

# Towards preparing women leadership: A case study of the practice of leadership education at national women's university in Japan

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**要旨** According to the Japan Revitalization Strategy, as the ratio of women in management positions in 2013 was 7.5%, one of the policy's objectives was to increase women's participation in the workplace; by 2020, the employment rate of women aged 25 to 44 years should be at 73%, whereas the target rate for women holding leadership positions in corporations and elsewhere is 30%. This work discusses the practice of leadership education at Ochanomizu University (national women's university) in Japan that has a long history in developing Japan's female leadership. In reporting the results and challenges related to women leadership, this papers aims to serve as a resource for future program development in women's leadership education.

**キーワード** *women leadership, leadership education, women's life and career*

## Introduction

In June 2014, the Japanese government published "Japan Revitalization Strategy, revised 2014: Japan's Challenge for the Future"<sup>1)</sup>, in which one of the key measures is "empowering women and reforming working styles." According to the Japan Revitalization Strategy, as the ratio of women in management positions in 2013

was 7.5%, one of the policy's objectives was to increase women's participation in the workplace; by 2020, the employment rate of women aged 25 to 44 years should be at 73%, whereas the target rate for women holding leadership positions in corporations and elsewhere is 30%.

However, beyond corporate efforts, women's own awareness is an important perspective for these statistical

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achievements. Instead of focusing solely on numbers, the women of Japan need to practice leadership on their own if long-term empowerment of women is to be achieved. This work discusses the practice of leadership education at Ochanomizu University (national women's university) in Japan that has a long history in developing Japan's female leadership. In reporting the results and challenges related to women leadership, this paper aims to serve as a resource for future program development in women's leadership education.

### 1. Women's employment environment

The Act on Securing, etc. of Equal Opportunity and Treatment between Men and Women in Employment, and its Effects.

For many years, Japan has afforded men and women different opportunities in employment, attributed to the segregation of roles where "men work and women stay home." However, after the UN's Convention on the Elimination of All Forms of Discrimination Against Women was ratified in 1985, the Act on Securing, etc. of Equal Opportunity and Treatment between Men and Women in Employment came into force as the domestic form of the law in 1986<sup>2)</sup>. This law was written for the purpose of ensuring gender equality in the workplace and enabling women to be free from discrimination in enjoying both home life and work. Currently, 2014 marks the 28th

year since this law came into effect, and the contemporary women under the "Equal Opportunity Act generation," who were employed on main career tracks immediately after the law's enforcement, are in their 50s. Many of them are beginning to enter the management tier in their organizations.

The Japan Business Federation on July 14, 2014 disclosed a multi-company initiative of voluntary action plans in corporations relating to the appointment of women executives and managers. Among the presidents, vice presidents, and other executives of the total of 47 companies comprising the Japan Business Federation, 27 companies, or 57%, set numerical targets for the appointment of women.

According to actual data, the proportion of women holding the position of assistant director or higher in the national civil service is 5.3% (as of January 2013), that of women occupying roles higher than section chief in central offices of prefectural governments is 6.8% (2013), and that of women occupying manager-level posts in private enterprises is 6.9% (2012)<sup>3)</sup>.

### 2. About Ochanomizu University

The oldest women's university in Japan is Ochanomizu University (also abbreviated as "Ochadai"). Founded in 1875 as Tokyo Women's Normal School, Ochadai celebrates its 142th anniversary in 2017. It has a track record of fostering women leaders who are

active in society, and has already produced a large number of women researchers.

### 3. Education programs

Introductory Seminar: The History and Mission of Ochanomizu University.

The course of it is an introductory module aimed at training women leaders. It is a required course for first-year students. The course enrollment is about 170 students, and the lectures examine women's ways of work and life. The first lecture is given by the university president, and then followed by a series of lectures by alumni (a mixture of graduates from bachelor's and master's programs) invited from a wide range of industries. The lecturers who take the stage represent a diversity of human resources from administrative offices, faculties, foundations, research institutes, and corporations. This plentiful cadre of instructors speaks to the thickness of the strata of Ochadai alumni. The students state and present new lessons learned in an attendance card that is large enough to fill half of an A4-sized sheet of paper, called a reaction paper (collected the same day as the lecture). The Leadership Center collects these, converts them into PDFs, and gives them as feedback to the instructor of the day. All of the lectures are recorded, and booklets are created. The booklets are distributed free of charge to the next year's students. According to the records in the

reaction papers, the sentiment "My field of view into tomorrow's professions was broadened" is a prominent one. Many have also described having had the opportunity to think of marriage, parenting, and nursing care in the context of women's career lives.

### 4. Program aimed at forming an international hub for creating women leaders.

Ochanomizu University has held the A-WiL Symposium with the aim of revitalizing modern university education at women's universities. A-WiL is an abbreviation based on its English title "International Research Program for the Advancement of Women in Leadership"; its Japanese name roughly translates to "formation of a hub for creating women leaders." It is a special expenditure of the Ministry of Education, Culture, Sports, Science and Technology for the years from 2010 to 2015. The symposium has been held four times, and the scale of participation increases annually.

#### ① Role of student attendants

In the 2015 A-WiL symposium, "student attendants" were recruited to accommodate the participating ambassadors. Student attendants received pre-training and were responsible for independently studying their assigned countries and then providing hospitality in events and parties. The students were committed to holding conversations in English. After the end

of the symposium, they were asked to submit reflection sheets and participate in retrospection and exchange sessions held by the Center for Leadership Education and Research. Students learned how the faculty is involved in the affairs of the university by experiencing an event as organizers. They stated that being directly involved in business development and being mindful of their actions improved their views of the university faculty.

They stated that being directly involved

in business development and being mindful of their actions changed their views of the university faculty for the better. The questions on the questionnaires given to the student attendants were not limited to leadership but also addressed cooperative activities, women's careers, and so forth. The questionnaire sheet is attached to the end of this paper.

② Reflection (Retrospection)

The reaction sheets filled out by the

Figure 1. Impressions of the international symposium student attendants, based on their reflection sheets (N=14)

	5	4	3	2	1	total
Gained understanding about women leadership	4	9	1	0	0	59
Gained understanding about diversity leadership	1	8	5	0	0	52
Learned about women's careers (life and work)	5	9	0	0	0	61
Realized the joy of student collaboration activities	0	8	0	0	0	57
Discovered new qualities about myself	3	2	5	3	0	44
Felt that I was even more actively receiving lessons from the university lectures	4	5	4	1	0	54
Actively engaged in conversations with ambassadors and participants	2	5	6	0	1	49
Gained awareness of societal challenges and circumstances	6	5	2	1	0	58
Wish to actively participate in university events in the future	3	3	7	1	0	50
Reflected on what I experienced while returning home, etc.	7	4	2	0	0	57
My impression about university staff and instructors changed.	6	7	0	0	0	58
Learned from other student attendants	6	6	1	0	0	57
I played the role that I expected to take.	3	6	2	3	0	51
I want to try to speak actively on a daily basis.	8	5	1	0	0	63
I want to learn proper etiquette in the future.	10	4	0	0	0	66
I want to learn about dialogue and communication in the future.	10	4	0	0	0	66

5:Strongly agree 4:Somewhat agree 3:Uncertain 2:Somewhat disagree 1:Completely disagree

① Free Comments by students

- It was interesting to come into contact with the diverse accents of English as used in various countries.
- I wanted to hear more about leaders, especially about how women work.
- I want to continue working in life, so I appreciate the focus on women.
- The linear exchange between the humanities and the sciences is continuous.
- I was inspired by the other students' proactive nature and English proficiency.
- I found it was very important the lecture before the previous day. And the retrospective meetings were also important.
- I had heard that gender discrimination does not exist in Luxembourg; I would like to visit there.
- I heard from the ambassadors that education is important; I began to make sure to read properly the lecture bibliography.
- I wanted to be involved in the event even without being compensated.
- I thought that I understood the event's content as described in the emails; the pre-training was necessary.
- I lacked the courage to speak first. Even when I did speak, I recognized the limitation of my own knowledge and was thus unable to continue conversations.

student attendants after the end of the symposium had a column for describing the most important lesson they learned and two goals for the future. Their responses are provided below. Each retrospective meeting held a week after the symposium was attended by six students. They were asked to use check marks to indicate their agreement with the following comments. The numbers in parentheses represent the total number of people who indicated their agreement.

③ The following are the comments recorded on the reaction sheets.

The numbers in parentheses reflect the number of students in the retrospective meeting who were in agreement with the respective comments (total of N=6).

They appear to have realized specifically what should be done in terms of the importance of communication and how

to discuss their own thoughts, and then derived approaches to communicate on their own. However, it was not possible to keep track of whether these thoughts actually led to changes in attitude in their subsequent university life, and verifying this remains a research challenge for the future.

④ New goals for university life (with description of multiple items)

⑤ From the comments column from Student A  
 “Being a leader doesn’t refer standing at the top. I think that when all members of an organization have responsibilities, many leaders can be born. I think that individuals need to make efforts with an awareness of what it means to be leader. I realized the importance of understanding what it is that one needs to do, and getting results even while helping others.”

·As students, responding to familiar conditions is not enough. (3)
·Acceptance seems at first glance to be a simple task, but I have learned that for every person, different concerns can apply. (2)
·If this symposium was a success, it was thanks to the hard work of many people. I know more about how important and how difficult it is to work in cooperation with others. (5)
·I learned about how women should behave as a presence with a social impact and that women gather a great deal of attention from society. (5)
·I became aware that there are many women in our midst who are role models. (4)
·I felt that, although difficult, it was important for me as an attendant to think about how I could help the ambassador feel at home while participating in the event. (5)
·In an international exchange, the ability to converse in English is essential. (4)
·I listened to others' outlooks in life.
·I felt a sense of accomplishment and satisfaction from being actively challenged. (4)
·I was told that it was good practice to avoid dead air by engaging other parties in conversation, even on trivial topics. When I spoke confidently, I gave a sense of security to the other party. (5)
·I learned about handling visiting university officials and about being mindful in social gatherings. (3)
·I appreciated the necessity of etiquette and the importance of communication skills. (5)
·I know these questions are about student representatives, but I gained awareness of the importance of education as well. (3)
·I learned about the importance of having self-confidence. (3)

- Language skills (5)
- Readiness for diversity; personality (4)
- I will tackle even difficult goals by believing in my own capabilities; I want to work abroad. (2)
- I want to enhance my expertise and say with confidence, "This is my specialty."
- I will cherish each experience/opportunity.
- I will not think that I cannot do something before I have faced the challenge.
- I will actively participate in university events.

Students who participated as attendants in the international symposium are thought to have been able to cultivate a different perspective compared with their peers who were simply present at the symposium. The act of having studied each country beforehand constitutes a proactive attitude. As they engaged in conversations with the ambassadors on topics they had actually studied, the student attendants enjoyed learning new things as well as learned the importance of preparation. The questionnaire clarified that they had learned about leadership and women's careers. In particular, their discussions on women leaders who are active in the international community contributed to expanding their perspectives. Through their experience of being on the event organizer's side, they also recognized the value of university events and had an improved willingness to participate more actively in the future. Teaching leadership in the classroom as university lectures, too, is a meaningful form of learning, but practical learning through initiatives such as this symposium, in combination, seems to have potential in terms of educational effect as a new form of leadership

education, as does accomplishing this on the basis of cooperative learning as a program design.

#### 5. Career planning practice (funded by a Cabinet Office grant): Women president internships.

In this lecture, students learn about the significance and challenges of being active in economic fields for women as well as the creation of a gender-equal society, through participation in gender-equal businesses launched by the University and the Cabinet Office. Specifically, internships are offered under women entrepreneurs. Attitudes toward entrepreneurial business content and work shaped by this experience would be presented toward general companies at an event, and support for expanding the business opportunities for women entrepreneurs is provided.

A feature of this program is collaborative construction between the Cabinet Office, business operators, women presidents, leading companies, and the University. Representatives from the government, industry sector, and the University also conducted many discussions together. The

course objective for the majority of the students is to reduce their anxiety for the future. About 10% of students feel anxiety when a plan is not presented in detail. Many science students have expressed that they saw no connection between their profession, goals, and work.

(1) Career planning course objectives

A questionnaire survey was held on the first day of the lecture (collected from 45 students in 2014) to confirm the objectives of the course.

When students were asked how their anxiety had changed from before they took the lecture, they gave the following results: Greatly alleviated (0), quite alleviated (6), slightly alleviated (11) little changed (10), anxiety worsened (1).

(2) Learning and aware of in this class

What I learned and what I became aware of in this lecture“Business is different from studying, and does not go as planned,” “the importance and difficulty of speaking first”

Student discussions included the following themes: “Work is founded on relationships of trust,” “one needs to cooperate with people in terms of doing one’s best,” “thinking in the position of the other person is important,” “never assume,” “I was surprised at the importance of my voice’s level and the ways it changed during the vocal exercises. I want to deliver presentations with confidence,” “I must stop having the attitude of simply asking instructors whatever I want to know,” “I am judged by others just as I judge others,” “greetings are important,” “I rely on people,” “I discovered the joy of group work,” and

Figure 2. objectives (N:45)

Source of anxiety	%
Not confident in interpersonal skills	26
No apparent future track (despite attending corporate seminars, etc.)	26
Company matching with own skills	21
Can I complete this lecture?	17
Anxiety about the dispatch destination and not being shown what to do next	10
Total	100

① [Aspects on which people who chose “quite alleviated/slightly alleviated” were confident]

- The ability to act while looking ahead
- The ability to discuss with others and explain to others at first meeting (workforce) 6
- Speaking and appearing in public (2)
- Cooperating and helping one another (unable to learn alone)
- Ability to bring people together (consider), ability to schedule activities (3)
- Discussion skills
- Respectful language
- Resourcefulness
- Poise and strength in times of difficulty

② [Aspects on which people who chose “little changed” were confident]

- How to handle articles and emails
- Observational capabilities
- Increased knowledge of women presidents' way of life 2
- Readiness
- Levelheaded decision making
- Attempting new challenges
- Methods for corporate research
- Dialogue with people in first meetings

③ [People who chose “anxiety worsened”]

- I was able to convey my thoughts actively but I did not succeed at communicating well. My anxiety worsened, but my willingness for the search for employment also intensified (second-year student; sub-leader).
- My anxiety changed little, but my own shortcomings weighed on me, and I think that in certain ways, I was satisfied simply by participating in the lessons. Understanding what needs to be done anew was a major gain (second-year student; sub-leader).

“there is beauty in discussing and deciding together instead of choosing actions based on rock-paper-scissors rounds.” They were in contact with the actual business community and understood that unlike the case in studying, they routinely need to deal with unprecedented aspects, and therefore were confirmed to have learned about interpersonal relationships, the importance of relationships of trust, and relating to others.

**6. Leadership education for graduate students**

The Path to Being an Academic Leader (Role Model edition) is a course offered by the Center for Leadership Education and Research as a lecture aimed at graduate students working on their master’s coursework. The author was in charge

of designing this course and served its academic advisor.

Deepening expert knowledge in graduate school and putting it to practice in society requires learning methods for establishing one’s authority in an organization. This lecture aimed to foster understanding of existing theories in leadership and motivation. It includes discussions among student attendants primarily looking to learn the methods and techniques for establishing one’s authority in an organization.

The course was designed to encompass lectures on interpreting leadership and organizational behavior studies, case methods using company cases, and discussions and group work among the students. On the last day, students were split into three teams to work on the challenge of “putting expertise to use to create a company using JPY

20,000.” Memos were prepared beforehand regarding each individual's expertise, and after they shared them with one another, they were challenged to put everyone's expertise to use in some form to build a business that fused such strengths together. Entrepreneurial proposals such as the following were published as a result. Students of this lecture came from many areas. Among the 11 graduate students were exchange students and people with work experience. The course objectives were slightly different for Japanese and exchange students. For the former, the objective was to learn about working in a team; for the latter, it was to learn about Japanese corporate culture. In impressions and opinions collected after the end of the lectures, the graduate students stated that normally, they had few opportunities to interact with people outside their own areas of expertise and perceive their own skills and ideas objectively. They thus found discussing with graduate students from other departments refreshing.

#### (1) Students' impressions on the lectures

- I devoted considerable time for independent research. I never received teaching that required mental exertion in two directions.
- I did not think of myself as having the personality of a leader, but I did think that I should share my thoughts with those around me.

- I recognized the importance of having a process not only for sharing a vision but also learning together in teams.
- It was fun and exciting to have discussions with graduate students whose expertise differed from my own.
- Although I have no work experience, I benefited from the case method, which deepened my understanding of how society works.

#### (2) An active learning

On the last day of Ochadai's graduate school leadership lectures, the fields of research expertise of the individual students were combined together to create a single entrepreneurial proposal. Each team or company had three people. The teams were combined by shuffling as appropriate, namely, by mixing those from the humanities with those from the sciences.

• Proposal ① : Chemistry × persuasive communication × psychology × social policy majors = manufacture of elderly odor check seals. Few among the elderly are aware of any bad odor for when they interact with others, so they would market a check seal and then develop underwear that can convert odors into a good smell.

• Proposal ② : Education stress × dance × community business majors = publishing an informational paper for the campus and neighborhood. The paper would publish the roles and locations of campus facilities for the benefit of exchange students. It

would serve as a source of information regarding cultural and traffic events in the area. It would be distributed to new students coming from the countryside, to reduce their anxiety about student life.

#### 7. Business leader academy for women in the workforce

At the end of the 2014 fall semester, attendants were given a questionnaire with four options; responses were collected. Areas of high satisfaction were (1) learning in an academic environment and (2) exchange with students in different industries (consulting on career difficulties that could not be discussed at work).

Ochadai, in aiming to take advantage of its achievements in women leader development training, has been offering the Academy, a business leader academy for women seeking to advance their careers. It has the following features.

1. They are provided with management studies required to earn a leadership position, as well as teaching about organizational management, leadership, financial accounting, and other topics.
2. Practical content, such as incorporating a participatory workshop format (on average 15 people per class)
3. Forming a network through networking lunches (exchange meetings over lunch/light refreshments)
4. Offered on Saturday afternoons;

students can opt to take even one course

5. Lecturers are primarily Ochadai instructors and graduates of other universities

In developing a program for training workforce leaders, the following challenges were found.

- For students to learn leadership, they need to study a wide range of areas, and can do nothing else than gain a shallow learning of the whole. A theme needs to be set regarding the type of leadership they acquire.
- They need to receive prior explanation as regards what the course content will give them and what they will be able to apply to work; the students need to externalize goals and objectives.
- A facilitator should be assigned. A professional must be assigned to provide course retrospectives or clarify connections and directionality.
- Students should have a sense of satisfaction that the methods of using the course content for their own work are clarified.
- Students desire cross-industry exchanges at the same level as their learning. It is important to create places for exchange/networking, such as maintaining
- Lectures that foster leadership should be designed.

## 8. Future challenges in leadership training

A wide variety of centers have sprung up on campus, and their funding also comes from different places. As such, cooperation is difficult. Each center, however, has been actively developing cooperation with off-campus organizations.

- From the students' perspective, there are many events and seminars, and it is confusing and difficult to choose which to attend. As a result, there are many events without attendees.
- It is easy to hire talented, wonderful instructors who reflect the social trust in the history of Ochadai.
- There is insufficient organization of learning plans for each area regarding lectures.
- Leadership-related lectures have been composed of guest lectures from various circles, and the ties that constitute the lectures are not easy to see. Each lecturer brings stories with rich, advanced content. There needs to be follow-up sessions for students who lack social experience. Facilitators are needed.
- Centers are operated using funding, and both people and plans depend on funding. There is little time for planning. There is no time to measure educational effects.
- The roles of leadership centers span many areas, and it is difficult to understand these as viewed from inside and outside the university.

- In certain centers, staff managers are absent, and consequently, the direction of the university's management is ambiguous. The approach to work is passive, and members at work in the centers are unable to act proactively. Leaders are not fostered in the centers.
- There needs to be crosschecking of the extent of achievement with respect to leadership development educational philosophy.
- The effects of non-lecture projects need to be evaluated.
- There needs to be cooperation with the Career Center and the Global Leading Center, or reconciliation of the instructional design to have on-campus nurturing of leaders who increase the educational outcomes of the entire university. As only adjunct faculty members with tenure are adopted from the outside, the program design ends up seeming to have been cobbled together haphazardly. The diversity of expertise has not been put to full use.

## 9. Significance of this paper

The Kiin Academy is a place where students learn from one another. It emphasizes on time for dialogue between students and instructors. As a result, people who have been sent from different fields learn from others in two directions, which leads to the creation of new knowledge

and awareness of new challenges.

Women have come to have increasingly diverse careers. Leader training and education program development that respect women's autonomous career decision making should consider the fact that women are mastering learning and behavioral habits, among others, even while considering their individual lifestyles, values, workload, and positions and degrees of responsibility.

Women who permanently practice leadership while also accepting diversity require a versatile educational program.

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国内の女性リーダー教育の現状を調査したうえで、講義後のリーダーシップ意識変化の研究は十分でない指摘。公立女子大学において女性リーダー育成の講義を実践し、その受講生へのリーダー意欲やリーダーシップに関する意識変化を調査した研究。内省と言語化を重視し学生がリーダーシップ持論を有するよう指導することの重要性を提言している。

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名古屋大学は、食、健康、環境、教育、社会システムについて、これらを統合した新たな学際的領域の課題解決に貢献できるグローバルな女性リーダーの育成を目指す学位プログラムを立ち上げた。同プログラムでは、米国ギャラップ社が開発したオンライン自己分析サービスの「Strength Finder™」を導入。本研究の独自性は ストレngthスファインダーテスト結果をもとにしたチームビルディングを教育活動に取り入れたことにある。それをきっかけに「自分と他者の強みに焦点を当てる」ことで自身と他者への理解を促進するとともに、「チーム」をよりポジティブなものとして受けとめていたとする。

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社会の多様化を背景に、女子大学が未だ比較的多い米国や韓国と同様に、全学または一部を共学化する

るなど女子大学は縮小傾向にある。マウントホリヨークカレッジ（サウスハドレー、マサチューセッツ州）\*リーダーシップ育成プログラムには、通常講義型と実践形式の両方が取り入れられている。実践型では、インターンシップや地域に働きかけるプロジェクトやボランティアなどが代表的で、主体的な実践活動に重きを置いている。全てのプログラムで、「多様化」を1つの目標に掲げている。

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様々な業種の企業から派遣された管理職候補の女性達20名が集い学びあう女性リーダー育成塾の成果と課題を述べたもの。派遣初日は控えめだった女性達が学びあうことでリーダーシップに目覚め、自分らしいリーダーシップのあり方をキャリアに埋め込むイメージをもつという成果が示された。組織を超えた学びあいの場の価値が示された。

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8. 若林満・佐野幸子・酒井澄子 1989 教育訓練が女性管理職の自己イメージの変化に与える影響について, 経営行動科学, 4(1), 49-63

女性管理職対象研修において、参加者の性差への自己イメージがいかに変化したかを研究。自己イメ

ジは高まらず、男性性イメージ低下、女性性自己イメージ低下傾向を示した。管理職経験が浅い女性はより一層イメージ低下を示したとする。しかし、研修事後はそのような女性達の方のリフレッシュ効果が高かったとする。また、女性管理職が日常を離れて客観的かつ批判的に自己を見つめる機会を持つことが少ないことを指摘した。そのような状況での管理職研修は自己評価を低める可能性があることも指摘する。これは日常生活で家事や育児といった仕事と離れた役割を持つ女性ならではの結果という面で新たな指摘といえる。

9. Dungan, J.P., & Komives, S.R. (2007) "Developing Leadership Capacity in College Students: Findings from a National Study." A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.

10. Eagly, A. H., Makhijani, M. G., & Klonsky, B. G. (1992). Gender and the evaluation of leaders: A metaanalysis. Psychological bulletin, 111(1), 3-22.

女性と男性のリーダーシップ・スタイルを比較した研究。男性のスタイルに対し、女性は民主的でメンバーの参加スタイルを採用するとした。男性と女性は組織内で同じようにキャリアの選択をしたとしても、リーダーの役割を与えられるかどうかは男女平等とはいえないとしたうえで、だからこそ特に女性の社会的スキルとしてリーダーシップが必要（有意）だと主張した。本研究は社会人（組織に所属する女性）のリーダーシップの特色を3領域から細かく分析しているが、育成の部分には触れていない。あくまでも組織と女性リーダーの影響に関する研究である。そのため、引用文献はリーダーシップの古典（1960年代～）による理論を抑えたものである。

11. Dugan, J. P., & Komives, S. R. (2010). Influences on college students' capacities for

socially responsible leadership. *Journal of College Student Development*, 51(5), 525-549.

コロンビアの25の州を代表する50の機関から14,252人の大学生を対象に調査研究。リーダーシップの社会変化モデルを用いて理論的に根拠のある成果測定開発を行った。大学のリーダーシッププログラム設計については、リーダーシップの教育者は、社会変革につながるリーダーシップの有効性を考慮することで学生のリーダーシップ能力の発展に貢献すべきとする。

12. The Social Change Model of Leadership: A Brief Overview By Wendy Wagner

<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=1806405F319A9A0877B18ABB7DE35B1B?doi> (2019年9月5日確認)

リーダーシップは協働である。どのような行動とネットワークがリーダーシップの源泉になるのかを示唆した論文。個人の価値観は、信念、思考、行動を促す自己感情に目を向ける必要がある。他人との協働では、価値観と相違ない行動をし、真正性、誠実さを他の人に向けさせることが大切である。集団の価値は、共通の取り組みで他の人と協力して、共有する責任、権威、および説明責任で構成される。その際、多様性を生み出し創造的な解決策を目指した行動がとれなければならず、それが集団の有効性を高める。なお、リーダーシップを促進するには個人の学習とグループでのフィードバックの連携が必要であり本研究では3レベルのフィードバックグループをモデルとして提言する。