

Limits and Possibility of Leadership Education in Educational Institutions

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1. Awareness of Problem

Legal violations by Enron and Arthur Andersen in the United States, and by Snow Brand Food, and several bridge construction companies in Japan, have focused attention on legal compliance. The fact that these compliance issues have occurred in both Japan and the United States suggests that leadership is the most important structural factors in the companies around the world.

In this paper, we focus on the behavior of enterprise leaders such as executives and managers, especially on the decision-making process as a structural factor. This is based on a simple idea. When an enterprise violates the law, it is because of decisions made by executives and managers. Many executives and managers lack a sense of morality and may have character flaws. And since executives and managers originate from conventional universities and graduate schools, we believe graduate education itself has some problems.

This paper examines what kind of university (graduate school) education could develop “excellent leaders” in terms of ethics and humanity. We also discuss leadership education in the context of management education.

Not only off-the-job training (off-JT) but also on the job training (OJT) has great significance in leader education as described below. Therefore, schools can only play a partial role in leader education. However, because there are

various types of OJT and enterprises and organizations employ multiple systems, it is difficult to understand the whole picture with a short survey. In addition, it is easier to implement changes to graduate school education. For this reason, we focused on revisions to graduate school education. We assume graduate schools in this paper because many undergraduates do not consider themselves to be future leaders and a theoretical overview would be better assuming such students as the subjects.

In this paper, Takayanagi, who is a visiting scholar of Northwestern University, wrote Section 6 (1), which mainly describes the current situation in the United States and Hiroishi wrote the other sections. Hiroishi also made recommendations incorporating Takayanagi's opinions.

2. Structure of This Paper

We first review the latest trends in leadership theories and clarify the current sought-after leader image. Next, we examine how such leaders can be developed. Then, we overview the leadership education in graduate schools (professional business schools that mainly aim to develop enterprise executive candidates) for comparison. Assuming that the role of a leader is to maximize the organization's power to achieve a goal, military commanders can be compared with enterprise leaders. From this point of view, we examine military commander education as one form of leadership education. As Hiroishi has been in charge of the Command and Staff Course in the Japan Maritime Self Defense Force Staff College for four years, the commander education in this college is mainly discussed. For comparison, we also refer to the commander education in the Japan Ground Self Defense Force.

We conclude this paper with recommendations for leadership education in graduate schools by summarizing the contents.

3. Latest Trends in Leadership Theory

Since many textbooks have already described the theoretical development of leadership, we review only the most important trends. Leadership theory began with Traits Theory (Stogdill, 1948), which focuses on a leader's character or natural qualities. Following this, behavioral approaches focusing on the behavior of leaders, especially the Two-factor Approach were developed (Brake & Mutton, 1982; Misumi, 1985). In this approach, leadership behavior can be posteriori acquired, i. e. leaders can be developed through education. Although many development programs are based on this approach, the effectiveness has not been proven.

The Situational Approach has become mainstream, but Contingency Theories are currently popular. In particular, the Situational Leadership Theory (Hersey and Blanchard, 1988) and Path-Goal Theory (House, 1971) are often employed. These theories all suppose that since there is no single perfect leadership style, different leadership styles have to be adopted depending on the characteristics of the followers or the nature of the duties. In the real world, different leadership styles are required. Democratic leadership may be appropriate for Subordinate A while authoritarian leadership may be appropriate for Subordinate B.

However, it is not easy to use different leadership styles. Each has its own characteristics and it is difficult to use a leadership style different from one's own. Therefore Traits Theory is attractive, which states that a leader who can use different leadership styles is preferable, as seen in Charismatic Leadership Theory. Shared Leadership Theory (e.g. Barnes & Krieger, 1986), in which different types of leaders are combined, has been discussed in many different fields. At present, there is no consensus on whether a leader is born or can be developed through education.

4. Methodology of Leadership Development

Enterprises apply the following theories in a variety of ways in educating future executives. Leader and leadership style education adopt a variety of theories to identify employees that have the qualities of leadership at an early stage and educate them. This approach, which is called early selection education, enables those rated as exceptional to become transformed through demanding experiences into leaders, as mentioned by Kanai (Kanai, 2002). This is based on the idea that decision-making under severe conditions, which is sometimes referred to in Japan as “hell,” is a valuable experience for them.

For example, Komatsu selects young employees at an early stage, provides them with knowledge as off-JT, and then puts them in positions where difficult decision-making is required. Toray appoints future executives to the CEOs of small affiliated companies so that they have to make management decisions. And Nissan Motor employs the same methods.

These trends are backed up by actual leaders. For example, Fujio Mitarai, president and CEO of Canon, which is a growing Japanese company, was the president of the U.S. subsidiary for more than 10 years. Kunio Takeda, chairman and CEO of Takeda Pharmaceutical Company, which has also produced solid results, also worked in the United States for a long time. Furthermore, both have a so-called marginal career that differs from the conventional main-stream career path. Although these two leaders are both from founder’s family, these two examples are clearly contrary to the conventional procedure in which companies try to protect excellent human resources and allocate them to safe departments.

As mentioned above, the leader development method of finding excellent human resources and have them make difficult decisions seems to have taken root in actual enterprises. In the next section, we discuss how universities can

examine the leader education examples at business schools in Japan and the United States as well as in the Japan Self Defense Forces.

5. Survey Method

We used a case study method and conducted the following interviews.

Method : Nonstandardized interview

Period : March to August 2005

Interviewees :

Business school : One professor and five graduates for Japan and one professor and one graduate for the United States.

Self Defense Force : Four instructors, one ex-instructor, six officers who have participated in commander education.

As some of them cooperated with us under the condition of anonymity, their names and affiliation titles are not disclosed.

6. Management Education Example in an U.S. Business School

(1) Northwestern University Kellogg School of Management

We consider the Northwestern University Kellogg School of Management, because it is a representative example of MBA schools in the U.S.

(i) Leader theory program

The school does not offer an independent program for leadership theory. There are two programs related to leadership : “Leadership in Organization” and “Values-Based Leadership.” Regarding the business ethics, they offer only a five-day intensive course for the second year students, entitled “Value, Ethics & Strategic Crisis Management” before the fall term begins (Pre-term course).

(ii) Leadership education mythology

Many of the courses adopt “group work.” Professor Robert Korajczyk, Senior Associate Dean, emphasizes this point in the interview below. During group

work, a group serves as a pseudo organization in which students can develop leadership skills by themselves.

According to their Web site, they emphasize over 70 extracurricular group activities because they believe that students can further develop leadership skills through such activities. This school attempts to develop leaders not only in classrooms but also through the wider campus life.

(iii) Interview with Senior Associate Dean (Q&A)

We interviewed Robert Korajczyk, Senior Associate Dean regarding topics such as the possibility of leadership education. Takayanagi conducted the first interview in May, 2005 and Hiroishi conducted an additional interview in August 2005 with Takayanagi. These interviews are summarized below.

Q. What are the characteristics of the Kellogg system and what are the advantages compared to other MBA universities?

A. Our school offers over 200 courses that cover a lot of ground. One of our characteristics is that we develop leaders who are interested in academic elements as well as business, have passions in a variety of fields and find success through dedication.

We also focus on education to develop their international viewpoint. Sixty percent of students take an international regional study course in the fall term.

At admissions, undergraduate records are heavily weighted. The average age of enrollees is 28 years old and they usually have a five-year business career. We also attach great importance to business experience to admit the best students.

Next, we think that teamwork is very important. Almost all classes employ group work. Group work is also adopted in courses not related to organizational behavior such as in my finance course. Students learn what a leader is and what management is through group work.

However, each business school has its own educational style. For example, the MBA course in the University of Chicago is quite different from ours (although we have become more similar in some points). Therefore, we have to be aware that there are many management education methods.

Q. To develop leaders, not only knowledge transmission but also character development is important. Do you think character education is feasible?

A. We are making two efforts in this regard. First, we try to select students with great character at admission. We put special importance on the interview with trained staff and graduates and recommendations from their professor and company. We emphasize ethical issues and communication skills. We determine whom to accept by examining their 28-year life as a whole. I would like to emphasize that we are especially careful about how they have participated in their surroundings and whether they have had ethical problems.

The other effort is education for those with qualities. We offer a range of education such as the group work I mentioned before. If a student reaches a certain level, we may be able to improve his/her character by giving educational opportunities where he/she can exercise his/her leadership. That is, if the student has qualities, we can further expand them. Two years is short and not sufficient. However, these two years provide a helpful training period for many students.

Q. While each business school requests GMAT scores to determine basic abilities at admissions, many of them also have applicants write an essay to show their experience. Is it possible to determine real experience through an essay? As there are numerous prep schools for business school entrance examinations that offer essay courses, an essay may not reveal the true nature of experience.

A. The Kellogg School values uniqueness, so we look for this factor in essays.

Formulaic content can be learnt but real unique character cannot. Also, each prep school has a certain style, which we can recognize to some extent.

Q. I see that the Kellogg School places a high value on group work. However, it is basically a pseudo experience where everyone is a student on an equal level. Leaders are expected to exercise leadership in a clear hierarchy or chain of command in real companies. There seems to be a fundamental difference.

A. Although it is a pseudo experience, there are many points in common. For example, students realize that they have to be either democratic or authoritarian depending on each member. This is a precious experience for those who have never led others.

Q. Professor Beniss in the Southern California University published a paper critical of business school education in the *Harvard Business Review* (Beniss & O'Toole, 2005). Together with the criticism that professors do not have practical business experience, the paper also points out that business education does not cover personality. With this in mind, why does the Kellogg School not offer courses on corporate ethics?

A. Regarding personality, some areas can be developed through education and others cannot. I think we have attained some progress in educatable parts with the methods I mentioned previously. Regarding corporate ethics, although we do not offer a course devoted to this subject, the concepts are integrated into a variety of courses. These courses are effective because they enable students to experience ethical decisions in a variety of contexts.

Q. In Japan, Carlos Ghosn, who revitalized Nissan Motor, is regarded as an excellent executive. Will graduates from this school become as successful as him? What percentage of graduates do you think should become CEOs as an indicator of success of the educational system?

A. Well, the fact that someone like Bill Gates did not graduate from university,

shows that MBA education is not essential to business success. However, it helps. I believe that MBA education is effective because it offers a thinking framework in the increasingly complex business environments. However, I think that unique character and education both play key roles in business success.

Although not all graduates will become excellent executives, many have become CEOs. I have not considered the numbers in terms of a ratio because our mission is to develop not only CEOs but also corporate staff, CFOs (Chief Finance Officers), and CIOs (Chief Information Officers).

(2) Harvard Business School

We interviewed a Japanese graduate of Harvard Business School who is the vice president of a major Japanese enterprise and refer to Ewing's paper (Ewing, 1990).

(i) Details and method of education

The graduate highly rated the case study method. He said that the case study method is the best way to develop leaders because case studies require decision making as a manager or executive and places students in such positions. Therefore, the students naturally acquire mental attitude and consciousness as leaders.

(ii) Characteristics of Harvard Business School

Unlike the Kellogg School, Harvard Business School has the unique system of expelling 3 to 5 % of students who have relatively poor records every year. This puts students under pressure and develops their stress tolerance. In addition, they learn the know-how necessary as a leader cooperating with classmates and pushing themselves to achieve in order to avoid expulsion.

(iii) Meaning and limits of case studies

Some criticize case analysis for being mere simulation based on written fact,

which is different from real decision-making. Rejecting this criticism, the interviewee responded :

“Of course it’s a simulation and differs from real life. However, compare a person who has never worked through simulations with a person who has experienced many simulations (Harvard students are said to experience 1,000 cases in two years.), who do you think is best able to make appropriate decisions?”

(iv) Ethics education

Harvard Business School has recently established a compulsory program entitled “Leadership and Corporate Accountability.” This is a program to learn humanity and ethics where you discuss how to address ethical issues or other problems recently examined in the field of compliance. However, the graduate considers that basic values must be established at an earlier stage and it is not appropriate to expect business school to change students’ sense of value. According to him, the sense of ethics should be developed at an earlier stage such as at elementary school or home.

(3) Summary

The Kellogg School attaches great importance to group work. Specifically, students learn leadership and roles forming small groups in classes to address each problem. As many classes adopt group work, students play different roles, that is, the same student can be a leader in one class and follower in another. This enables them to experience a variety of positions.

On the other hand, the Harvard Business School shows that the traditional case study method is helpful for leadership education.

What is common to both schools is that they frequently give students opportunities to think about what a leader is and how they have to think and behave.

Conventional business school education has two mainstreams : Harvard emphasizing case studies and Chicago, which is an advocate of lectures. Other

business schools try to find the optimal answer by combining these two. If the school is based on case studies and lectures, we might be able to progress in different directions changing how we position group work. It is important to help students realize that they will have to make real decisions as corporate managers or executives after graduation and prepare themselves.

7. Example of a Japanese Business School

School A is a typical Japanese business school. This school mainly uses case studies for education.

(i) Leadership theory program

Although this school does not offer a course such as leadership theory, there are “Corporate Ethics” and “Network Leadership” courses (elective courses). A compulsory course entitled “Organization Management” also brings up the concept of leadership to some extent.

(ii) Leadership education method

Although some classes adopt group work, they are in the minority. There are no extracurricular activities, either. This school does not seem eager to encourage students to consider themselves as future leaders (managers or executives).

Also, the students in this school seem more interested in quick solutions for immediate concerns than to take pride as future executives and leaders.

(iii) Graduate survey

Although it is not recent, a 1995 survey targeting graduates from this school shows that “leadership” is the most common answer to the question “What ability were you not able to learn at business school?” Many respondents answered that leadership cannot be acquired through school education like in business school. However, quite a few respondents, especially the older generation answered that leadership could be acquired through group work.

(iv) Professor's opinion

On the condition of anonymity, a professor of School A expressed his opinion about leadership development :

“While some students in this school are too sure of themselves, others have anxiety thinking about their future position as managers or executives. I try to help them recognize the skills that they lack. To be accepted as a leader by others, especially by subordinates, wide knowledge, noble character, moral behavior, and deep speculation are needed. Even if students have character flaws, I believe that the business school can develop them as a leader through knowledge transition and speculation training. It is impossible to develop an elevated mind through education. It is also important to give a person who believes that he/she has a noble character the opportunity to realize that he/she is not a person of flawless character.”

(v) Summary

The situation in U.S. business schools is better than that in School A. U.S. schools are creating environments where students can experience leadership and prepare to be leaders in a variety of settings, both formal and informal. These efforts include group work in classes, many extracurricular activities and personal networking. In contrast, Japanese students are asked to have an intention to be future leader. Also, it seems that leadership development methodology has not been established yet in Japanese graduate schools. In the next section, we examine commander education in military organizations by taking the Self Defense Forces as an example.

8. Commander Education in the Self Defense Forces

—Mainly Japan Maritime Self Defense Force—

(1) Allocation and details of leadership education

Although commander education in the Japan Maritime Self Defense Force is

mainly divided into off-JT and OJT education, we only outline off-JT education here.

(i) Commander education in the National Defense Academy

The National Defense Academy offers a compulsory course entitled “Leadership” and a seminar entitled “Special Considerations on Leadership.” However, graduates answered “I don’t remember the course very much” or “The rest of my school life was more helpful. I thought about what a leader is through orders from seniors or orders to juniors.” In brief, leadership education throughout life as a whole seemed to be important. This point is discussed in the next section on the Maritime Officer Candidate School.

(ii) Maritime Officer Candidate School

Graduates from the National Defense Academy and graduates from general universities who are adopted as candidates enter the Maritime Officer Candidate School. In this school, corporate management is divided into administration and leadership. Administration mainly addresses goods and is the responsibility of the technology section. This paper examines the leadership section.

As described above, some students in the Maritime Officer Candidate School are graduates from general universities. This school performs leadership education for those who have neither military knowledge nor the experience of having subordinates. The students graduated with a variety of majors and most graduates from general universities have never learned about leadership as an undergraduate. Nevertheless, a graduate from this school will be appointed as an ensign, experience an approximately half-year ocean training cruise, and then be assigned to a unit and immediately have subordinates. Therefore, the school gives them minimal commander education. We conducted interviews with the instructors at this school regarding educational affairs (classes in usual school) on leadership. The contents are largely entrusted to instructors although there is a textbook called the “Study Guide.” There are three reasons

for focusing on instructor led education :

- a. Leadership is considered to largely depend on individuals' awareness.
- b. Therefore, instructors want to encourage the students to think for themselves rather than focus on the contents of what is being taught.
- c. Because leadership experience and understanding differ between individuals, it is difficult to establish a unified view.

Leadership theory is taught by self-defense officials. As instructors are also transferred to another position after two years or so like other self-defense officials, those who teach in each school for the Japan Maritime Self Defense Force are not professionals (Although there are some civilian instructors, most of them are language teachers). Because they are not researchers or self-defense officials who major in leadership theory, they might tend to talk about their own experience or generalize.

Although this school presents specific leaders of the Japan Imperial Navy as examples for individual speculation (for example, there are exhibits on Commander Hirose or Lieutenant Sakuma in the Archives for Education), they are only case examples and are not held up as ideals. This situation is regarded as a weakness in the general education in the Japan Maritime Self Defense Force. One characteristic unrelated to educational affairs is that a variety of groups are formed in daily life as well as for training, and group members have to play roles in the group in addition to the fact that it is a boarding school. The interviewees emphasized that students can acquire a grounding as a commander through specific actions while playing the role of a leader or follower in groups such as weekly duty group or cutter group.

Some students' attitudes are shortsighted. For example, some students claimed that they wanted to learn how to communicate with older subordinates or that the educational affairs in the Maritime Officer Candidate School is cram education, so they had to memorize knowledge rather than think for them-

selves. However, all students feel anxiety when thinking that they may have subordinates as young as 23 years old and have to give orders that may risk their lives, and they want training to help rid them of such anxiety.

(iii) Leadership education in the Advanced Officer Course

About eight years after they start their officer career, while they are at the rank of lieutenant, they participate in the Advanced Officer Course. The training differs according to the job type and the 1st Service School is in charge of leadership education. According to the interviewees, the contents are similar to those taught in the Maritime Officer Candidate School and it was similar to reviewing what they had learned there.

The 1st Service School makes course materials on leadership.

(iv) Leadership education in the Command and Staff Course in the Maritime Staff College

The Command and Staff Course of Maritime Staff College targets commanders and lieutenant commanders. Students from 34 to 38 years old have already become middle-management (e.g. Division Officer) and have experience of leading subordinates. Therefore, the leadership education here focuses on not only knowledge transmission but also encouraging them to study for themselves. The “Leadership Studies” for self-education accounts for more than one-third of the leadership education schedule. Knowledge transmission on leadership and management mainly relies on external instructors. According to those who have attended this course, academic resources on leadership theory are not presented.

As a result of self-education, students tend to philosophize about life and death and many students read “Bushido, The Soul of Japan” by Inazo Nitobe or “Hagakure,” which extol the samurai spirit. Educational affairs related to strategies and tactics including map exercises often adopt group work, through which students can practically learn for instance how to communicate with

each other.

(2) Comparison with leadership education in the Japan Ground Self Defense Force

We conducted an interview with an ex-instructor of the Ground Staff College in the Ground Self Defense Force for comparison. We found the following educational differences from the Maritime Staff College in the Japan Maritime Self Defense Force.

(i) Some instructors work for a longer period

As mentioned above, instructors are transferred to another position after one or two years as normal staff in the Maritime Staff College in the Japan Maritime Self Defense Force and there are few educational professionals. In contrast, instructors in some courses work on longer period in the Ground Staff College in the Ground Self Defense Force so that they can gain educational experience.

(ii) Combination of Course for General Staff and Command and Advanced Course for Staff and Command

While the Course for General Staff in the Japan Maritime Self Defense Force is a one-year program, that in the Ground Self Defense Force is a two-year program.

Therefore, the education contents are richer. Especially in map exercises, colonel and lieutenant colonel students lead major and captain students to simulate actual fights. In exercises, they actually experience that a superior's orders may fail to be transmitted to a subordinate or may be mistaken.

(iii) Assignment and handling of those who complete the course

The Japan Maritime Self Defense Force does not guarantee that those who complete the Command and Staff Course will be promoted to admiral. On the contrary, there is a good possibility that those who have not completed this

course can become an admiral. In the Ground Self Defense Force, however, the completion of this course is taken into consideration for future promotion and those who complete this course are scheduled to assume high office (this is not a written policy). The interviewee stated that this might be a reason why students' awareness is different from those in the Command and Staff Course in the Japan Maritime Self Defense Force.

(iv) Difference of manual

The Ground Self Defense Force has a definite manual on leadership, which is accordingly revised (We were not able to see the actual manual because it is confidential). For example, in the manual, the leadership is defined in a broad sense as a combination of command, control (leadership in a narrow sense), and management. The manual also covers how to educate and develop leaders.

In contrast, the Japan Maritime Self Defense Force does not have a definite manual on leadership, and seems to treat leadership, direction and management as the same concept. How the Japan Maritime Self Defense Force defines these concepts is not clear because it is confidential.

However, students seem to regard leadership and direction as the ability to maximize the capabilities of their subordinates and unit, and management as a so-called PDCA (Plan-Do-Check-Action) cycle.

(3) Summary

Leadership education practices seem quite different between the Ground and Maritime Self Defense Forces. The Maritime Self Defense Force comprises vessel and aviation engineers. The manual must be followed and a superior's directions should be respected. Superiors lead subordinates through their expertise. In contrast, in the Ground Self Defense Force, which mainly prepares for land battles, superiors bring humanity to the fore to lead subordinates and lead the unit with their personality, although the manual is of course followed.

These characteristics affect the position and contents of leadership education. In other words, while the Ground Self Defense Force has a very clear commander education style, self-education is the basis in the Japan Maritime Self Defense Force.

8. What We Can Learn from the Leadership Education in the Self Defense Forces and U. S. Business Schools

We have overviewed the leader education in U.S. business schools and Japan Self Defense Forces. What can we learn from these activities to improve business school education in Japan? There are three key points :

(i) Selecting students with awareness

There are subordinates appropriate for your class without exception in the Self Defense Forces. Graduates from U.S. business schools also assume management positions in general. Do the students in Japanese business school have awareness of having subordinates in the future? It is difficult for them to specifically imagine themselves directing and ordering subordinates immediately after graduation even though they may need to be ready to be in charge of management in future.

When it comes to leadership education, educational effects could be largely different between those with awareness, who, for example, are fated to have subordinates immediately after graduation and those without awareness. Therefore, it is important to select students with awareness through essays and interviews as in the Kellogg School of Management.

(ii) Viewpoint of education method

Although case studies often employed in business schools are highly efficient, there are also limits. The effectiveness of case studies varies depending on the course. Particularly in manager education such as leadership, it is necessary to not only tell them how to make decisions but also have them realize the

possibilities that their subordinates may be disobedient or that they cannot motivate them. Particularly in business schools, students are expected to think that they are superior to others just because they passed examinations. Therefore, it is significant to have them experience that the organization may not work as they want.

For this purpose, it is important to frequently use group work as in the Kellogg School and the Self Defense Forces. In particular, the Kellogg School is famous for education focusing on group work and its effectiveness has been recognized by the business community. However, it is not realistic to have group work in every class. It is more practical to conduct general classes (it might be case studies, lectures, etc.) while determining a single theme and having groups prepare for presentation. This is a demanding method not only for students but also for instructors because a well-thought-out course outline is required. In the case that the semester system is adopted, students have to finish each course in a shorter period.

(iii) Details of education

Leadership education is not completed with organizational behavior classes that deal with leadership theory. In the Kellogg School, group work in a variety of courses itself serves as leadership education and extracurricular activities are also important. As students live under the same roof in the Self Defense Forces, the whole life experience contributes to leadership education. Positioning leadership theory and ethical issues in the program as a whole is important and linkage between the courses is essential. In addition, the role of extracurricular activities requires examination.

Japanese universities often merely outline what students learn on a linear basis through disparate courses rather than being coordinated. Once a program is set up and a professor is assigned, the details of the class tend to be relegated by the professor. We have to consider what information is needed in

which class (or across the program) for leader development. For this reason, coordinators are required to monitor and harmonize education

9. Conclusion

In this paper, we try to identify what type of education is needed to develop leaders in Japanese graduate schools and business schools based on some examples. We have found that there are a variety of different educational methods from that of Japanese conventional graduate schools. However, we could not find the clear answer to one of our original questions; “Can graduate school education develop excellent leaders in terms of ethics and humanity?” In our opinion, since ethics, humanity and morality could be learned in various surroundings from early childhood, it is hard to teach these subjects during graduate education. In that case, what can graduate education do? As Kellogg’s Senior Associate Dean points out, schools could give them educational opportunities to exercise their leadership. Since the average age of graduate students is more than 28 and they have several years working experience, they have enough ability to mediate and think critically. Through case studies, lectures, and group works, even though they are all pseudo experiences, students are able to practice making ethical decisions. And these experiences will help their future career.

Then, what should Japanese graduate schools or business schools do in terms of leadership education including ethical subjects? There are various methods we can apply, and we need to study more what is the best practice for our graduate education. However, one thing we can say for certain is that in order to put new leadership education into practice, professors themselves have to change their attitude. The main mission of conventional Japanese graduate schools is to develop researchers. If we officially develop business schools defining the mission as leadership education, we have to fundamentally review

the details and methods of education. Professors may not be able to adapt themselves to this change. In addition, as the population ages and fewer babies are born, the quality of undergraduates is expected to degrade to some extent and leader education for undergraduates would become less feasible. Leader education should be performed at the postgraduate level. Solely depending on self-development including faculty development to reform professor's consciousness in future, would not be effective. Reinforcement is required to raise the awareness of professors. The number of professors with such awareness is the key to the future survival of Japanese universities.

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