, U.S., and established a new company
3. Joined JCI Osaka the year after graduating in order to contribute to society
4. Participated in local festival in order to contribute to the local community
5. Took on the challenge of obtaining a new national qualification in order to expand his company's business
6. Established an organization that the person heads and contributes to local community

In addition, each participant has had an impact. Participants are changing perceptions and taking action as global leaders or becoming global leaders in their community.

The program graduation ceremony.  
The students will be working as a global leader in the future.



Young global leaders who have graduated from the program



Students has grown significantly as a global leader



Announcement of the business plan.  
It aired on the next day of television and newspapers !



**Award Category criteria**

**5**

**Long-term Impact of the Program**

What is the expected long-term impact of this project?

1) Each participant has started to serve as a global leader in their particular community.

2) It is expected that they will influence residents and lead to a larger number of active citizens in their communities.

3) There are also expectations that participants, who have stronger business skills, will invigorate local economies through global business activities.

What changes would you make to improve the results of this project?

It is important that JCI Osaka create a consortium, centered on JCI Osaka and the global leaders it has trained. It is our opinion that creating the consortium will make it possible for JCI Osaka not only to establish cooperative relationships with even more companies, research organizations, and government bodies but also to continue to provide collaborative solutions that involve related parties in various areas of society.

