



CHAPTER 4

RESULTS OF THE STUDY

The results of the data were guided by the four objectives;

1. To analyze the “Best -Practiced” MBA programs from USA, Europe, and Asia Pacific
2. To synthesize the needs and demands of an MBA program in Japan
 - 2.1 Use a document analysis to examine the social, economical and political environmental demands, and needs of MBA programs in Japan
 - 2.2 Survey business people’s opinion about general business practices and MBA Programs in Japan
3. To develop a world class MBA program based on the Blue Ocean Strategy in Japan.

For this study, both qualitative and quantitative research methods were utilized. The results complies data from document analysis, the questionnaires, interviews, and model verification. This chapter is presented in seven parts:

Part 1 Answers to the Research Questions

Part 2 Analyze the “Best Practiced” MBA programs from the USA, Europe and Asia Pacific

Part 3 Synthesize the needs and demands of an MBA program in Japan, and examine the social, economical and political environmental demands, and needs of MBA programs in Japan

Part 4 Survey Japanese MBA program

Part 5 Document analysis on business people's opinion about general business practices and MBA programs in Japan

Part 6 Survey business people's opinion about general business practices and MBA Programs in Japan

Part 7 Develop a model of a new world class MBA Program in Japan

Now we start from the first part, Part 1 "Answers to the Research Questions".

Part 1. Answers to the Research Questions

There are six research questions on this study. The followings are the research questions:

1. Are there any similarities between "Best-Practiced" MBA programs at graduate schools in USA, Europe, Asia Pacific?
2. What is the trend of MBA programs in Japan?
3. Is there any bond (relationship) between MBA programs and business practices in Japan?
4. Does Western business management theories affect Japanese business culture?
5. Does Western theoretical based MBA programs work in Japan?
6. How to use Blue Ocean Strategy to develop World Class MBA program in Japan?

1. Are there any similarities between “Best-Practiced” MBA programs at graduate schools in USA, Europe, Asia Pacific?

There are many similarities. Most of Best-Practiced MBA programs are conducted in English, accredited by AACSB or/and EQUIS, with good facilities and environment, using similar curriculum and teaching methods (i.e., following similar basic business theories, rely more on business theories and logics, and how to implement case studies in the classes, and conduct research), have longer histories, high salary increase after the graduation, highly qualified faculty and students, very internationalized, and the duration of two years.

The main similar factor among the Best-Practiced MBA schools is that they already have established their own brand name; i.e., Harvard, Stanford, MIT, Wharton, INSEAD, Kellogg and others, and they are very popular. Being a part of these branded school give extremely good face value in the market. In order to find out the secret of keeping these brand names for decades in the MBA industry, the researcher conducted survey by giving questionnaires.

Administrators of these Best-Practiced MBA programs are very happy with their students and faculty quality. Especially for the quality of students, the administrators scored the highest. For the faculty, they also scored very high on their students and their programs and themselves. For the students, they scored the highest for themselves, followed by faculty, research and development. All three groups, administrators, faculties, students, they are very proud to have highly qualified students and faculties that are the back born of the success of the program.

The lowest score, the students gave was corporate connection, followed by internationalization. For the faculty, the lowest came from the contribution to the community, followed by school context, governance and strategy. For the administrators, the lowest came from the contribution to the community and quality of MBA program. Both administrators and faculties feel that they do not contribute enough to the society. Oppose to the administrators, students and faculties feel that

their connection to the corporate worlds are weak. Two very interesting things were that students felt that their expectation was higher than the reality of the program, since they gave rather low score to the quality of the program. Seminarly, for the faculties, their expectation to the school context, governance, and strategy did not meet.

As a conclusion, at Best-Practiced MBA programs, they have excellent students and faculties from all over the world attracted by their school brands' name with very high expectation. Most of the time, their expectation did not meet. This phenomenon might be leading to the administrators to feel that their program needs to be improved further by giving rather low score to the program quality.

2. What is the trend of MBA programs in Japan?

In 2004, Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) established Professional Graduate Schools to develop innovative world-class graduate schools. To create international brand of Japanese MBA schools is one of the main objectives of this new policy of MEXT. In order to assure Japanese MBA schools' quality, the quality assurance standard "The Alliance on Business Education and Scholarship for Tomorrow, a 21st century organization (ABEST)" was established. This ABEST was developed after studying AACSB and EQUIS for Japan specifically. Japan University Accreditation Association (JUAA) over sees the overall performance of ABEST to reach international standard. To push this project forward, MEXT also allocated fourteen billion yen for the quality improvement of Japanese MBA schools in 2007.

By 2007, two hundred sixty two thousand students were studying at the graduate schools in Japan. To substitute with low child birth syndrome, less undergraduate graduates, now Japan is targeting foreign students to enter to their educational institutions. Eighty six thousand three hundred seventy eight Chinese and eight thousand six hundred eighty nine ASEAN students went to Japan to study in 2007. These numbers occupies 96.7% of total foreign students population. Also Japanese universities are setting up branch offices at various countries; China, USA,

significant movement is called “Asianization” in Asia. Asian students are moving within Asian nations, rather than shifting themselves out to Western countries. Since majority of Japanese MBA programs are run in Japanese, there are some moves to conduct programs in English. Also some Japanese MBA programs started to offer double degree programs with associated foreign MBA schools, giving exchange programs, including some practicum and internships, and English only programs.

For the business people, the mini MBA schools are extremely popular at the moment. The main difference between official MBA schools and mini MBA schools are the faculties’ expertise. Traditionally, faculties at Japanese MBA schools are purely academic oriented, without any experiences in running their own business or working at multi national corporations. Where as Mini MBA schools’ lectures are all working people, they come to teach at their spare time to share their experiences. Therefore most Japanese business people find this kind of teaching extremely useful and they enjoy it very much.

From the survey, Japanese MBA schools scored very low compared to the Best-Practiced MBA programs. The biggest gap is shown in the quality of faculties. Among administrators, faculty, students and their parents, faculty scored themselves the highest, and rest of them gave very low score. Research and development was also very low that shows that Japanese MBA programs are not research oriented and faculties’ teaching are very passive and not matching expectations from other parties. Also their corporate connections is extremely weak, the lowest score among all parties, and their programs is not internationalized at all. From the data collected, only 15% of Japanese MBA schools offer English programs, the rests are purely in Japanese. This automatically closes their entry to the international market.

3. Is there any bond (relationship) between MBA programs and business Practices in Japan?

As in Hong Kong, many Japanese business people are taking mini MBA courses after their office hours to enhance their knowledge to meet the current global business challenges. Their sole objective of this extra study is to improve their knowledge and skills for their own future benefits.

From the survey, it shows that Japanese business executives strongly believe that Japanese MBA is relevant to their business practice. For those executives use English often at the individual level, strongly believe that MBA has a good potential to develop new business leaders. Naturally those willing to employ more MBA graduates see the relevance between Japanese MBA and business practices. However if their business organization has very unique training courses, they tend to not agree that Japanese MBA program have a good potential to develop new business leaders. If the company believes in business ethics, values social responsibilities, have various training courses and their trainings courses are unique, they tend to select USA or Europe to obtain MBA.

Also training courses at various Japanese business firms are considered as mini MBA to develop their own workers by inviting exclusive business scholars from top academic institutions, other business industries, and other related fields to enhance their knowledge to be better global business leaders. Adding to this, Japanese business firms also established their own corporate schools to train their own staff. However, as I stated earlier, there are some trends for business senior executives to send their younger future business leaders to overseas to obtain MBAs. By going mainly English speaking country, they gain more experiences and English rather than taking it domestically.

Japanese MBA schools are also inviting top business executives as their part time lectures and speakers to add some more values to their courses. However they have not fully tied up with business organizations like top business schools outside the country.

There are some new movement between academic institutions and business industries to recruit Japanese graduate foreign students to work for Japanese firms at their own countries after their initial training at the head quarter in Japan by offering special joint programs.

4. Does Western business management theories affect Japanese business culture?

From the interviews conducted with 24 business executives, one of the main reason wishing to study MBA in USA or Europe rather than Japan is to learn about Western business management theories in Western countries. All popular Western business theories are also published in Japanese and used as texts in the mini MBA courses and Japanese firms' training courses. Especially for the top Japanese firms, they even invite top Western business experts as their invited lectures and speakers to train their own employers. In some cases, hire them as their consultants or experts for some projects.

From the survey, working years has a significant relationship with using Western business theories in their business practices. Those who work longer tend to implement more Western business theories than those with less working experiences. Longer people work, they must realize the importance to know these theories to win in the highly competitive global business world.

Also those prefer less to employ bachelor degree, are willing to increase non-Japanese staff, and using English more at both individual and company level had more interests in using Western business theories than others. Additionally, if they have many future business leaders at their firms and sophisticate business culture, their company likes to use Western business theories in their business practice very much. Oppose to these, those answered to send new staff to the training courses regardless of their educational background, value personality and character more than educational background had not shown much interest in using Western business theories in their practice.

As one of the best examples, in the early 1970's, Japan could not go into the international market without Dr. William Deming's business theory in quality assurance system "PDCA". He is still regarded as the best business guru, like a greatest hero Japan ever had for manufacturing and business industries. Since then, most of top western business theories are introduced and practiced in the Japanese business culture along with Japan's traditional business culture. Japanese feel that by knowing these Western business theories, they are advanced compared to their competitors.

Many Japanese top branded companies, like TOYOTA, Honda, Sony had their first branch offices in USA and European continent. They all thought to be the world-class business firms must be recognized in Western nations. As Dr. Koyama, the Rector of Tokyo University clearly stated that "internationalization" meant to implement things from Western countries. This might be one of the reasons that many Japanese top companies' presidents and CEOs got MBA from world-class branded Western MBA schools, and have associated with those top schools and sending their staff for the Advanced executive Programs. Japanese world-class business firms are in the top clients' lists in many top Western Business Schools that shows the strong tie and interests in acquiring Western business theories.

5. Does Western theoretical based MBA programs work in Japan?

It has not been working well. Some critics and scholars complain that globalization cannot work without localization. In the past, Japanese MBA tried to copy Western theoretical based MBA programs for the sake of wanting to survive. Japanese MBA programs have not been popular among either students or business people compared to the Western well-known business schools. The main reason to be left outside the international market was all Japanese MBA schools simply mimicked Western teaching methods without considering Japanese background. Over one night Japanese cannot become Westerners or change the Japanese concept into the Western. Many Japanese MBA schools forgot their own identities, but just aim to be international, simply copying Western methods. As the Rector of Tokyo university, Dr. Koyama said, internationalization meant to inculcate Western theories leaving behind Japanese culture, tradition and theories.

Dr. Kuroda from Waseda University mentioned in his remarkable keynote speech at the international higher education conference in Bangkok on July 10, 2009, that along the internationalization, we cannot ignore the Asianization. Many students are moving within Asia, not shifting to the Western nations as used to in the past. To cope with these phenomena, many Japanese higher education institutions set up their branch office at various continents, but mainly in Asia to recruit students.

One of business executives whom I interviewed told me that when he was taking MBA in UK, the frequent questions he was asked was “how Japanese companies run business? What was the secret of being the world-class Japanese business firms?”. Their questions were targeted at Japanese MNCs’ sole success. These clearly shows the strong interests in Japanese business and their success stories. However they have very few opportunities to study in Japan, due to the severe language barrier.

Most Japanese business firms have their own mini MBA training courses with on the job training (OJT). However, Western theoretical based MBA programs have not been practiced long enough to know the real result of the programs. After MEXT established Professional Business schools, hopefully Japanese MBA schools gain popularities. As I stated earlier, Japanese MBA schools were considered purely academics, not implementing practical side of the business. Adding to this, most Japanese business firms have their own training program that is like mini MBA to train their own staff using both western and eastern business theories.

6. How to use Blue Ocean Strategy to develop World Class MBA programs

Many business experts look at the present business battles as “Red Ocean”, competing with one other at the same market space. Whereas “Blue Ocean Strategy” teaches us not to fight, but to find a new uncontested market space without competing one other to swim before the competitors appear. Present Japanese MBA programs are moving within the current market share not exploring into the beyond the current market space. They are using similar existing teaching methods, clients groups, and using marketing strategy. The limiting the entry to the international faculty, students and administrators by using Japanese will never support the innovative change. One needs to look at the present situation clearly with open-minded eye to search for the new market space.

In this study, mainly four steps of Blue Ocean Strategy (BOS) was used to create a new World Class MBA programs in Japan. The four steps are as followed; 1) draw a strategy canvas, 2) four actions framework, 3) six principles BOS, and 4) redraw strategy canvas. All data analysis was applied into these four steps to be processed to develop a new program. These new program can be adapted easily. Existing Japanese MBA programs do not need to go thorough major changes. But just implement these additional programs.

As I stated earlier, many Japanese business executives do no have MBA, but desiring to have one. Especially the CEOs of Small and Medium Enterprise (SME) even do not have Bachelor degrees. By applying the equating system, these Japanese CEOs can acquire MBAs that has not yet other MBA schools have offered in the current market. They simply offer double degrees, exchange programs, practicum, and setting up Executive MBAs.

Also for Foreign CEO programs, we can have the similar programs targeting for foreign CEOs without Bachelor degrees, and teach them Japanese business culture, traditions, system and histories. Globalization should go along with localization. At the same time, these experienced CEOs can be used as part time lecturers or seminar organizers to make passive Japanese teaching exciting. By having these CEO programs, both parties will enjoy their exchanges.

In the "Tailor made program", students learn how to enhance implicit knowledge at the actual working situations. Everyone experiences unavoidable, critical and drastic situations in one's life. The key is how to handle these cases in business.

In the "International Program", "Asianization" is focused within the international contexts. There is the significant move among Asia students studying within Asia. Many scholars are focusing on these trends, and various higher educational institutions already set up their branch offices to gain more students from Asia.

Part 2. Analyze the “best practiced” MBA programs from the USA, Europe and Asia Pacific

2.1 Differences and similarities among best-practiced schools

Almost all the campuses among best-practiced MBA schools were very attractive with fascinating canteens with international food ranging from beer to coffee. To add comfort, some places had snooker tables in the middle of the canteen. Classrooms were arranged for open discussions and had the latest equipment and modern furniture. Most schools also had a special lounge for students with nice sofas, wireless internet facilities and computers, journals, new papers, snacks and drinks, private rooms, baby sitter rooms, fast aid rooms and lockers. Their libraries are accessible to current staff, faculties and students with enormous audio, visual and digital sets, books, journals, published articles and newspapers from all over the world. Some libraries are open twenty four hours, seven days with business news broadcasting. There are no boundaries of nationalities, race, religions, sex marital status and age.

The director of MIT Sloan School, ranked ninth in Financial Times Global MBA Ranking 2009, Dr. David Shumitran said in an exclusive interview with Nippon Kesizai Shinbun that almost twenty five years ago, most of Business Schools were very similar in their teaching approaches, aims, and goals. Due to the competition between schools within the past seven to eight years, school began to change. For an example, at Harvard Business School, they emphasize the case study method and encourage debate among students. At MIT, they use practical education methods (i.e. field education), which send MBA students to various business organizations for a few months. Student can select a site throughout the world. The purpose of the practicum is to let these students to work with employers to make business strategic planning. Last year, students went to seventeen different countries. The practicum is extremely useful in allowing students to understand real life hands on experiences of business models. Several other top institutions are also moving in this direction (David Shumitran, 2008).

However Mintzberg (2006) has a contrasting view. He stated after thirty years past, copying the same case study methods and text materials from Harvard seized. From the history, we know that Harvard is well known for their case study methods, while MIT is known for research business studies. In the past, most business schools were divided into two groups; case study major and research major. At the present, most schools follow the blended group of the previously mentioned two groups. It means most best-practices schools follow similar basic business theories, rely more on business theories and logics, and how to implement case studies in the classes.

The most common aspect among the best-practiced MBS programs is that most of them already have established their own brand name by publishing their case study methods, research findings, conducting exclusive seminars and courses for selected applicants, and have very strong connections with alumni, corporate worlds and other international schools through out the world.

Most Best-Practiced schools use English as a mode of communication and are accredited either by AACSB and/or EQUIS. In addition, these programs have, a longer history as compared to other programs with similar curriculums. Moreover, graduates from these programs show an increase in salary after graduation. The highest percentage came from Ceibs in China (79% increase) as compared to the average increase which is 30.2%. Additionally, graduates salaries are very high as compared to the non-best practice schools in the rest of the world. The highest one received \$170,210 (one hundred seventy thousand two hundred ten US dollars) from Wharton School, the average annual salary is \$154,273.20 (one hundred fifty four thousand two hundred seventy three dollars twenty cents). Also these factors lead to the high employment rate after the graduation. The highest percentage 100% came from University of Chicago, and the average was 92.7% (MBA Ranking, <http://www.ranking.ft.com>).

Another issue that can't be overlooked is the high quality of the faculty members who are part of the programs. This is revealed in the high percentage of faculty members who hold a PhD from Wharton School, MIT Sloan School of Management, New York University, Dartmouth College; the average number of faculty members that hold a PhD is 97.2%. Most faculty members are internationally known because of their publications, seminars and corporations with Multi National Corporation (MNC). Faculty members not only hold a PhD, but come from various regions and parts of the world adding to the diversity of the program. Students too, come from all over the world. The highest international faculty percentage came from IMD, Switzerland, 100% Hong Kong University, Business School, 90% and the average was 53%.

They also have highly qualified students from all over the world. The highest international students percentage came also from IMD, Switzerland, 99% and also followed by Hong Kong University, Business School, 93% and the average was 55%.

Also their duration of study is normally two years, and their fees are between US\$39,600 (Harvard Business School) to US\$33,380 (Stanford Business School).

Besides documents analysis of the Best Practiced MBA Programs, the researcher collected data from administrators, faculty members and students at Best Practiced MBA Schools in USA, Europe and Asia Pacific. The following table shows the Mean and SD of the sample of Best Practiced MBA Programs.

Table 39 Stakeholders' Opinion from Best Practiced MBA Program

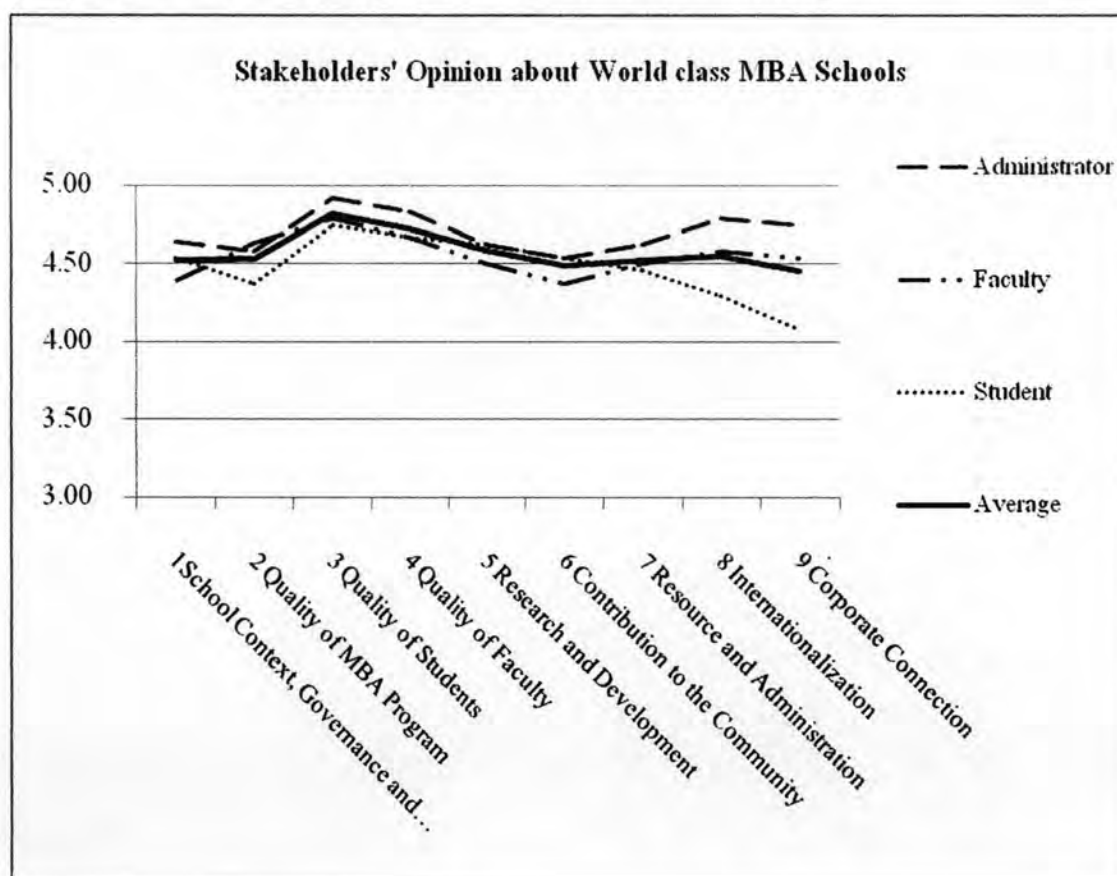
Dimension	Administrator			Faculty			Student		
	Mean	SD	Opinion	Mean	SD	Opinion	Mean	SD	Opinion
1. School Context, Governance and Strategy	4.65	0.61	Strongly Agree	4.39	0.96	Agree	4.54	0.79	Agree
2. Quality of MBA Program	4.58	0.52	Strongly Agree	4.64	0.36	Agree	4.38	1.08	Agree
3. Quality of Students	4.93	0.06	Strongly Agree	4.79	0.36	Agree	4.75	0.43	Agree
4. Quality of Faculty	4.84	0.19	Strongly Agree	4.67	0.38	Agree	4.67	0.58	Agree
5. Research and Development	4.63	0.54	Strongly Agree	4.5	0.45	Agree	4.63	0.65	Agree
6. Contribution to the Community	4.54	0.79	Strongly Agree	4.38	0.54	Agree	4.54	0.79	Agree
7. Resource and Administration	4.63	0.54	Strongly Agree	4.5	0.57	Agree	4.46	0.94	Agree
8. Internationalization	4.79	0.26	Strongly Agree	4.58	0.38	Agree	4.29	1.22	Agree
9. Corporate Connection	4.75	0.43	Strongly Agree	4.54	0.4	Agree	4.08	1.59	Agree
Average	4.7	0.43	Strongly Agree	4.56	0.43	Agree	4.48	0.90	Agree

The result were grouped into the nine criteria: 1) School Context, Governance and Strategy, 2) Quality of MBA Program, 3) Quality of Students, 4) Quality of Faculty, 5) Research and Development, 6) Contribution to the Community, 7) Resource and Administration, 8) Internationalization, 9) Corporate Connection. From the table above shows that the highest Mean for the administrator was Mean (4.93), SD (0.06), for the faculty members Mean (4.79), SD (0.36), and for students Mean (4.75), SD (0.43). The lowest Mean was "Contribution to the community" from administrators Mean (4.54), SD (0.79), "Research and development" and Resource and administration" from faculty members Mean (4.5), SD (0.45), Mean

(4.5), SD (0.57), and “Corporate connection” from students Mean (4.08), SD (1.59). Over all administrators scored high in average Mean (4.7), SD (0.43), followed by students Mean (4.48), SD (0.90), and faculty members Mean (4.56), SD (0.43).

From this, we can say that administrators think their school is internationalized with high quality students, faculty, and good corporate connections. Faculty and students themselves also consider their school has highly qualified faculty and students. As a conclusion, we can say that the Best-Practiced MBA programs critical element is the high quality faculty members and students. In order to have a better picture, the results were put in to the following graph.

Graph 1 Stakeholders' Opinion at Best-Practiced MBA Program



From the graph we can say that three parties opinions follow the similar curves. The highest point was at the “Quality of Students”, followed by “Internationalization”. The lowest curve was amazingly, “Quality of MBA

programs”, “Contribution to the Community”, and “Corporate Connection”. It can be said that stakeholders from Best-Practiced MBA programs are generally satisfied with students’ high quality and internationalization, but they still demand their programs to improve, and wishing to participate more for the benefit of the society while also seeking better corporate connections.

In general, the Best-Practiced school has a diversified and highly qualified international faculty members and students from all over the world. Due to the good reputations of the schools and qualification after completing the courses, most graduates get better and more highly paid jobs. This builds a more prestigious name for the program and further leads to acquiring even higher quality students and faculty members. However, entry into these schools is highly competitive.

Part 3. Synthesize the needs and demands of an MBA program in Japan and examine the social, economical and political environmental demands, and needs of MBA programs in Japan

3.1 Recent heated academic debates

The main reason for the recent heated global academic competition is to develop better-qualified workers to enhance national strength and power. With this objective, many countries started to look for talented human resources at highly ranked undergraduate and graduate schools. These higher institutions also attract international students from all over the world and develop them to be global academic thinkers to work without borders. These international scholars improve the academic standards of the institutions and attract more students to their institutions. These institutions have benefited at the international level as well where the institutions are based. After 1990, Japan has increased the number of graduate schools, by 2007, there were two hundred sixty one thousand students studying at graduate school.

3.2 Multi National Corporations (MNCs) are placed where the institutions are based

One of these examples can be seen in the latest economic giant, China, located outside Beijing. At Zhongguancun (中関村), there are thirty important national and private universities including Beijing University, Tsinghua University, and Beijing Normal University, more than two hundred national research institutions, two thousand foreign owned business corporations, and four thousand two hundred local companies that were established by formal students who went to study abroad. For MBA programs at Tsinghua, only 16% of applicants are accepted, which is higher than MIT's and Wharton MBA of 20% (Wikipedia, http://www.en.wikipedia.org/wiki/Tsinghua_university). Tsinghua University has itself attracted thirty-one multi national corporations including TOYOTA automobile, Intel, BP and others to do corporate in various research projects. For Japanese MNC, to use Chinese researchers graduated from top oversea graduate schools is almost half the cost of Japanese researchers back at home (Nippon Keizai Shinbun, 2008).

3.3 Japanese being out of the international circle

Unfortunately Japan is "Kayanosoto", although it is the second biggest economic giant of the world. At the present, this circulated formula only works in the USA, Europe, China and India. After 1990, Japan has increased the number of graduate schools and by 2007 there were two hundred sixty one thousand students studying at graduate school. The critical issue question is "Does Japanese value and pursue the quantity or quality of education?". Many academics suggest that Japanese do not have good internationally well-known researcher. Therefore boundaries between teaching and research have not been well defined. Also there is a very big trend towards changing the communication of language into English, which would allow Japanese institutions to enter the international arena.

Mr. Motoyuki Ono, a well known economist suggested the following items to be included to invent Japanese graduate schools to world top class.

- Get highly qualified faculties
 - Standardize the curriculum
 - Develop original text materials
 - Implement students' assessments and feed back form about their lessons
 - Assess the faculty performance
 - Fairness in the admission process
 - Increase English programs
 - Associate with internationally known universities through out the world
 - Standardize the graduate school levels with international measurement and level
 - Government should increase more budgets for graduate schools
- (Nippon Keizai Shinbun, 2008).

3.4 The Way to go to International Market

In order to enter into the international market, Japanese schools need to move past using only one language (Japanese). I found out that 85% of Japanese MBA Schools recognized by MEXT run their programs using Japanese only. Japanese are very timid and known for not using English. Some well-known Japanese MBA lectures from top five Japanese MBA program even told me that teaching Japanese students in English is a comedian show. This shows us faculty members' low ability in dealing with English in the class. Since most Japanese MBA programs are taught in Japanese, all foreign students must pass Japanese proficiency examination to enter their desired programs. This situation also ward off many non-Japanese students who are interested in taking MBA in Japan, that was confirmed by students whom the researcher interviewed.

Rector of Tokyo University, Dr. Hiroshi Koyama, clearly cited that since Meiji era (1868 – 1912) most Japanese understood that the practical meaning of “internationalization” was to learn from overseas countries, mainly from the west. This also applied to Japanese higher educational institutions that are to import the research materials from abroad and/or to attend academic forum outside Japan. From now on “internationalization” will mean to be the leader of the international academic field. As one example, at Hokkaido G8 Summit, the first G8 University Summit was organized by Tokyo University. For the second university summit, they also agreed to have Tokyo University as the permanent hosting office. Now under the name of globalization, Japanese higher education institutions must be the place to create new academic knowledge to lead the other nations.

3.5 Strong potential in adult learning programs

The MBA was not so popular among business people, but the adult leaning mini MBA was extremely popular. Many people started taking business courses at various business schools. One of them was Globis, who started as a business school for business people in 1992 with twenty students. The aim of the school was to create business leaders with creativity and innovative minds. One of the interviewees had attended this course and told me that he was highly satisfied with program. Most lectures were also running business or working for the company, and their theories and experiences taught him a lot. He also criticized that current Japanese MBA faculty are pure academics without any practical experiences.

The second one is Attackers run by Dr. Kenichi Omae who was once acknowledged as one of the business Guru out of five in 1994 economist intelligence magazine (Attackers, <http://www.attackers-school.com>). The school mission is to develop human resource that can create new values to society continuously, and progress forward by producing many industries that can lead new meaningful generations. This school grants an MBA degree from their MBA school. They are like The School of Professional and Continuing Education at Hong Kong University that was established in 1956, and now this school is recognized as a kind of community college. Now SPACE is associated with sixty universities abroad and to grant Higher Diploma, Pre-Associate Degree, and Associate Degree for adult learners.

In Hong Kong, the Special Advance Business Study Institute (SPACE), has been attracting many adult learners to their evening courses. Some of these courses allow the students to get degrees and diplomas from sixty associated universities around the world including, University of London, California State University, Curtin University, Australia, and others. In particular, for MBA programs, they are one hundred thirty programs to select. In 1989, after Tiananmen incident, many highly qualified knowledge Chinese who were in charge of economy and business fled from Hong Kong to various countries. To fill the loss of this human resource, Hong Kong government structured and sponsored the adult learning programs (Nippon Keizai Shinbun, 2008).

According to the chancellor of Keio University, by 2025, the number of adult learners who enroll in the university will increase from 50,142 (fifty thousand one thousand one hundred forty two) to 750, 000 (seven hundred fifty thousand) (Nippon Keizai Shinbun, 2008).

3.6 The various strategies to create the world-class MBA in Japan

The latest issue to be discussed from MEXT is the establishment of Professional Graduate Schools, along with two accreditation organizations. Most Japanese MBA schools are listed in the Professional Graduate Schools. After Japan facing the strong needs to accommodate the intensified global and social demands to train highly qualified knowledge workers, Professional Graduate Schools were inaugurated in 2003 by MEXT. By April 2005, one hundred twenty two Professional Graduate Schools were established in various fields including law, finance, business, public policy, public health, welfare management ... etc (MEXT, <http://www.mext.go.jp>). By Japanese law, graduate school of MBA must be accredited every five years by the accreditation board, "The Alliance on Business Education and Scholarship for Tomorrow, a 21st century organization" (ABEST) as well as Japan University Accreditation Association (JUAA).

First I would like to explain about ABEST. In order to control the quality of the MBA program, this "ABEST21" was set up in 2005. Thirty-Two Japanese MBA programs at various Graduate Schools were accredited. These accredited

schools were also acknowledged by MEXT. Their accreditation standards are basically divided into the five sections: 1) The Mission, 2) Educational Programs, 3) Students, 4) Faculty, 5) Supporting Staff and Infrastructure (ABEST, <http://www.abest21.org/school/index.html>). However ABEST is still new, with no name values outside Japan, but to pass the ABEST accreditation is the most heated topic among Japanese MBA schools.

The following table is the outline of ABEST.

Table 40 The ABEST Outline

Chapter	Chapter 1 The Mission	Chapter 2 Educational Programs	Chapter 3 Students	Chapter 4 Faculty	Chapter 5 Supporting Staff and Infrastructure
Standards	Standard 1 Mission Statement Standard 2 Mission Imperative Standard 3 Continuous Improvement Objectives Standard 4 Financial Strategies	Standard 5 Learning Goals Standard 6 Management of Curricula Standard 7 Educational level	Standard 8 Student Profile Standard 9 Student Admission Standard 10 Student Support Standard 11 Student Retention Standard 12 Student Educational Responsibility	Standard 13 Faculty Sufficiency Standard 14 Faculty Qualifications Standard 15 Faculty Support Standard 16 Faculty Responsibility	Standard 17 Staff Educational Responsibility Standard 18 Infrastructure Support

(ABEST, <http://www.abest21.org>)

ABEST is the first biggest hurdle for Japanese MBA programs/schools to cross over. The second biggest hurdle to be cleared is the JUAA (Japan University Accreditation Association).

JUAA was set up in 1947 after taking several USA accreditation organizations as a model. By 2002, under the revision of Japanese educational law, the current task to certify evaluation system started. In 2004, JUAA was acknowledged by MEXT as the official quality assurance agency to accredit all universities every seven years. By 2008, JUAA received another status as the certified evaluation agency for professional graduate schools of business (JUAA, <http://www.juaa.or.jp/en/about/index.html>). At this moment, all Japanese MBA schools are extremely busy getting their schools certified by both ABEST and JUAA. After completing this task, they can try and get accredited by AACSB and/or EQUIS to go global market. It shows that since their history is very short, they will need at least few years to establish their institutions. Dr. Tadao Kiyonari, the famous Japanese scholar suggested that the most critical issue when considering how to develop world-class quality MBA schools is improving the quality of the faculty members. In the USA, faculty members have both academic and business practice experiences, but Japan is only academic oriented. In order to resolve this problem, he suggested establishing some short period Executive MBA programs. If the quality of MBA increases, Japanese business organizations will acknowledge the program, and this will make the program popular, and will expand itself to the international market (Nippon Keizai Shinbun, 2009).

Graduate School of International Corporate Strategy (ICS), Hitotsubashi University was the first Professional Business School in 2004 as a model school for MEXT. This program's medium of teaching is English that is extremely rare in Japan and in 2007 admission, their students population were Japanese 28%, foreigners 72% (from Asia 43%, North America 13%, Europe 13%, others 10%). Students can also select the duration of study to be one or two years, the tuition fee is around US\$50,000. They also include exchange programs with ten partner schools; 1) Boston college, USA, 2) London Business School, UK, 3) The Hass School of Business, University of California, Berkeley, USA, 4) The Chinese University of Hong Kong, 5) Seoul National University, Korea, and others. Approximately one

quarter of students are corporate sponsored from various Japanese MNCs, including Aeon, Canon, Fuji Xerox, IBM Japan, Komatsu, NEC corporation, Sony corporation, Yamaha motors and others. Their core curriculums are Competitive Strategy, Corporate Finance, Organizational Behavior, Operational Management, Marketing, Leadership, Problem Solving, Corporate governance, Accounting and business, Intensive writing, Equity Management, Negotiation, Brand Management, Innovation and organization, global citizenship, and others. The unique thing ICS offers that they are exposing students to the leading business management from East (e.g. knowledge management) and West (e.g. brand management).

Waseda Graduate School of Business already started double degree program with Nanyang Technology University, Singapore, and offer two MBA degrees from each campus. It is called NTU-Waseda Double Degree program. Their admission requirements are; 1) Bachelor's degree, 2) at least two years of working experience, 3) a good GMAT (not specified), 4) a good TOEFL (not specified). The duration of the study is two years, fee for full time students is around US\$10,000. Their core curriculums are Finance Management, Marketing Management, Leadership and Organizational Behavior, Financial Accounting, Accounting for Decision Making and Control, Economic Analysis, Corporate and Business Strategy, and Managing Business Operations.

In order to make Japanese MBA, a world-class, as a pioneer, Keio University is about to start double degree programs with Grands' Ecole in France (ESSEC). ESSEC was established in 1907, and one of the best business school in France. The aim of this agreement is to appeal Japanese MBA in the international market. Students need to study one year in Keio, and the second year in ESSEC.

Nagoya MBA program was accredited by AACSB in 2006 as the first Japanese officially accredited by this international business schools' accreditation board. Their admission criteria are; 1) have bachelor degree with satisfying grade, 2) TOEFL 500 (computer based is 173) or TOEIC 750. The duration of the course is two years and the fee is US \$23,000. They also combine their original MBA course with the national small and medium enterprise consultant certificate to promote their course, and one course is conducted in English.

Their elective courses are; Creative and Critical Thinking; International Business Ethics; Organizational Behavior; Managerial Marketing; Corporate Finance; Business Research and Survey; Business Strategy; Managerial Economics; Export and Import Management; International Finance; International Marketing; Business Environment; Global Corporate Strategy; Labor Market Analysis; Business in Asia; Case Studies in Contemporary; Japanese Business; Case Studies in E-Business; HR Issues in Japan; The Japanese Experience; Current Issues in Globalization; Business Communication; Cross-Cultural Business; Communication; Business Negotiation; Tutorial and Internship

3.7 The marketing strategy for Japanese MBA

The third issue to be discussed is the Japanese MBA program marketing strategy. As Mr. Nezu from Fujitsu Research Institute claimed in his presentation in 2004, Japanese MBA need to be restructured to become appealing to both domestic and international markets due to the following reasons:

- 1) Deterioration of economic performance with slowest GDP growth among G7, and raising unemployment rate
- 2) Slow corporate restructuring with no competitiveness, not capturing global market, not much strategic focus, slow management decisions, and insufficient uptake of IT
- 3) Few start-ups with extremely low entrepreneurial spirit
(Nezu, 2004)

After five years passed Japanese MBA programs seem to be still far behind in their approach in the international market. Most Japanese MBA programs were run in Japanese that made most non-Japanese an extremely hard entry to the program. As mobile Japanese market was classified as Galapagos symptoms (only targeted their domestic customers and invented many new items and technology that cannot be applied anywhere else).

However, there are some new movements led by Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). From their summary of the 2007' renovation for Undergraduate, and Graduate Schools' reports, they emphasize the assurance of the educational high quality and standard, renovation to achieve the world top-level academic standard in Graduate School, and implementation of the internationalized and diversified university renovation. Adding to this for the academic 2008-year budget, MEXT allocated six hundred eighty million yen (¥680million) for upgrading Japanese universities (both private and public). In 2007, MEXT also allocated another six hundred fifteen billion yen (¥615billion), and from this, for internationalizing the Japanese universities, twenty billion yen (¥20billion) was prepared. In particular, for the quality improvement of MBA Schools, fourteen billion yen (¥14billion) was allocated.

The summary of the 2007' renovation for Undergraduate, and Graduate Schools' reports are as followed:

- 1) Assurance of the educational high quality and standards
- 2) Renovation to achieve the world top-level academic standard in Graduate School level
- 3) Implementing the Internationalization, and diversification to the University Renovation
- 4) Getting stronger ties among national, public and private universities to attain higher academic standards at the various provinces
- 5) Provide the competitive and practical Budgeting System
(MEXT, <http://www.mext.go.jp>).

MEXT developed original programs based on the key issues of this report. The key issues were: 1) "How to support the university's educational renovation through national, provincial and private universities?", 2) "How to develop world-class research based education systems, and to implement radical change into Graduate Schools for strengthening their academic standards, 3) How to Establish the higher education institutions to take initiatives for the provincial advancement, 4) How to promote doctors who are associated with universities and university hospitals, 5) How to enrich and intensify the development of the highly qualified human resources and educational programs. The followings are the suggested items/programs under the key issues.

The issue 1: "How to support the university's educational renovation through national, provincial and private universities?"

1) Quality improvement in higher educational institutions by clearly stating the human resource development as the goal (Supporting the high quality university education program).

2) The human resource development and university's various functional involvement to accommodate social needs. 1. Supporting the adults' learners to accommodate the social needs program, 2. Supporting the students to accommodate the new social needs and demands program, and 3. Supporting to develop highly qualified and skilled knowledge workers at Graduate Schools.

3) Propulsion of the students who study abroad policy as a part of university's internationalization and national strategy. Supporting students who study abroad for a long period of time program, 2. Supporting faculty members to do academically highly advanced research program, 3. Supporting double degree, international exchange and mutual solidarity.

The key issue 2: "How to develop world-class research based education systems, and to implement radical change into Graduate Schools for strengthening their academic standards.

1. Global CEO program: To support the development of the world-class research based education system

2. 21st century CEO Program: To support the development of world-class research education

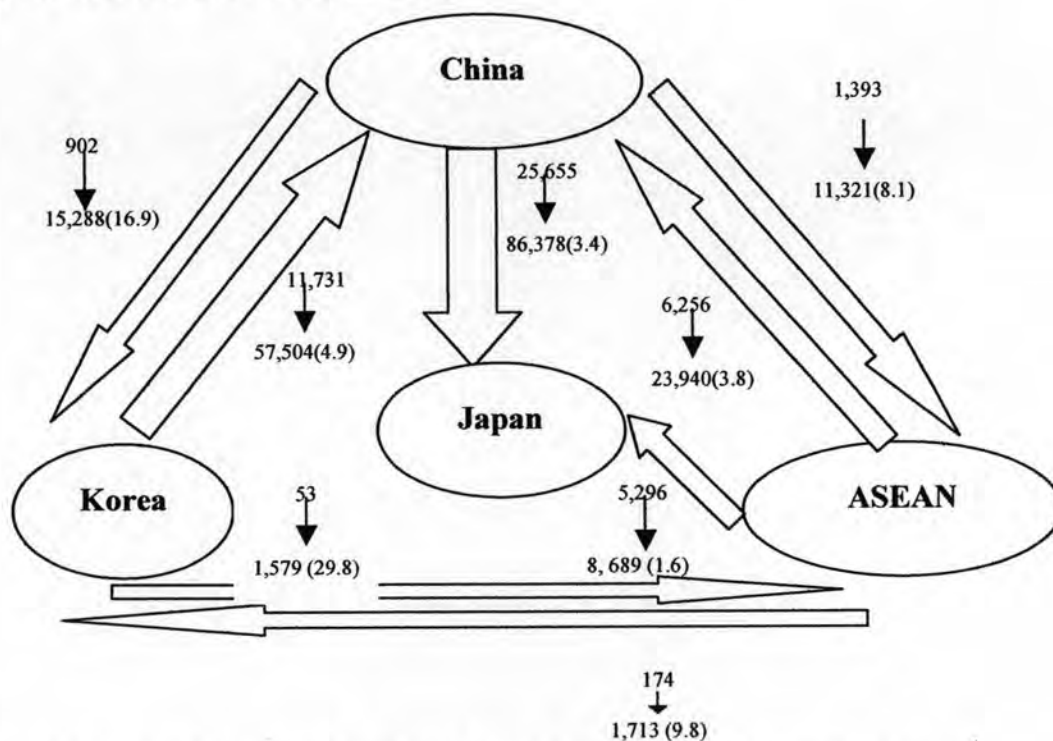
3. Graduate School educational renovation support program: To support the constructive and systematic educational organization to develop highly qualified and skilled human resources who can be active at various sections at the society.

3.8 Asianization

There is one more unavoidable issue to discuss to develop the Japanese MBA to a world class standard, and that is "Asianization". At the moment, there is a growing demand to develop better and stronger tie among ASEAN and East Asia nations. This can be seen in the SEAMEO/RIEHD International Conference Series on Raising Awareness 2008, "Exploring the ideas of creating higher education common space in South East Asia", and ASEAN + 3 Higher Education Policy Dialogue 2009, "Intellectual Contribution to Enhancing Future Cooperation of Higher Education in East-Asia Community". (Kuroda, 2009)

From the graph below we know that there were twenty six thousand six hundred fifty five students went Japan to study in 1999, which increased to eighty six thousand three hundred seventy eight, 3.4 times in 2007. From ASEAN nations, five thousand two hundred ninety six students sent to study in Japan in 1999 that increased to eight thousand six hundred eighty nine, 1.6 times in 2007. Fifty seven thousand five hundred four Korean students went to study in China in 2007, compared to eleven thousand seven hundred thirty one, 4.9 times less in 1999. Also fifteen thousand two hundred eighty eight Chinese students went to study in Korea in 2007, compared to nine hundred two, 16.9 times less in 1999. Between ASEAN and China, twenty three thousand nine hundred forty ASEAN students went to China to study in 2007, compared to six thousand two hundred fifty six, 3.8 times less in 1999. Also eleven thousand three hundred twenty one Chinese students went to ASEAN nations to study in 2007, compared to one thousand three hundred ninety three, 8.1 times less in 1999. Between ASEAN and Korea, one thousand seven hundred thirteen students went to study in Korean in 2007, compared to one hundred seventy four, 9.8 times less in 1999. Also one thousand five hundred seventy nine Korean students went to study in ASEAN nations in 2007, compared to fifty-three, 29.8 times less in 1999.

Figure 11 Growing number of students move from Asia to Asia (Inbound mobile students: *1999 or circa - 2007 or circa)



(Source: UNESCO Statistical Yearbook * UNESCO Global Education Digest)

(Note: Numbers in parenthesis represent the ratio of 2007 or circa/1999 or circa)

As we see in graph, displayed above, the biggest increase of number of students occurred was 29.8 times on Korean students went to ASEAN nations to study, followed by Chinese students to Korean, 16.9 times. However, we can say that the biggest number of students came from China (i.e., eighty six thousand three hundred seventy eight to Japan).

Japanese Universities are also setting up branch offices abroad in order to attract more foregoing students. The table below show the top five countries within this particular category, divided into national and all (both national and private) universities. For the both universities, the first one was China. There are thirty-three Japanese national universities and fifty-seven all universities branch offices in China. For the national universities, the second one was Thailand, seventeen, and for the all university was USA forty-two branch offices.

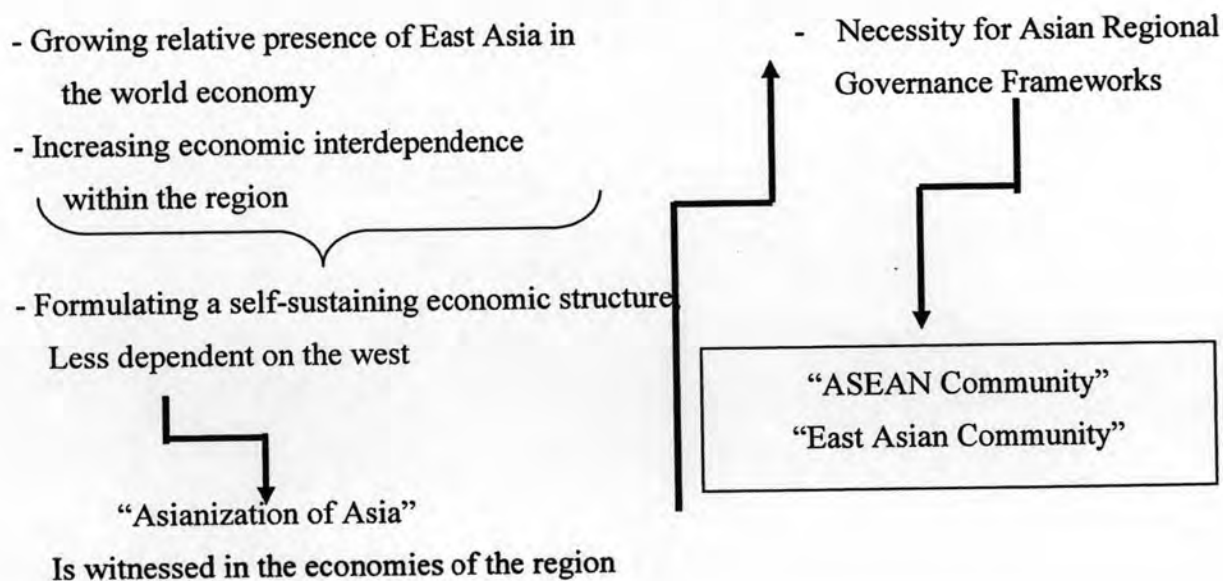
Table 41 Branch Offices of Japanese Universities by Countries

No.	National Universities	No.	%	National & Private Universities	No.	%
1	China	33	24	China	57	21
2	Thailand	17	12	USA	42	15
3	USA	12	9	Thailand	29	11
4	Indonesia	11	8	S.Korea	19	7
5	Vietnam	8	6	Indonesia	14	5

(MEXT, <http://www.mext.go.jp>)

Both national, and national and private (all) universities have put their main focus in China, USA and Thailand. This movement also leads to make this “Asianization” into policy discussions. Now, we cannot ignore Asianization along with globalization and internationalization.

The diagram below clearly shows us the phenomenon and importance of this Asianization.

Diagram 1 Background Policy Discussion on Asian Regional Integration

(Kuroda, 2009)

Part 4 Survey Japanese MBA program

4.1 Data collected from five top MBA Schools in Japan

The data was collected from ten samples' from administrators, faculty members, students and their parents at top five Japanese MBA schools regarding the nine question items; 1) school context, governance and strategy, 2) quality of MBA program, 3) quality of students, 4) quality of faculty, 5) research and development, 6) contribution to the community, 7) resource and administration, 8) internationalization, 9) corporate connection.

The following table shows the stakeholders' opinion about Japanese MBA programs.

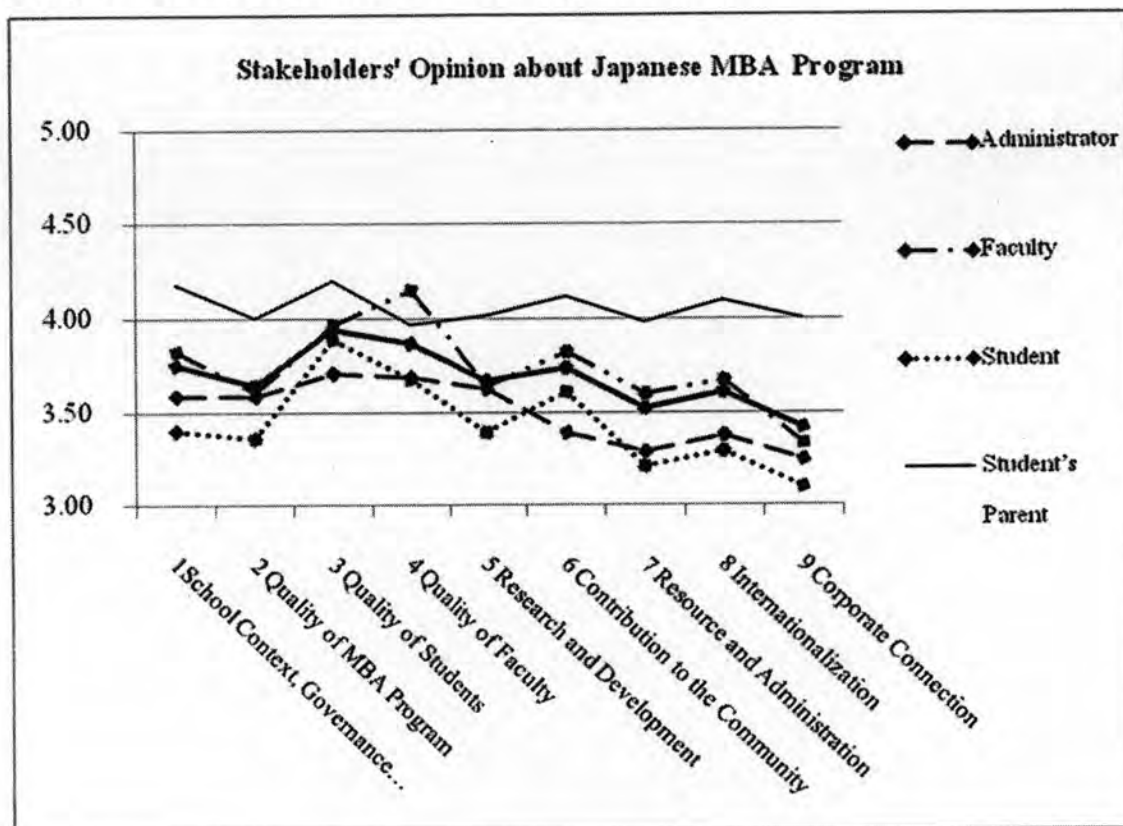
Table 42 Stakeholders' Opinion about Japanese MBA Programs

Dimension	Administrator			Faculty			Student			Student's Parent		
	Mean	SD	Opinion	Mean	SD	Opinion	Mean	SD	Opinion	Mean	SD	Opinion
1. School Context, Governance and Strategy	3.59	0.57	Agree	3.83	0.66	Agree	3.4	0.74	Neutral	4.18	0.41	Agree
2. Quality of MBA Program	3.59	0.72	Agree	3.61	0.53	Agree	3.36	0.58	Neutral	4	0.58	Agree
3. Quality of Students	3.71	0.55	Agree	3.97	0.37	Agree	3.89	0.4	Agree	4.2	0.4	Agree
4. Quality of Faculty	3.69	0.64	Agree	4.15	0.55	Agree	3.68	0.47	Agree	3.97	0.81	Agree
5. Research and Development	3.63	0.58	Agree	3.64	0.44	Agree	3.39	0.5	Neutral	4.02	0.36	Agree
6 Contribution to the Community	3.39	0.72	Neutral	3.83	0.49	Agree	3.61	0.46	Agree	4.12	0.42	Agree
7 Resource and Administration	3.29	0.64	Neutral	3.6	0.4	Agree	3.21	0.57	Neutral	3.98	0.49	Agree
8. Internationalization	3.38	0.86	Neutral	3.68	0.8	Agree	3.29	0.59	Neutral	4.1	0.46	Agree
9. Corporate Connection	3.25	0.69	Neutral	3.34	0.79	Neutral	3.1	0.59	Neutral	4	0.94	Agree
	3.5	0.59	Agree	3.74	0.42	Agree	3.44	0.39	Neutral	4.07	0.39	Agree

From the above table we know that the among administrators, faculty members, students and their parents the highest average Mean (4.07), SD (0.39), occurred from students' parents, followed by the faculty members Mean (3.74), SD (0.42). The lowest average Mean was from students Mean (3.44), SD (0.39). It shows that over all students' parents are satisfied with Japanese MBA programs more than their children, faculty and administrators. Opposed to the parents, students are most dissatisfied with the program.

Among the administrators, the highest Mean (3.71), SD (0.55) occurred at the "quality of students", followed by Mean (3.69), SD (0.64), "quality of faculty". The lowest Mean (3.25), SD (0.69) was from the "corporate connection". For the faculty members, the highest Mean (4.15), SD (0.55) came from also "quality of faculty", followed by Mean (3.97), SD (0.37) from "quality of students", and the lowest Mean (3.34), SD (0.79) from "corporate connection". For the students, the highest Mean (3.89), SD (0.4) came from "quality of students", followed by Mean (3.68), SD (0.47) from "quality of faculty, and the lowest Mean (3.1), SD (0.59) came from "corporate connection". For the students' Parents, the highest Mean (4.18), SD (0.41) came from "school context, governance and strategy", followed by Mean (4.12), SD(0.46) "contribution to the community", the lowest Mean (3.97), SD(0.81) came from "quality of faculty". It shows that administrators, faculty and students were satisfied with students' and faculty' quality, but not with their corporate connections. For the parents, they were dissatisfied with quality of faculty, but satisfied with students' quality. Among all these four sample groups, faculty themselves rated the highest score for their own quality, and students rated the lowest for the faculty quality. It might mean that students were not that satisfied with their faculty. However from all groups it show that they have very weak corporate connections.

In order to have clear views on this findings, we look this at the graph below; stakeholders' opinion about Japanese MBA program.

Graph 2 Stakeholders' Opinion about Japanese MBA

This graph illustrates that administrators, faculty members, and students show a similar curve. The highest one was “Quality of students” and “Quality of faculty”. It shows their satisfaction toward their students and faculty. The lowest ones were: “Corporate connection”, “Internationalization”, and “Resource and administration”. These three criteria must be improved to bring up Japanese MBA programs to the world class standard as “Best Practiced Programs”.

Part 5 Document analysis on business people's opinion about general business practices and MBA programs in Japan

5.1 The way to fill gap between business organizations and academic institutions

In the past, until university reform has got officially approved, the division between academics and business practice were looked at as completely different issues. In the same body of the bird, the right wing was for academics in business field and the left wing was for actual business leaders who ran the business. Both

sides never respected each other, but rather criticized one another. However, most Japanese MNC have strong favors towards western MBA schools' well-known lectures, theories, and even sends their staff to enroll in the course. From my interview I found out that most senior Japanese business executives did not want to admit that obtaining MBA was the key to be a successful business leaders. However most of them had extremely strong ambition towards acquiring MBA programs, and wanted to attend MBA course to make better connections from people from different fields. Also I could say that most Japanese companies substitute MBA with their own training program to educate their employees for various levels in the organization. It is the obligation for all employees and employers to attend seminars and training courses given by their organizations. These training courses are like mini-MBA program, inviting well-known business leaders and academics as their lectures with highly qualified textbooks.

5.2 Corporate schools

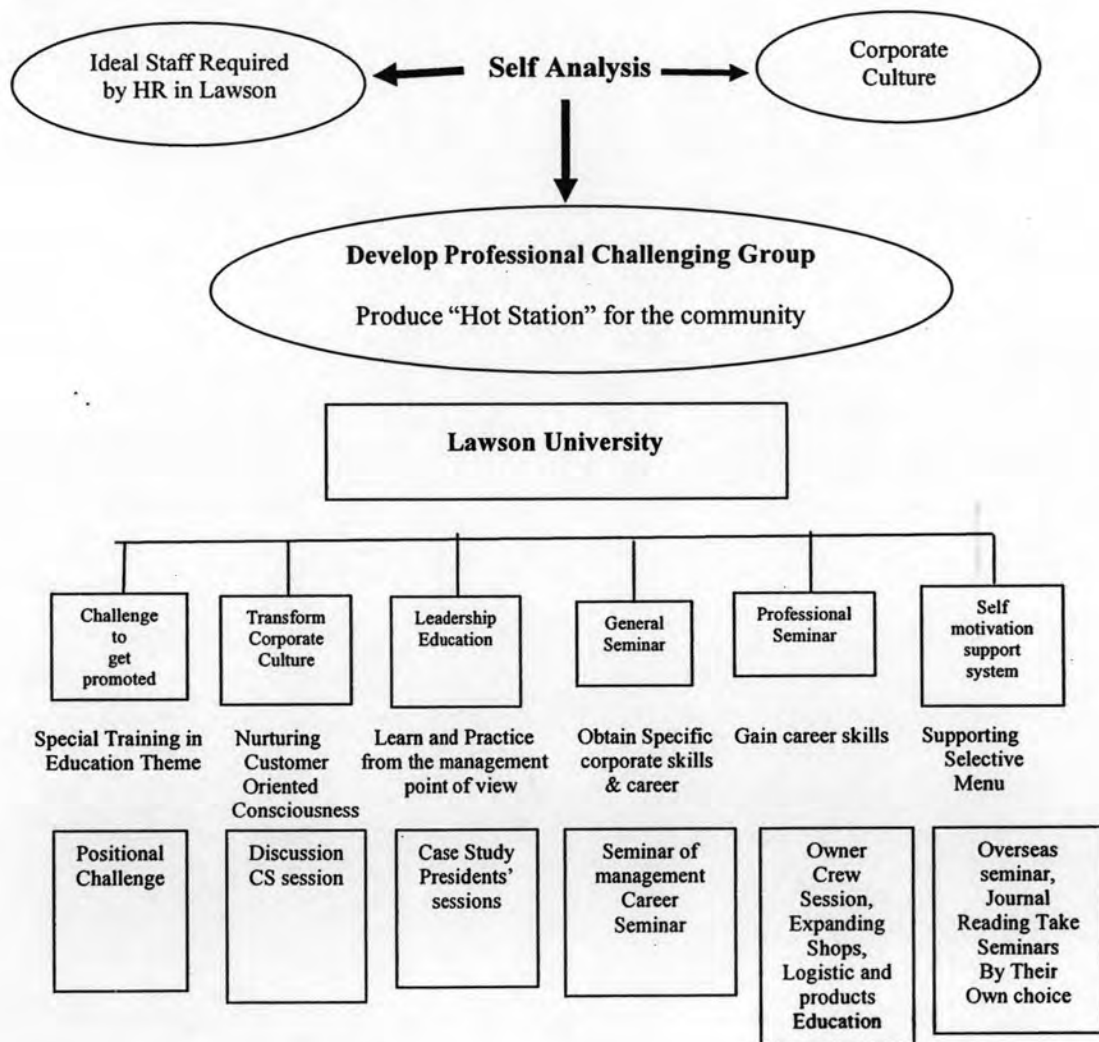
Recently, to face both domestically and international demand to train quality workers, some MNC already set up their own “企業内学校 (Kigyounaigakko)”, a corporate school. By Yano Research Institute's May 2008 study, we know that 25% of Japanese MNC with more than one thousand employers and 36.4% of Japanese MNC with more than ten thousand employers have corporate schools. Mainly these Japanese corporate schools' main aim is to develop highly qualified human resources that are loyal to their own corporate (Yano Insititue, <http://www.yano.co.jp>). The major ones are “Ecole Shiseido” for all employees by Shiseido, “Komatsu” to participate in human development to support Komatsu manufacturing system in the global market, “Lawson University” for the branch owner and part time workers by Lawson, “Sony University”, for elite employees from Japan and other parts of the world by Sony, and “Toyota Bouseki Gakuinn” by Toyota Bouseki for high school graduates who are going to work at engineering sections.

Ecole Shiseido was set up in October 23, 2006, and started to operate from April 2007. The chancellor is the president, the vice chancellor is the vice president, deans are the Boards of executives and the head of administration is the Human Resource manager. Ecole Shiseido has seven departments; beauty, sales and marketing, public relation, research and development, manufacturing, finance and account, and staff. Their courses are divided into two parts, the education (to conduct seminars by their positions, to pass their corporate culture and history to new staff, to motivate and self sustainable seminars), and international (to conduct global marketing seminars).

Komatsu set up their school "Komatsu Kousen (コマツ工専) (Komatsu professional industrial school)" in April 2007 with aim to educate and develop young engineers who can lead global market with Komatsu spirit. The required age is under thirty years old and for 2007, there were twenty students enrolled to learn about knowledge about Komatsu products, basic manufacturing skills and techniques, machine functioning system and other items. The admission was given after strict scheme to identify the future potential leaders from the present workers at Komatsu's domestic seven factories by the head of the operations. Their timetables are fixed starting with morning jogging at 6:00am, followed by exercise with radio exercise program, breakfast, and they start having lectures at 9:00 am. From 4:00 pm, they attend English programs, extra tutoring courses and other extra curricula activities. During weekdays, they are even not allowed to go outside their campus and hostels. Currently, there are thirty-eight students attending the first year and second year classes learning sixty subjects related to mechanical engineering, Total Quality Management (TQM), and personal management skills. The first six-month after enrollment, they study histories, mathematics, general required knowledge, business manuals, Japanese expression techniques and other related subjects. Komatsu spends one million yen per one student for his education and accommodations. While they are at school, they also get average of four million yen annual salary from the company.

Lawson is one of the major convenience stores in Japan that originally came from USA. The first Japanese Lawson was opened on June 14, 1975 in Osaka. Lawson University (ローソン大学) was set up to develop future professional business leaders with challenging spirits for their own employers. The university is divided into six divisions: the challenge to get promoted, climate transformation, leadership education, corporate seminar, professional skill seminar and self-motivation supporting system. The figure below is the organization chart of the overview of this chart.

Figure 12 Lawson University Model



(Lawson, <http://www.lawson.co.jp/company>)

Lawson is also very active in employing foreign students who are graduating Japanese universities. The company respects diversities and internationalizations within the country.

Sony University's teaching slogan is "We all learn and teach". The vision of this university is as followed.

- Seek out and nurture future generations of business leaders as an integral part of the Sony Group's business strategy.
- Actualize the "Learning Organization" concept for the entire Sony Group.
- Actuate a higher, global perspective within the Sony Group; Act as a training ground to achieve knowledge and a place for academic and pragmatic strategic research
- Strengthen the overall organizational force of the Sony Group by proposing continuously "Innovation Engine" concept as the key for Sony to remain a Leading Company and providing a place for mutual advancement.

And their focuses are as followed.

- Sharing Sony's "Future Values" with top management
 - Developing a multi-faceted global perspective that transcends organizational boundaries.
 - Building an integral network that extends beyond organizational borders, nurturing a feeling of "oneness"
 - Knowledge sharing and mutual development
 - Creative vision/leadership
 - Strategy proposition
 - Management Fundamentals (Finance, Strategies, organizational strategies etc).
 - Building an external network outside of Sony
 - Social and individual improvement (all-round human development)
- (Sony University, <http://www.totoro.ws>)

Their Core Program is “Sony 2010”, “Executive leader’s seminar” and “Graduate seminars” and their targeted group is the candidates for the next generation of core positions (next executives)

5.3 One of the way to increase number of Japanese students to review the traditional idea towards women’s role

As I have mentioned it earlier, Japan is facing serious problem to attract university age cohort and less work force due to the low birth syndrome. Organization for Economic Co-operation and Development (OECD) is the international organization for economic co-operation and development. Its’ mission is to improve policy –making and enhanced international co-operation in a wide range of disciplines dealing with the functioning of economies, societies and their core institutions (OECD, <http://www.oecd.org>). According to OECD, 42.5% of Japanese women graduated from universities or other higher education institutions that is far above the average given by OECD’s average 28.5% that is the third highest rate after Finland, and Canada. However, in the employment rate in the age group between twenty five years old and fifty four years old, Japanese women rate 67.5% that is 15% lower than the high ranked countries like Sweden and Norway. Japanese men had 93% of employment rate (Nippon Keizai Shinbun, 2008). Given this, we might be able to say that as a Japanese culture and tradition, Japanese society may not be supportive to women workers. The following story is one of the real examples from the real business world.

Ms. Noriko when she was working at her previous company, she told her boss that she wanted to take MBA. His reply was “Do not do it. It is waste of time.” Japan is male dominant nation, after the marriage most women quit their jobs and stay at home to look after their family members. Among Japanese public listed companies, there are only 1.2% women executives by the study of Toyo Keizai Shinpousya.

The Japanese economist Mrs. Kazuyo Katsuma has completely opposite idea for women to enter MBA schools in an exclusive interview given by Japanese Economy newspaper editors. She said that since Japanese women were used to being an assistant or secretary and normally placed in the non-active sections, women have less chance to know the business entrepreneurship in their office they work. Even to attend the executive management seminars organized by the company, and to join new business projects is almost impossible. Therefore having these disadvantages, women need to study the business skills outside the office by themselves if they want improve their knowledge in business management. Also at the same time, they can make new business connections with other students who attend the same courses (Nippon Keizai Shinbun, 2008).

5.4 The government policy for foreign students in Japan

The next issue, I want to mention here are foreign students. From the interviews, we also know that many Japanese MNC executives are considering employing more foreign workers and hoping to develop them to be one of managers at various levels. In order to achieve this task, they are hoping to get some students who study in Japan. To support this, the Japanese government set a new policy to accommodate three hundred thousand foreign students into Japanese language schools, professional schools and higher education institutions by year 2020. This policy was set because of the serious national concern was regard to having less children and the old age syndrome, resulting in and less people within the work force. As I mentioned it earlier, many foreign MBA students whom I interviewed wanted to work in Japan after their graduation. For the Japanese business organizations, to use these foreign students for the global business expansions and marketing has a big merit. In my interviews with Japanese business executives, most of them wanted to have these Japanese university graduates to work for their organizations and lead their respected countries branch offices after their training at the head quarters in Japan. In 2007, there were ten thousand two hundred sixty two foreign students who graduated from higher education institutions and received jobs in Japan (this number hit the highest record). Compared to ten years ago, Japan graduate foreign workers increased almost four times. The largest number of ex-foreign students came from China, seven thousand five hundred thirty nine, followed by South Korea, on

thousand one hundred nine, Taiwan, two hundred eighty two, as a conclusion, in total, Asian, occupied 96.7% of this particular population group. The largest number of foreigner's went to commercial trading, two thousand one hundred forty five, followed by IT industry, one thousand five hundred ten (Nippon Keizai Shinbun, 2008).

However Dr. Charles Lake II from American Chamber of Commerce in Japan has different views when looking at this issue. He says the current Japanese government put the main priority on the thirty thousand foreign students policy. The second priority is to improve admission criteria, entrance examination procedures, and immigration issues. Lately, Japan considers is the globalization of higher education institutions. Most importantly, Japan should make universities attractive to attract more foreign students. The reason is that most students are looking for the university that can improve their standards and add some value in the competitive global human resource market. If universities can provide such opportunities, naturally highly qualified international students will enroll in the programs. In many global academic ranking, being the second largest economic giant in the world, the top Japanese university ranked No.15, whereas Harvard USA, No.1, Cambridge UK, No.2. Among top fifty universities, Japanese only occupied three places. In this global world, the key to winning global academic competition among universities is to develop human resources who can lead this global market. The new global leaders who can create new values must have special communication skills to persuade overcome with all different nationalities, cultures, traditions, ideas and differences. In order to make Japan as the academic center of Asia, Dr. Lake suggested selecting ten top Japanese universities and use only English to obtain degrees. At the same time, increase number of foreign faculty. For example, rated of foreign faculty at Harvard University (25%) and Cambridge University (41%), are much higher than Tokyo University (5%) and Kyoto University (9%). If Classes are conducted in English, this will automatically opens doors to more foreign students, and having more foreign students will help fellow Japanese students to practice their global abilities to handle their tasks given "developing global business leaders", (Nippon Keizai Shinbun, 2008).

5.5 The Corporation between Business Industries and Academic Institutions)

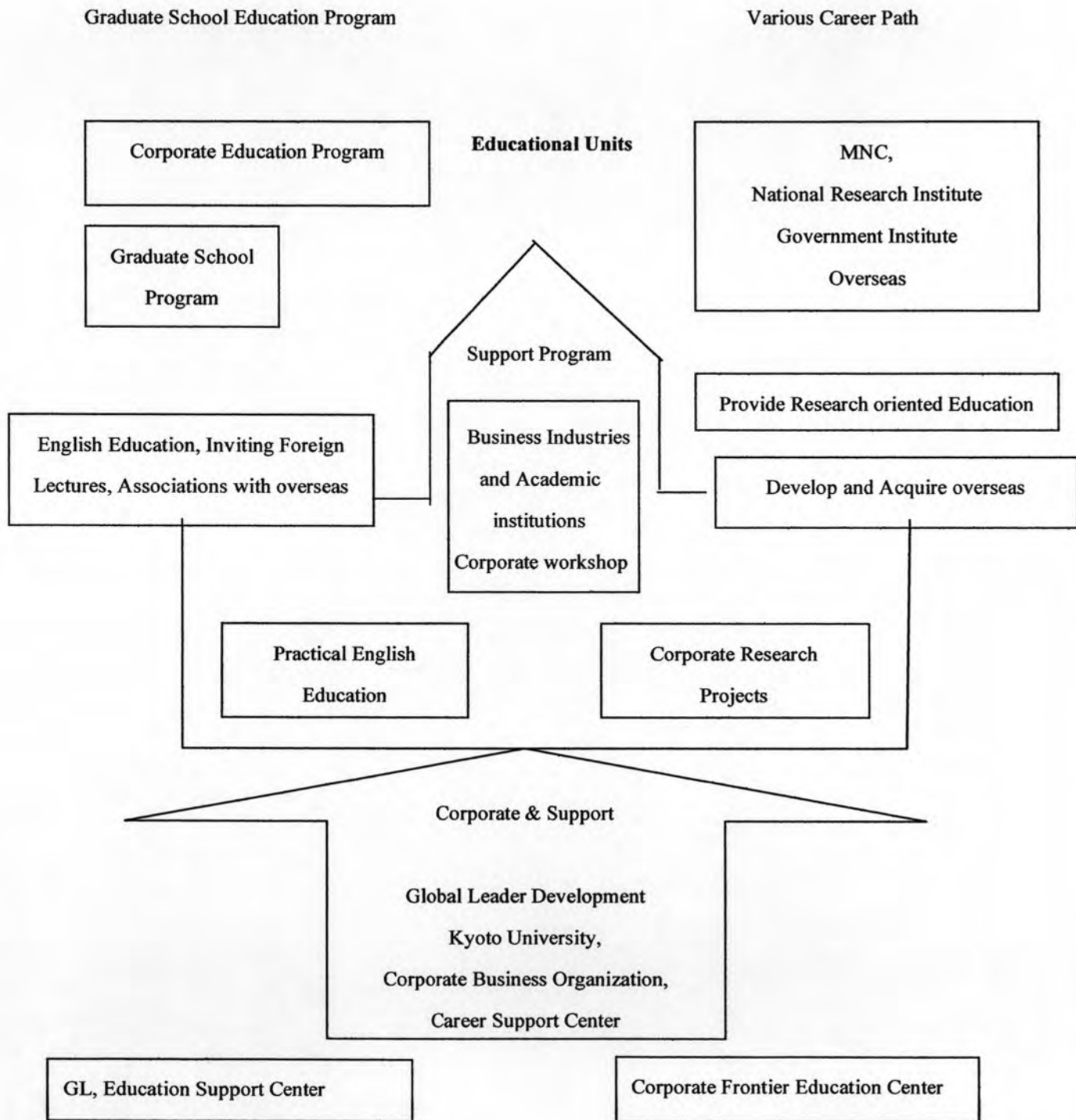
Under the “産学連携 (The Corporation between Business Industries and Academic Institutions), Osaka University, Kyoto University and Ritsumeikan University have already joined with Japanese MNCs. The main objective of this project is to develop Asian foreign students who study in Japan to be the ideal leader of the extended Japanese MNCs’ office at their own countries. Some companies are supporting these students to pursue to the graduate level education by giving them special internship programs that provides hands on experiences, teach Japanese language and culture and traditions. They also intend to stop sending these future potential leaders for their further study in USA and Europe, but welcome them to Japan (Nippon Keizai Shinbun, 2009).

Osaka University opened the several projects with Komatsu, Ishikawajima Heavy Industries(IHI), Sharp, Panasonic and other seven companies. The theme is “Human Resource Education System in Environmental Friendly Manufacturing”. They also implemented the curriculum in Japanese business management theories, practical manufacturing experiences and environmental friendly techniques and skills at work, and one to two month internship periods. These students are expected to set up the head office at their own country and manage the business there. For 2008 academic year, ten students enrolled from China, Korea and Nepal (CACD, <http://www.cacd.eng.osaka-u.ac.jp>).

Kyoto University started “産学協働型グローバル工学 (The engineering science of global corporation and association between business Industries and academic institutions) in 2008. The students learn the electronics, sociology based engineering and other subjects with Japanese students. Japanese MNCs also send their staff as special lectures to teach the culture and history of Japanese business organizations, and their idea towards service and after care, customers’ satisfaction and the latest scientific development and research. This particular program’s main aim is to develop highly qualified workers who can do both administration and research and development. This program also gets support from Toshiba, Panasonic, NEC, Omron and other sixty companies. For 2008 academic year, fifteen students enrolled from China, Korea, Malaysia, and India (Kyoto University, <http://www.t.kyoto-u-ac.jp>).

The following figure shows the diagram of this program.

Figure 13 Kyoto University Model



(Kyoto University, <http://www.t.kyoto-u.ac.jp>)

Ritumeikan University is specialized in developing qualified workers in IT field. For this project, Panasonic, Omron, Nikon, and other eight companies joined. They also use case study methods in dealing how to meet the dead line, Japanese MNCs' unique culture and philosophies, and teach Japanese for one thousand hours in two years. For 2008 academic year, twenty students enrolled from Vietnam, China, and India.

All these three programs are fully supported by Japanese Ministry of Economy, Trade and Industry till 2010, and all-foreign students get full scholarship providing they work for Japanese MNCs after completing their programs.

Currently, many highly qualified Japanese knowledge workers prefer to find workforce outside the country where they can explore more academic challenges, with no age and sexual prejudices and very high pay. Japan only has 1% of highly skilled foreign knowledge workers due to the language barrier. This again forces Japanese MNC to look for the highly qualified knowledge workers within the country "Japanese Knowledge Workers" Nippon Keizai Shinbun (28 January 2008): 13. To solve this problem, Japanese MNC started looking at even younger generations. MNC are asking both junior high and high schools to add excursions to their offices and factories to introduce students to their products and business strategies (Nippon Jeizai Shinbun, 2008).

5.6 Japanese MBA graduates executives at famous public listed companies

There are many executives who received their MBA at top schools. None of them took it from other parts of the world except USA, and Europe. The name of executives and company, and MBA schools are as shown in the following table.

Table 42 Name of Executives, their position and company, and graduated MBA Schools

Name of Executives	Name of Company and Position	Graduated MBA School
Mr. Okada	President, Aeon	Babson College
Mr. Kobayashi	Chairman, Fujizerox	Wharton School
Mr. Saegusa	President, Misumi	Stanford University
Mr. Higuchi	President, Daie	Harvard Business School
Mr. Naitou	President, Ezai	Kellogg School
Mr. Aranami	President, Lawson	Harvard Business School
Mr. Hamada	President, Del Computer	Sandarbard
Mr. Fujimori	CEO, GE Plastic	Carnegie Melon Business School
Mr. Mogi	President, Kikkoman	Colombia Business School
Mr. Yoshida	President, YKK	Kellogg School
Mr. Ishikawa	CEO, Gonzo Degimation Holding	INSEAD
Mr. Hori	President, Globis	Harvard Business School
Mr. Mikitani	President, Rakuten	Harvard Business School
Mr. Kiyozumi	CEO, Medi Shiva	MIT Sloan School
Mr. Hori	President, Dream Incubeta	Harvard School

According to the above table, the most popular MBA program was at Harvard Business School, followed by Kellogg Schools of Business.

5.7 Advanced Executive Program

Compared to the MBA Program, this “Advanced Executive Program (AEP)” is very popular among top executives through out the globe. Few reasons of this popularity are the time and prestige along with the excellent program quality. Most AEP program duration is within four to six weeks. I want to mention few examples of this program.

At Kellogg, the program runs for four consecutive weeks, the tuition fee is for February 21 – March 19, 2010 is US\$39,800 excluding materials and living expenses. Their focus is for the general managers to enhance their business skills with advanced information technology in holistic and integrated approaches. Also their hallmark of the program can be seen at teamwork, collaboration, and “live” case exercises to enhance mutual understanding on different culture, structure, skills, information, tradition and people. The followings are the core curriculum:

Week 1

- The Economy and Macroeconomic Policy
- The Ethical Environment of Management
- International Macroeconomics and the Financial Crisis
- Money, the Federal Reserve, and the Dollar
- Strategic Crisis Management
- Stakeholder and Reputation Management
- Strategic Thinking: Concepts and Issues
- Business Definition and the Concept of Synergy
- Setting Business Unit Objectives
- High Performance Business Strategy
- Strategic Alliances
- Understanding Organizations’ Strategy, Structure, and Behavior
- Managing Strategic Change

Week 2 & 3

- Finance
- Accounting
- Marketing
- Operation and IT

Week 4

- Educating Mind, Body and Spirit
(Also during the course, health assessment and fitness classes are offered.)
(Kellogg Business school, <http://www.kellogg.northwestern.edu>)

Next AME program is at the Wharton School, where collaborative and innovative approaches are used to customize their students. Their teaching methods are; simulations, case studies, action learning, transformative learning experiences and the integration of their studies into the business strategy. The followings are the core curriculums:

- Corporate Governance
- Finance Programs
- Health Care
- Leadership Development
- Management Development
- Marketing/Sales Programs
- Negotiation and Persuasion
- Senior Management
- Strategy/Management Programs
- Technology and Operations
- Industry Association
- Global Wharton

Their students range from individual level to the corporate level. The lists of their corporate clients (students) are: AXA (insurance company), The Chubb Group, IBM, Johnson & Johnson, Merrill Lynch, Royal Phillips Electronics, Bank of America, Coca-Cola, Glaxo Smith Kline, Hewlett Packard, Microsoft, Morgan Stanley, Nomura, Shell International, Siam Cement, Toyota, etc... (Wharton Business School, <http://www.wharton.upenn.edu/mba>)

At Harvard Business School, this AEP is called Advanced Management Program (AMP). The duration of this AMP is six weeks, and the tuition fee is US\$60,000, and the aim of this program is to transform senior executives into indispensable global leaders. Since the opening of AMP in 1945, twenty thousand executives graduated from this program. Their critical topics are such as energy, emerging macroeconomic stabilization, emerging markets, leveraging the power of market, customer management, corporate brand management, leading in the global

market, policy issues in countries around the world, profitability and growth, capital cost and cash flow, shareholder value, setting competitive and corporate strategy, managing innovation and organizational effectiveness, leadership and corporate accountability, personal development, and the integrative learning.

However they have very strict selection system to accept the applicants to the program. All candidates must come from the organization with annual revenue in excess of US\$250million, with a minimum 20 years working experience with significant time as executives or senior managers. The following table shows the students' nationalities and their working industries

Table 43 Students' demographical data at Harvard Advance Executive Management (AMP) program

Industries		Nationalities	
7%	Chem/Pharm/Bio	6%	Africa
4%	Communications	12%	Asia
5%	Consumer Products	10%	Australia/NZ
17%	Financial	22%	Europe
4%	High Technology	14%	Latin America
9%	Manufacturing	3%	Middle East
7%	Nonprofit	30%	North America
7%	Other	3%	Other
7%	Other Services		
9%	Professional Services		
5%	Raw Materials/Energy		
4%	Real Estate/Construction		
7%	Retail Services		
8%	Utilities/Telecommunications		

(Harvard Business School, <http://www.hbs.edu/mba>)

Their clients come from top MNCs, such as The Boeing Company, BP, Intel, Mitsubishi Corporation, Australian Bank, The Royal Bank of Scotland, Toshiba, Xero, Unilever, Standard Chartered Bank and others...etc.

Part 6 Survey business people's opinion about general business practices and MBA programs in Japan

6.1 Business People's Opinion and their Demographic data

The questionnaires to business people were collected and analyzed by classifying samples, using correlation and regression methods. All data were arranged into mainly two sections; demographical data, and their opinion related to business practices and MBA schools. The following table shows the demographical data of my sample of Japanese business industries.

Table 44 General Information of 24 Business Industries

	Frequency	Percent
Sex		
Male	22	91.7
Female	2	8.3
Nationality		
Japan	24	100.0
Majored Study		
Art	2	8.3
Science	1	4.2
Social Science	1	4.2
Business	2	8.3
Economy	8	33.3
Other	10	41.7
Highest Degree		
Bachelor	18	75.0
Master	5	20.8
Doctoral	1	4.2
Working Years		
less than 3 years	4	16.7
3-5 years	2	8.3
5-10 years	6	25.0
10-15 years	4	16.7
more than 15 years	8	33.3
Prefer to employ Bachelor Degree Holders		
Very Much	4	16.7
Much	9	37.5
Fair	10	41.7
Little	1	4.2

	Frequency	Percent
Prefer to employ MBA Holders		
Very Much	1	4.2
Much	7	29.2
Fair	9	37.5
Little	4	16.7
Least	3	12.5
Intend to employ More Foreigners		
Very Much	4	16.7
Much	12	50.0
Fair	6	25.0
Little	1	4.2
Least	1	4.2
Use English at My Company		
Very Often	10	41.7
Sometime	11	45.8
Seldom	3	12.5
I use English		
	Frequency	Percent
Very Often	13	56.5
Sometime	7	30.4
Seldom	1	4.3
Never	2	8.7
Have Corporate University		
Yes	5	20.8
No	19	79.2

As illustrated in the above table, 91.7 % of the sample were male, 75 % of them were Bachelor degree holders. When examining English as medium of communication at the organization level, 41.7 % of the sample uses it very often, and 45.8% use it sometime. At the individual level, 56.5 % use English very often, and 30.4% use it some time. When examining their preference to employ MBA degree holders, their largest opinion was at the “fair”, 37.5 %, followed by “much” 29.2%. Lastly, when examining their preference to employ Bachelor holders, the largest number of opinion was also at “Fair”, 41.7%, followed by “Much”, 37.5%.

All collected data were used to understand their opinion on business practice ad MBA programs.

The following table shows the average of their opinion towards each questions.

Table 45 Japanese Business People's Opinion

Item	N	Mean	SD	Opinion
P2.1. I agree that MBA programs have a good potential to develop new business leaders in general.	24	3.70	0.80	Agree
P2.2. I feel that present Japanese MBA programs are irrelevant to the business practice.	24	3.30	0.43	Neutral
P2.3. I would like to select MBA Schools in USA or Europe, if I am given a chance to study MBA.	24	4.09	0.83	Agree
P2.4. I value personality and character more than the educational qualification when recruiting new staff.	24	3.61	0.82	Agree
P2.5. I must send new staff for my company's special training course regardless of their educational background.	24	4.52	0.50	Strongly Agree
P2.6. I am willing to increase numbers of non-Japanese staff, if it is needed.	24	4.50	0.71	Strongly Agree
P2.7. I will strongly consider employing MBA graduates if they can meet the various requirements from my company.	24	3.78	0.78	Agree
P2.8. My company's mission is practiced through our daily work in our organization.	24	4.39	0.64	Agree
P2.9. My company values the social responsibility of the organization	24	4.57	0.58	Strongly Agree
P2.10. My company believes that business ethics must be practiced.	24	4.43	0.71	Agree
P2.11. My company has many future global business leaders.	24	3.83	1.05	Agree
P2.12. My company has sophisticated culture.	24	4.00	0.88	Agree
P2.13. My company has very internationalized governance.	24	3.57	0.92	Agree
P2.14. My company has various original training courses to meet our goals.	24	4.00	0.72	Agree
P2.15. My company's training courses are very unique.	24	3.78	0.83	Agree
P2.16. My company's policy is based on Japanese philosophy.	24	4.20	0.84	Agree
P2.17. My company likes to use Eastern philosophies in our business practices.	24	3.65	0.56	Agree
P2.18. My company likes to use Western business theories in our business practices.	24	3.61	0.64	Agree
	24	3.97	0.74	Agree

The highest Mean (4.52), SD (0.71) was the item p2.9 (The company values the social responsibility of the organization). Followed by Mean(4.52), SD (0.50) the item p2.5 (I must send new staff for my company's special training course regardless of their educational background). The lowest one was Mean (3.30), SD (0.43) the item p2.2 (I feel that present Japanese MBA programs are irrelevant to the business practice).

From the above table, we can assume that most business top managers place the company's social responsibility (CSR) and newly recruited staff will be sent for the special training courses regardless of their educational background as their priorities. At the same time, they do see that Japanese MBA is relevant to business practice.

To obtain more in-depth knowledge about the business samples, all collected data were classified into their demographic status.

6.2 Data Analysis for Business People's Opinion by Classification

All data were classified into the sex, degree, working years, preferring to employ Bachelor degree holders, preferring to employ Master degree holders, intend to employ more foreigners, use English at the office, use English at individual level, and having own corporate universities.

Those like to increase the number of non-Japanese staff tend to have a different view than those who are opposed to the idea on social responsibilities, future global business leaders, having sophisticated culture, the international governance, original training courses, Eastern philosophies, and Western business theories. That is, those who consider their business practices at global and international level, and those concentrate on domestic issues, have very diversified ideas on their business applications and theories.

The business organizations operate their business at the international level, and those do not operate on the international level have highly different approaches on social responsibilities, number of non-Japanese staff, and their believe in business ethics. Thus, it can be concluded that business people's opinion regarding their business ethics, sophisticated business culture, internationalized governance and increasing foreign staff highly depends on their usage of English at the organization level.

Those who worked more than 10 years and less than 10 years have another critical difference issues on business ethics, having sophisticated culture, and having very internationalized governance. Their working years counts a lot on their opinion regarding their business ethics, sophisticated business culture and internationalized governance.

Those use English often at the individual level, have a stronger belief in MBA programs having a good potential to develop new business leaders than those use it less.

Their opinion on the relevance at the Japanese MBA and business practice were place highly at the classified item, preferring to employ MBA holders. This shows clearly that who prefer to employ MBA holders have a strong relevance on business practice and MBA programs.

These classified data can be seen in Appendix.

Next, Pearson Correlation methods was used to further analyze data.

6.3 Data Analysis for Business People's Opinion by using Correlation Methods

From the table 45, the three criteria had importance on business executives that are companies' social responsibilities, sending to the new staff to the their organizations' training courses, and acknowledging Japanese MBA is relevant to business practice. To further investigate their opinions, the researcher used correlation matrix "1" and "2". The correlation matrix "1" was to find out the relation ship between their demographical data and their answers (p.2.1 – p.2.18). The correlation matrix "2" was to find out the relationship between their individual opinion (p.2.1 - p.2.7) and companies' attitude and philosophies (p.2.8 – p.2.18)

The following is the summary of the correlation matrix "1" of business people's opinion.

Table 46 Correlation Matrix "1" of Business People's Opinion

Item	SEX	DEGREE	Working Years	Prefer to employ Bachelor holders	Prefer to employ MBA holders	Tend to employ more foreign workers	Company uses English as medium of communication	I use English as in communication	Have a corporate university
P2.1	0.12	0.21	0.13	0.06	-0.25	-0.10	0.40	0.34	0.19
P2.2	-0.11	0.04	0.01	0.39	0.38	0.37	0.22	0.01	0.12
P2.3	-0.40	0.13	0.03	0.36	0.19	0.19	0.11	-0.12	-0.07
P2.4	0.15	0.07	-0.19	-0.31	0.05	-0.13	0.29	0.15	0.13
P2.5	-0.32	-0.10	-0.07	-0.04	-0.16	-0.08	-0.21	-0.30	-0.08
P2.6	-0.11	0.28	0.17	0.41*	0.28	0.55*	0.49*	0.15	-0.22
P2.7	-0.11	0.15	-0.13	0.10	-0.10	0.04	0.20	-0.27	-0.15
P2.8	0.05	0.28	-0.08	0.48*	-0.06	0.31	0.12	0.00	-0.01
P2.9	-0.57*	0.28	0.42*	0.18	0.28	0.43*	0.44*	0.23	-0.03
P2.10	-0.19	-0.12	0.53**	0.15	0.51*	0.49*	0.44*	0.23	-0.12
P2.11	-0.24	0.09	0.11	0.14	0.31	0.61 ¹¹	0.31	0.40	0.11
P2.12	-0.17	-0.18	0.37	-0.12	0.32	0.41*	0.28	0.43*	0.00
P2.13	-0.02	-0.25	0.49*	0.29	0.35	0.56**	0.62*	0.46*	-0.25
P2.14	-0.21	-0.33	0.25	0.22	0.44*	0.50*	0.17	0.06	-0.15
P2.15	-0.29	-0.33	0.06	-0.10	0.24	0.26	0.04	-0.10	-0.26
P2.16	-0.25	0.15	-0.26	-0.26	-0.02	0.09	-0.10	0.03	0.25
P2.17	-0.36	0.06	-0.20	-0.04	0.00	0.24	0.16	-0.02	-0.14
P2.18	-0.29	-0.16	0.45*	-0.14	0.00	0.40	0.37	0.33	-0.32

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

According to the results displayed in the table above, the three items; P2.9 (My company values the social responsibility of the organization), P2.10 (My

company believes that business ethics must be practiced) and P2.13 (My company has very internationalized governance) had equally high correlation with independent variables. Followed by P2.6 (I am willing to increase number of non-Japanese staff, if it is required), P2.12 (My company has sophisticated culture) and P2.14 (My company has various original training courses to meet our goals), and P2.18 (My company likes to use Western business theories in our business practices).

The item P2.9, regarding social responsibility had significant phenomena with sex, working years, intend to employ more foreign workers, using English at corporation levels. The item P2.10, regarding the business ethics had significant phenomena with working years, prefer to employ MBA holders, Intend to employ more foreign workers, and Use English at the corporation level. The item P2.13, regarding internationalized governance, had significant phenomena with working years, intend to employ more foreigners, use English at individual and corporate levels. The item P2.6, regarding increasing non-Japanese staff, had significant phenomena with prefer to employ Bachelor degree holders, Intend to employ more foreigners, and using English as medium at the company. The item P2.12, regarding sophisticate culture, had significant phenomena with intend to employ more foreign workers and use English at individual level. The item P2.14, regarding various training courses, had significant phenomena with prefer to employ MBA holders and intend to employ more foreign workers. The item P2.18, regarding using Western business theories had significant phenomena with working years.

The findings suggest that the independent variable, “intend to employ more foreigners” had the most significant correlation with many dependent variables (P2.6, p2.9, p2.10, p.2.12, p.2.13, p.2.14). Followed by the independent variable “company use English as medium of communication” (P2.6, p.2.9, p.2.10, p.2.13), and “working years” (P2.9, p.2.10, p.2.13, p.2.18).

The following is the correlation matrix “2” of business people’s opinion.

Table 47 Correlation Matrix “2” of Business People’s Opinion

	p2.1	p2.2	p2.3	p2.4	p2.5	p2.6	p2.7	p2.8	p2.9	p2.10	p2.11	p2.12	p2.13	p2.14	p2.15	p2.16	p2.17	p2.18
p2.1	1																	
p2.2	.013	1																
p2.3	-.351	.380	1															
p2.4	.149	.050	-.269	1														
p2.5	-.362	.081	.205	-.138	1													
p2.6	.115	.144	.334	-.262	-.123	1												
p2.7	.381	.065	-.173	.003	-.044	.356	1											
p2.8	-.022	.095	.263	-.205	.448*	.144	.170	1										
p2.9	.183	.194	.442*	-.176	.184	.426*	.080	.342	1									
p2.10	-.073	.243	.451*	.142	.096	.216	-.300	.199	.672**	1								
p2.11	-.063	.310	.367	-.281	.256	.381	-.100	.359	.666**	.451*	1							
p2.12	.122	.196	.296	-.060	.197	.104	-.190	.153	.511*	.621**	.656**	1						
p2.13	.231	.077	.106	-.052	.020	.432*	-.071	.213	.461*	.618**	.550**	.638**	1					
p2.14	-.374	.380	.508*	-.147	.361	.213	-.155	.375	.417*	.677**	.631**	.612**	.586**	1				
p2.15	-.619**	.024	.468*	-.125	.482*	.148	-.140	.159	.075	.307	.405*	.414*	.329	.724**	1			
p2.16	-.024	.012	.114	.049	.201	.255	.161	.097	.347	.153	.362	.233	.049	.214	.212	1		
p2.17	-.138	.145	.533**	.082	.338	.274	.325	.258	.339	.161	.341	.351	.128	.322	.491*	.340	1	
p2.18	.106	.016	.064	-.291	.230	.383	.178	.161	.362	.182	.416*	.459*	.519**	.375	.411*	.143	.347	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As can be seen in the table above, p 2.1 (I agree that MBA programs have a good potential to develop new business leaders in general) had negative relationship with p 2.15 (My company's training courses are very unique). It might mean that when the company has unique training courses, they might not require MBA to develop good new business leaders.

P 2.3 (I would like to select MBA Schools in USA or Europe, if I am given a chance to study MBA) had some significant relationships with p 2.9 (My company values social responsibility of the organization), p 2.10 (My company believes that business ethic must be practiced), p 2.14 (My company has various training courses to meet our goal), p 2.15 (My company's training courses are very unique), p 2.17 (My company likes to use Western business theories in our business practices). It might mean that company fulfill the social responsibility, have unique training courses, tend to use Western business theories affect people's decision wanting to select MBA schools at USA and/or Europe.

P 2.5 (I must send new staff for my company's special training course regardless of their educational background) had significant relationship with p 2.15 (My company's training courses are very unique). It might mean that if the company has unique training courses, every staff must take this courses regardless of their educational background.

P 2.6 (I am willing to increase number of non-Japanese staff, if it is required) had significant relationship with p 2.9 (My company values social responsibility of the organization), and p 2.13 (My company has very internationalized governance). It might mean that if the company values social responsibility with international governance, people tend to increase non-Japanese staff.

P .2.9 (My company values social responsibility of the organization) had significant relationship with p 2.10 (My company believes hat business ethic must be practiced), p 2.11 (My company has many future global business leaders), p2.12 (My company has sophisticated culture), p 2.13 (My company has very

internationalized governance), and p 2.14 (My company has various training courses to meet our goal). It might mean that if the company has social responsibility, this company tends to believe in business ethic, has many future global leaders, sophisticated culture, international governance and various training courses to meet their goals.

P 2.10 (My company believes that business ethic must be practiced), had significant relationship with p 2.11 (My company has many future global business leaders), p 2.12 (My company has sophisticated culture), p 2.13 (My company has very internationalized governance), and p 2.14 (My company has various training courses to meet our goal). It might mean that if the company believes in business ethics, it has many future global leaders, sophisticated culture, international governance and various training courses to meet their goals.

P 2.11 (My company has many future global business leaders) had significant relationship with p 2.12 (My company has sophisticated culture), p 2.13 (My company has very internationalized governance), p 2.14 (My company has various training courses to meet our goal), p 2.15 (My company's training courses are very unique), and p 2.18 (My company likes to use Western business theories in our business organization). It might mean that if company has many future global business leaders, this company tends to have sophisticated culture, very internationalized governance, various unique training courses to meet our goal, and likes to use Western business theories in our business organization.

P 2.12 (My company has sophisticated culture) had significant relationship with p 2.13 (My company has very internationalized governance), p 2.14 (My company has various training courses to meet our goal), p 2.15 (My company's training courses are very unique), and p 2.18 (My company likes to use Western business theories in our business organization). It might mean that if a company has sophisticated culture, they also has very internationalized governance, various unique training courses to meet our goal, and likes to use Western business theories in our business organization.

P2.13 (My company has very internationalized governance) had significant relationship with p2.14 (My company has various training courses to meet our goal), and p2.18 (My company likes to use Western business theories in our business organization). It might mean that if the company has very internationalized governance, they also has various training courses and like to use Western business theories.

P2.14 (My company has various training courses to meet our goal) had significant relationship with p2.15 (My company's training courses are very unique). It might mean that if the company has various training courses that is very unique.

P2.15 (My company's training courses are very unique) had significant relationship with p2.17 (My company likes to us to use Western business theories in our business practices). It might mean that if the company's training courses are very unique, they like to use Western business theories.

As a conclusion, if the company has various unique training courses to meet their goals, they have many future global business leaders and sophisticated culture, and they tend to select USA or Europe if they were given chances to study MBA.

In order to get better understanding on the business executives' opinion, the regression analysis was used.

6.4 Regression Analysis of Business People's Opinion

The followings "Regression Tables" shows that significant results. The rests of regression analysis can be seen in Appendix. The two-dependant variable (individual opinion) were p2.1 (I agree that MBA programs have a good potential to develop new business leaders in general) and p2.2 (I feel that Japanese MBA programs are irrelevant to the business practice).

Table 48 Regression of the Dependent Variable: p 2.1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1 .876a 0.77 0.55 0.54

a. Predictors: (Constant), p2.18, p2.16, p2.8, p2.10, p2.17, p2.15, p2.11, p2.13, p2.12, p2.14, p2.9

Coefficient					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	4.00	1.30		3.09	0.01
p2.8	0.04	0.21	0.04	0.21	0.84
p2.9	0.34	0.48	0.25	0.71	0.49
p2.10	-0.52	0.41	-0.46	-1.28	0.22
p2.11	-0.28	0.23	-0.36	-1.23	0.24
p2.12	0.39	0.22	0.43	1.78	0.10
p2.13	0.50	0.21	0.57	2.42	0.03
p2.14	-0.07	0.38	-0.07	-0.19	0.85
p2.15	-0.73	0.27	-0.75	-2.70	0.02
p2.16	0.10	0.15	0.10	0.62	0.55
p2.17	0.12	0.28	0.09	0.44	0.67
p2.18	0.05	0.27	0.04	0.20	0.85

a. Dependent Variable: p2.1

*. Correlation is significant at the 0.05 level (2-tailed)

The above table illustrates that independent variables p2.13 (My company has very internationalized governance), had positive significant relationship with p2.1 (I agree that MBA programs have a good potential to develop new business leaders).

Another independent variable p2.15 (My company's training courses are very unique) had negative significant relationship with the dependent variable p2.1 (I agree that MBA programs have a good potential to develop new business leaders).

From this result we can say that If the company has very internationalized governance, they tend to agree that MBA programs have a good potential to develop new business leaders. However if their company has their own unique training courses, they do not agree that MBA programs have a good potential to develop new business leaders.

The following table is the regression of dependent variable p2.2

Table 49 Regression of the Dependent Variable: p 2.2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1 .694a 0.48 0.01 0.43

a. Predictors: (Constant), p2.18, p2.16, p2.8, p2.10, p2.17, p2.15, p2.11, p2.13, p2.12, p2.14, p2.9

Coefficient					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	3.31	1.03		3.23	0.01
p2.8	-0.15	0.17	-0.23	-0.91	0.38
p2.9	-0.31	0.38	-0.42	-0.82	0.43
p2.10	0.11	0.32	0.18	0.34	0.74
p2.11	0.19	0.18	0.47	1.07	0.31
p2.12	-0.09	0.18	-0.18	-0.48	0.64
p2.13	-0.17	0.16	-0.38	-1.07	0.30
p2.14	0.66	0.30	1.11	2.17	0.05
p2.15	-0.50	0.21	-0.98	-2.34	0.04
p2.16	-0.07	0.12	-0.14	-0.59	0.57
p2.17	0.30	0.22	0.39	1.34	0.20
p2.18	0.08	0.21	0.12	0.38	0.71

a. Dependent Variable: p2.2

*. Correlation is significant at the 0.05 level (2-tailed)

The above table illustrates that independent variable p2.15 (My company's training courses are very unique) has negative significant relationship with the dependent variable p2.2 (I feel that present Japanese MBA programs are irrelevant to the business practice).

From this result we can say that if the company's training courses are very unique, they do not agree that the present Japanese MBA programs are irrelevant to the business practice. In other words, they feel that Japanese MBA programs are relevant to business practice.

Over all that independent variable p2.15 (My company's training courses are very unique) has significantly not related to the both dependent variables p.2.1 and p.2.2. Therefore we can say that if the company has their original unique training courses, people tend to agree that MBA has a good potential to develop business leaders in general, but do feel that present Japanese MBA programs are relevant to their business practices.

Part 7. Develop a world class MBA program based on Blue Ocean Strategy in Japan

The Procedure to develop a model of "a world class MBA program in Japan" is as follows;

1. Draw a "Strategy Canvas".
2. Create "The Four Action Frame Work"
3. Develop "Six Principles of BOS"
4. Redraw Strategy Canvas

The results the questionnaires are used to present "strategy canvas" of my study.

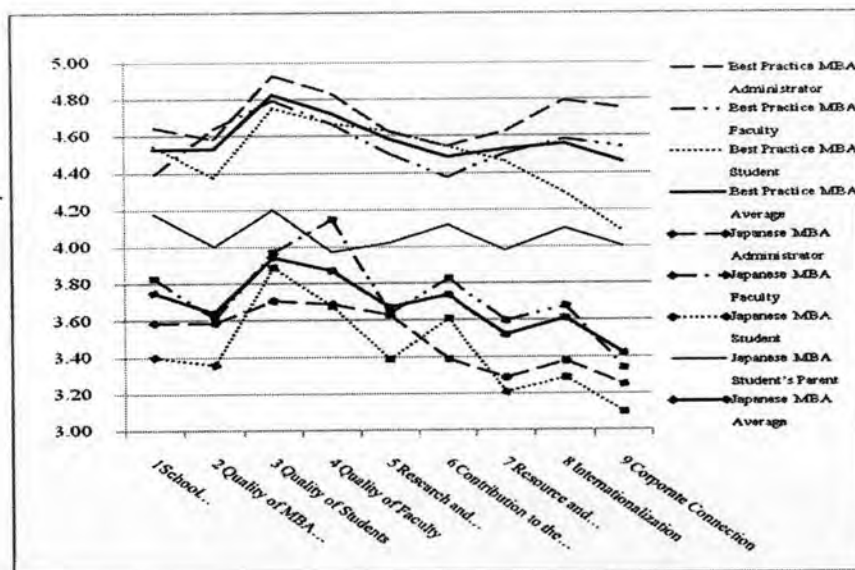
7.1 Stage1: Draw a "Strategy Canvas"

The strategy canvas of this study is "the average stakeholders' opinion on best-practiced and Japanese MBA Program. Before making this strategy canvas, a more detailed graph was constructed to make comparisons.

The following graph shows the details of these two groups samples. All data were categorized into nine criteria; 1) school context, governance and strategy, 2) quality of MBA program, 3) quality of students, 4) quality of faculty, 5) research and development, 6) contribution to the community, 7) resource and administration, 8) internationalization, 9) corporate connection.

As the graph below shows us there were visible gap between the two programs; Best-Practiced and Japanese MBA programs. It clearly tells that Best-Practiced MBA programs have better quality than Japanese MBA as we suspected. However very interestingly, both group scored high in “quality of students”. One more interesting thing to look at is “the quality of faculty” in Japanese MBA programs. Out of four sample groups, faculty scored the highest on the “quality of faculty” that shows that faculty themselves were very satisfied with themselves or they are very scared to let others know that their performance were not appreciated by others. Japanese parents scored the highest in all the nine items compared to the rest of the sample groups. It might be telling us that since they are not directly involved in the program, they might have better image on their children’s MBA programs more than the actual facts and reality.

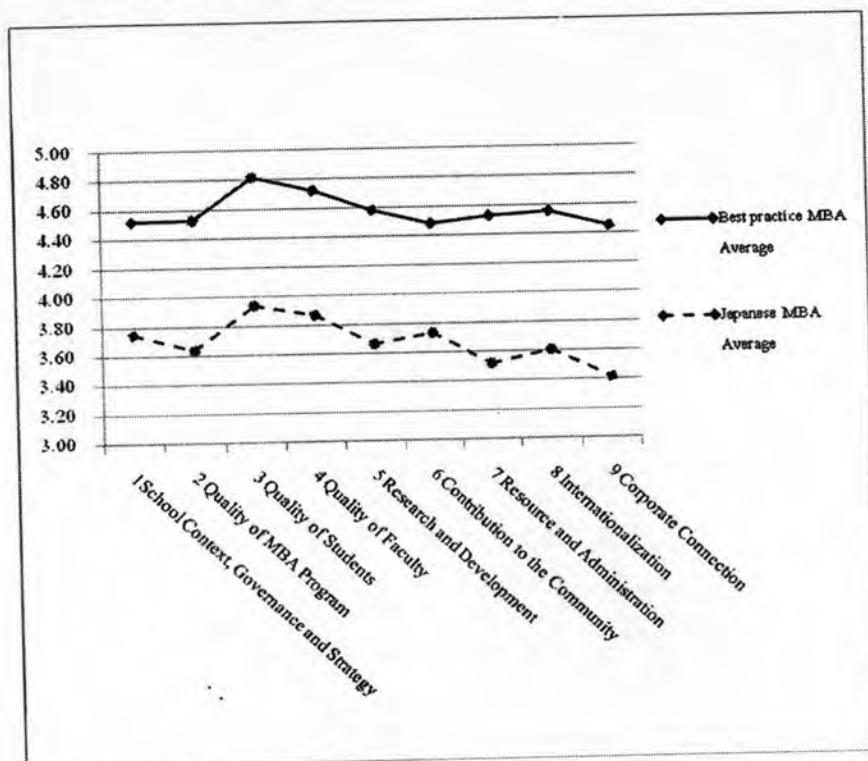
Graph 3 Stakeholders' Opinion about Best Practice and Japanese MBA Program



All illustrated in the graph above, the Best-Practiced MBA three groups of samples showed the similar opinion toward their program. For Japanese MBA samples, three groups of administrators, faculty, and students showed similar opinion, but not parents. As I stated earlier, parents have different views as compared to administrators, faculty and students at Japanese MBA programs. Over all Japanese MBA scored much lower than Best-Practiced MBA programs.

Next, I will examine the average of two groups from my sample that are used to construct strategy canvas in the study.

Graph 4 Stakeholders' average Opinion on Best Practice and Japanese MBA Program



The above graph illustrates the gap between Best-Practiced MBA programs and Japanese MBA Programs. However the two lines also showed similar movements. The highest criteria they marked was the “quality of students”, followed by “quality of faculty”, and the lowest was the “corporate connections”.

As Ono (2008) mentioned earlier that in order up grade Japanese graduate schools to world class, the quality of faculty is very critical and unavoidable factor. However Japanese administrators, students and their parents were not satisfied with the faculty performance. He also suggested that to obtain highly qualified faculty, the constant faculty assessment, students’ feed back, increasing English programs and association with internationally known foreign universities are very essential.

7.2 Stage 2: Create “The Four Actions Framework”

Based on both survey and document analysis this for actions framework was created.

From both findings on questionnaires, interviews, and documents analysis, the faculty quality is the main key aspect to bring the existing Japanese MBA to the world-class level. As Ono (2008) suggested is to use their students' assessments and feed back on their performance. In Japan, there is very strange phenomenon. Once students get into their desired top undergraduate schools, they stop studying and start enjoying their freedom of not studying. Most of them believe the entering into the top school will give them automatic passport to acquire the future happiness to join the major firms or government institutions. Therefore, their lectures do not need to perform well to get better recognition, respects and salary increase. Due to this, naturally their teaching methods become more passive, not attracting students. Therefore this Japanese standard must be eliminated but international standard, not only in the entrance examinations and curriculums, but their attitude to aim higher standard. This can also lead to standardize their curriculum with original texts as Ono suggested.

In order to develop original text materials, we need to eliminate globalization without localization and Japanese language. Instead, it should raise the globalization with localization aspects with English language. From the findings, Japanese firms and universities are considering to introduce their academic institutions and business firms to Asian nations. To achieve the globalization, asianization cannot be missed out, and to lead this to be materialized, Japanese language should be used minimum, but increase the usage of English that is the international language. One might be good at business, study but not in language. Local knowledge can be passed and taught through any language. This Asianization will also assist to develop their original texts since majority of MBA schools are using similar texts and curriculums. To bring their names to the international brand, the fairness of admission, and increasing number of foreign faculty and students are

inevitable. By spreading their names to the other side of the world, naturally there will be the international association with top graduate schools that will lead to use international measurement and accreditation board to assess their program eventually. To differential Japanese MBA schools to others, taking the advantage of being in East, Eastern wisdom can be taught by inviting Eastern Philosophers and academics to enhance their implicit knowledge. To make business executives to enter to the program without hesitation, the new MBA program can consider offering an honorary Bachelor degree and give certain prestigious to take this course, like offering mini Advance Executive Program associated with world-class business schools.

The following graph shows the Four Actions framework of my study.

Table 50 The Four Actions Framework for MBA Industry

<p>Eliminate: Which factors that MBA industries should eliminated to which were taken granted?</p> <p>Japanese Standard Globalization without Localization</p>	<p>Reduce: Which factors should be well reduced from MBA industries standard?</p> <p>Japanese Language Cost</p>
<p>Raise: Which factors that should be raised well above the MBA industries' standard?</p> <p>English Language, International Standard (GMAT, TOEIC, Sat Score) Foreign Students and Faculty Globalization with Localization</p>	<p>Create: Which factors that should be created MBA industry never offered?</p> <p>Asianization, Eastern Wisdom Implicit Knowledge Local Knowledge Mini Advance Executive Program Honorary Bachelor Degree</p>

The Four Actions are Eliminate, Raise, Reduce, and Create. From my study it was found that Japanese general standard in entering the courses, examination standard, curriculum standard and academic standard must be eliminated along with globalization without localization. Globalization without localization, we dilute the program. Simply implementing American business strategy into Japanese business culture without considering the local identity, culture and tradition will not work. Raise, instead of Japanese standard, international standard (GMAT, TOEFL... etc), English language, foreign students and faculty must be strongly implemented. This

should lead to the globalization with localization. Implement global standard into the local contents. Reduce, we need to reduce Japanese language to invite more foreign students and faculty and bring up to the international standard. At the same time, we should not increase the cost, but to reduce the cost. Create, instead of mimicking the top western MBA programs, they should create programs with some local knowledge, implicit knowledge, eastern wisdom, asianization, and mini advance executive program. For those business executives without having any degree, should make some honorary degree using equating system to grant Bachelor degree.

7.3 Stage 3: Develop "Six Principles of Blue Ocean Strategy (BOS)"

Based on the previous "Strategy Canvas", and "The Four Actions Framework", the "Six Principles of BOS" was created. There are for sections of formulation process; 1) Reconstruct Market boundaries, 2) Focus on big pictures, not numbers, 3) Reach beyond existing demand, 4) Get the strategic sequence right, for the execution process; 5) Overcome key strategic hurdles, 6) Fair process of strategy were used to implement to suggested new MBA program. The followings are the six principles of BOS, applying procedure, and suggested new MBA Programs

(1) Reconstruct Market boundaries

- 1.1 Look across alternative industries
- 1.2 If not MBA, what would they do?
- 1.3 On the Job Training (OJT), Mini MBA, Life long learning,

- 2.1 Strategic group within industries
- 2.2 What kind of groups of students in MBA?
- 2.3 Japanese & International students, Adult learners (both men and women)

- 3.1 Chain of buyers
- 3.2 Who is the end user of MBA?
- 3.3 Government, JP MNCs, Parents, Society

- 4.1 Complementary products and service off
- 4.2 What is the complementary service or products MBA can offer?
- 4.3 Long term internship, Work experiences at JP MNCs, Self Analysis, Self development, How to cope with dilemma, stress, unexpected situations

- 5.1 Functional or emotional appeal to buyers
- 5.2 Is our MBA emotionally appealing?
- 5.3 JP MBA is not that appealing

- 6.1 Time
- 6.2 Can we foresee the future trend of MBA?
- 6.3 To keep localization within global frame work

(2) Focus on big pictures, not numbers

- 1.1 Visual Awakening
- 1.2 Compare your MBA with competitors
- 1.3 Japanese MBA vs World Class (Please look at the graphs and tables at Figure & Table)

- 2.1 Visual Explore
- 2.2 Go to explore to explore path to create BOS, observe distinctive advantages to alternative Products. What should be eliminated, raise create, and reduce?
- 2.3 Please look at the “Four Actions Framework for MBA Industries”
Eliminate, Raise, Create, Reduce

- 3.1 Visual Strategy Fair
- 3.2 Based on the field insights, draw your “to be” strategy canvas.
- 3.3 Implicit Knowledge, Local Knowledge, Asianization, Honorary Bachelor,
Mini Advanced Executive Program

- 4.1 Visual Communication
- 4.2 Support the project that to close the gap to actualize the new strategy
- 4.3 International Marketing

(3) Reach beyond existing demand

- 1.1 Soon to be your customer
- 1.2 Customers waiting for better offer for MBA
- 1.3 Bachelor students, Japanese MNC, International MNC, Adult learners,
Government

- 2.1 Non user of current mark Industry
- 2.2 Customers cannot offer or not required MBA
- 2.3 Business executives, SMEs, Entrepreneurs, Retired business men, House
Wives, Business Executives with Bachelor degree

- 3.1 Never considered to be the Customer
- 3.2 Customers cannot offer or not required MBA
- 3.3 Retired business-men, Business Executives without Bachelor Degree

(4) Get the strategic sequence right, for the execution process

- 1.1 Buyer Utility
- 1.2 Does your MBA offer exceptional utility? Do we attract many people?
- 1.3 Offering Honorary Degrees (Bachelor, MBA) will surely attract many people.

- 2.1 Price
- 2.2 Is your MBA fee compatible?
- 2.3 Yes, compare to the top end MBA, this new model's cost is very reasonable

3.1 Cost

3.2 Do we make enough profit to cover the cost?

3.3 By inviting Honorary Degree candidates who are established business executives, utilize them as voluntary part-time lectures and conduct business seminars and forums.

4.1 Adoption

4.2 What are the objections we need to overcome to adopt changes?

4.3 International Equating Systems, World Class Quality Assurance, ie. AACSB, EQUIS.....

(5) Overcome key strategic hurdles

1.1 Cognitive Hurdle

1.2 Does your MBA products suit their needs and demands?

1.3 Yes

2.1 Resource Hurdle

2.2 Do we have enough budget to make changes in MBA?

2.3 Yes

3.1 Motivation Hurdle

3.2 How do we motivate our staff with limited resource?

3.3 By convincing that they are not only taking knowledge, but sharing their knowledge for the development of world economy

4.1 Political Hurdle

4.2 How do we encounter opponents?

4.3 With self analysis, persistence, patience, optimism and practice.

(6) Fair process of strategy

1.1 Strategy Formulation Process

1.2 Administrators and stakeholders of MBA must make all faculty members and others to understand the strategic changes.

1.3 Create regular workshops, seminars and study circles to make everyone at any levels to understand this strategic change

2.1 Attitude

2.2 Once the reasons and expectations from the new change was explained, there will be mutual trust between them.

2.3 Once the mutual understanding was established, there will be changes in their attitude among stakeholders.

3.1 Behavior

3.2 Once mutual understanding were established, people will voluntarily cooperate to pursue the task.

3.3 By seeing the positive strategic changes, automatically there will be the willingness to see the result of this achievement.

4.1 Strategy Fair

4.2 Once the expectation is exceeded from the Self-initiation, the strategy execution is completed

4.3 Once the achieved task was greater than their planning, BOS execution is completed.

The following table shows summary of the "Six Principles of BOS", applying procedures, and suggested new MBA programs.

Table 51 Applying “Six Principles of BOS” into MBA programs

Six Principles of BOS	Applying Procedure	How to apply to the new MBA program	Suggested New MBA program
1. Reconstruct Market Boundaries	1. Look across alternative industries 2. Strategic group within industries 3. Chain of buyers 4. Complementary products and service off 5. Functional or emotional appeal to buyers 6. Time	1. If not MBA, what would they do? 2. What kind of groups of students in MBA? 3. Who is the end user of MBA? 4. What is the complementary service or products MBA can offer? 5. Is our MBA emotionally appealing? 6. Can we foresee the future trend of MBA?	1. On the Job Training (OJT), Mini MBA Life long learning, 2. Japanese & International students, Adult learners (both men and women) 3. Government, JP MNCs, Parents, Society 4. Long term internship, Work experiences at JP MNCs, Self Analysis, Self development, How to cope with dilemma, stress, unexpected situations 5. JP MBA is not that appealing 6. To keep localization within global frame work
2. Focus on Big Pictures, Not Numbers (The Four Steps of Visual Strategy)	1. Visual Awakening 2. Visual Explore 3. Visual Strategy Fair 4. Visual Communication	1. Compare your MBA with competitors 2. Go to explore to explore the six path to create BOS, observe distinctive advantages to alternative Products. What should be eliminated, raise create, and reduce? 3. Based on the field insights, draw your “to be” strategy canvas, get feedback from competitors, customers,.... etc. 4. Support the project that to close the gap to actualize the new strategy	1. Japanese MBA vs World Class (Please look at the graphs and tables at Figure & Table) 2. Please look at the “Four Actions Framework for MBA Industries” at Table 50 (p.168) Eliminate: Globalization without Localization, Japanese Entrance Examination Raise: International knowledge and Culture (GMAT, International Entrance requirement) Globalization with Localization, Create: Asian Local Knowledge and Culture, Eastern Wisdom Reduce: Japanese language, 3. Implicit Knowledge (how to act at the various situations, invite entertainment industries to take a part, ex. Brad Pitt..) along with explicit knowledge Local Knowledge (Teach code of conduct, culture and traditions at various countries where might to be posted) Asianization (invite top Asian Scholars business leaders as lectures) Honorary Bachelor Mini Advance Executive Program (AEP) (send students to AEP for a short period of time) 4. International Marketing (i.e. Japanese MBA programs are very unique and world class quality...
3. Reach Beyond Existing Demand (Three Tiers of customers)	1. Soon to be your customer 2. Non user of current mark Industry 3. Never considered to be the Customer	1. Customers waiting for better offer for MBA 2. Customers cannot offer or not required MBA 3. Customers never considered to take MBA	1. Bachelor students, Japanese MNC, International MNC, Adult learners, Government 2. Business executives, SMEs, Entrepreneurs, Retired business men, House Wives, Business Executives with Bachelor degree 3. Retired business men, Business Executives without Bachelor Degree
5. Overcome Key Strategic Hurdles	1. Cognitive Hurdle 2. Resource Hurdle 3. Motivation Hurdle 4. Political Hurdle	1. Does your MBA products suit their needs and demands? 2. Do we have enough budget to make changes in MBA? 3. How do we motivate our staff with limited resource? 4. How do we encounter opponents?	1. Yes 2. Yes 3. By convincing that they are not only taking knowledge, but sharing their knowledge for the development of world economy 4. With self analysis, persistence, patience, optimism and practice.

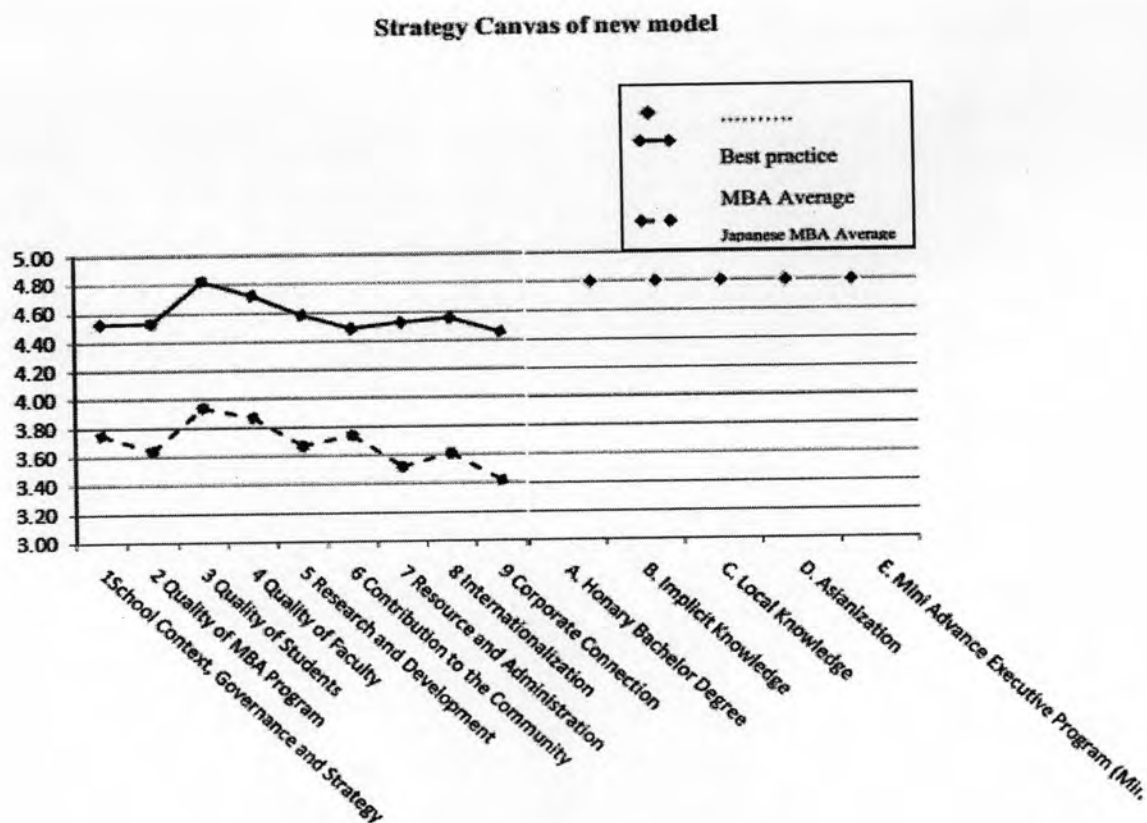
Six Principles of BOS	Applying Procedure	How to apply to the new MBA program	Suggested New MBA program
6. Fair Process of Strategy	1. Strategy Formulation Process 2. Attitude 3. Behavior 4. Strategy Fair	1. Administrators and stakeholders of MBA must make all faculty members and others to understand the strategic changes. 2. Once the reasons and expectations from the new change was explained, there will be mutual trust between them. 3. Once mutual understanding were established, people will voluntarily cooperate to pursue the task. 4. Once the expectation is exceeded from the Self-initiation, the strategy execution is completed	1. Create regular workshops, seminars and study circles to make everyone at any levels to understand this strategic change 2. Once the mutual understanding was established, there will be changes in their attitude among stakeholders. 3. By seeing the positive strategic changes, automatically there will be the willingness to see the result of this achievement. 4. Once the achieved task was greater than their planning, BOS execution is completed.

After the six principles of BOS was developed, the next procedure to follow is to redraw the strategy canvas, including value curve (value innovation).

7.4 Stage 4: Redraw Strategy Canvas

The following is the new strategy canvas of this study. The researcher has carefully studied the analysis of both qualitative and quantitative data, and created the value innovation that become the value curve. The value innovation of this new model to develop Japanese MBA to the world-class level is to target the specific customers' group. In this study, the CEOs of SME was selected as the main target of this project.

Graph 5 Redrawn Strategy Canvas

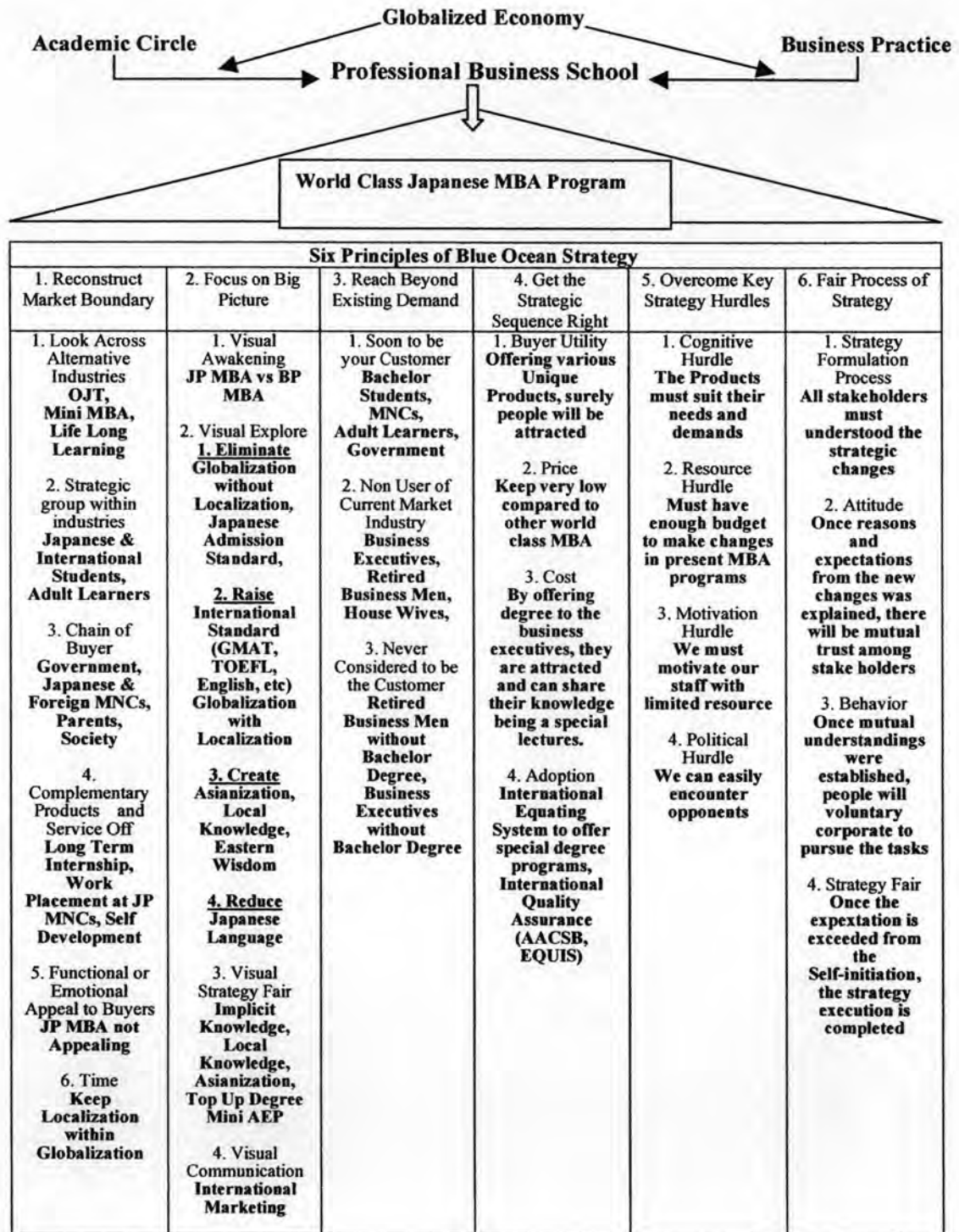


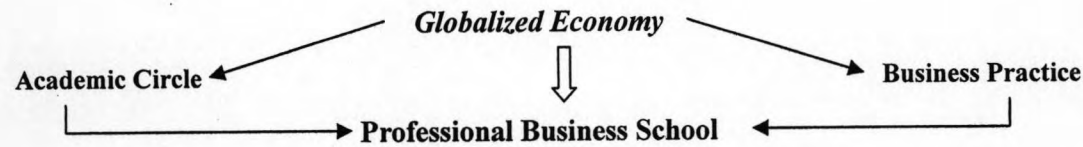
In this graph, Honorary degree, Implicit Knowledge, Local Knowledge, Asianization, and Minis Advanced Executive Program as “Value Innovation” for a new world class MBA program.

7.5 JAMBA “Value Innovation” Model

Based on this newly drawn strategy canvas, the first draft of model (Figure 14) was created. After going through the five experts’ checking, the second draft of the model (Figure 15) was developed.

Figure 14 The first draft of the model





New Model of World Class Japanese MBA Program

Six Principles of Blue Ocean Strategy						
Formulation Process (1,2, 3, 4)				Execution Process (5 & 6)		
Concept	1. Reconstruct Market Boundary	2. Focus on Big Picture	3. Reach Beyond Existing Demand	4. Get the Strategic Sequence Right	5. Overcome Key Strategy Hurdles	6. Fair Process of Strategy
Plan of Action	1. Look Across Alternative Industries 2. Strategic group within industries 3. Chain of Buyer 4. Complementary Products and Service Off 5. Functional or Emotional Appeal to Buyers 6. Time	1. Visual Awakening 2. Visual Explore 3. Visual Strategy Fair 4. Visual Communication	1. Soon to be your Customer 2. Non User of Current Market Industry 3. Never Considered to be the Customer	1. Buyer Utility (exceptional buyer utility) 2. Price (easily accessible) 3. Cost (attain cost target to profit at strategic price) 4. Adoption (the adoption hurdles in actualizing business idea) A Commercially Viable Blue Ocean idea	1. Cognitive Hurdle 2. Resource Hurdle 3. Motivation Hurdle 4. Political Hurdle	1. Strategy Formulation Process 2. Attitude 3. Behavior 4. Strategy Fair
Value Innovation	1. Advance Executive Program 2. Business Executives 3. CEOs. 4. Top Up Degrees 5. Super Japanese Brand 6. Flexible	1. JP MBA vs BP MBA 2. Eliminate, Raise, Create, Reduce 3. Implicit Knowledge 4. Local Knowledge,	1. Bachelor Students 2. Adult Learners, 3. CEO of Very Successful Business Organizations	1. Unique products 2. Extremely Reasonable 3. Very Low 4. Equating system	1. Organization wedded to the status quo 2. Limited resource 3. Unmotivated Staff 4. Opposition from powerful vested interests	1. Fair Process (engagement, explanation) 2. Trust and Commitment 3. Voluntary Corporation 4. Exceeds Expectation
Application of Value Innovation	A: Honorary Bachelor Degree B: Implicit Knowledge C: Local Knowledge D: Asianaization E: Mini Advance Executive Program					

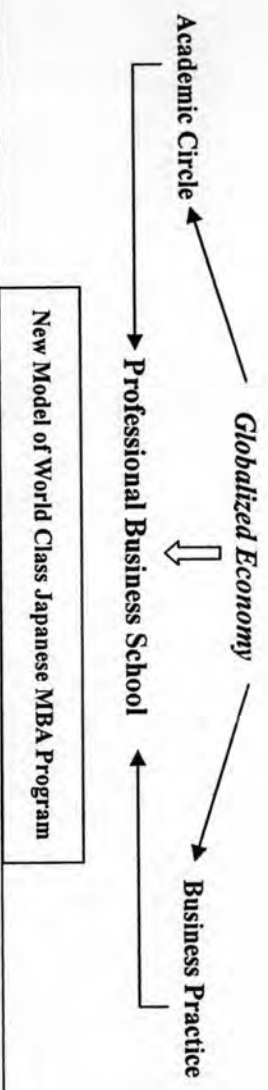
Figure 15 The second draft of the model

After the first model was created, the researcher visited five experts, consists of two MBA programs experts, one business and MBA experts, one Japanese business and economy specialist, and one higher education and general business practice expert. Their suggestions were made into the table below.

Table 52 The Experts' Suggestions for the Proposed Japanese World Class MBA Program developed by using Blue Ocean Strategy \

Suggestions	Frequency
Focus CEOs as main buyer group	4
Reconsider and retarget the buyer groups	3
Business People's opinion is the key issue more than stake holders' opinion at Japanese and Best Practice Programs	3
Put abstract idea into the conceptual idea	3
To differentiate with other programs, use some "innovative words" to name the program	2
Re do the analysis for the business people's opinion	2
Change the name of the "new programs" to be more acceptable terms	2
Keep the original names of the program for the "new program"	2
Make the value innovation simple and attractive	2
Consider profit for the investment side as well as buyers'	1
Look carefully about the training courses	1
Consider the global market not legitimately focus on Japan	1

From the above suggestions, the researcher created the new model of proposed Japanese world-class MBA program.



Six Principles of Blue Ocean Strategy						
Formulation Process (1, 2, 3, 4)			Execution Process (5 & 6)			
Concept	1. Reconstruct Market Boundary	2. Focus on Big Picture	3. Reach Beyond Existing Demand	4. Get the Strategic Sequence Right	5. Overcome Key Strategy Hurdles	6. Fair Process of Strategy
Desired Action	1. Look Across Alternative Industries 2. Strategic group within industries 3. Chain of Buyer (clients) 4. Complementary Products and Service Offer 5. Functional or Emotional Appeal to Buyers 6. Time	1. Visual Awakening 2. Visual Explore 3. Visual Strategy Fair 4. Visual Communication	1. Soon to be your Customer 2. Non User of Current Market Industry 3. Never Considered to be the Customer	1. Buyer Utility (exceptional utility) 2. Price (easily accessible) 3. Cost (attain cost target to profit at strategic price) 4. Adoption (the adoption hurdles in actualizing business idea)	1. Cognitive Hurdle 2. Resource Hurdle 3. Motivation Hurdle 4. Political Hurdle	1. Strategy Formulation Process 2. Attitude 3. Behavior 4. Strategy Fair
Strategy to reach "Value Innovation"	1. Advance Executive Program 2. Business Executives 3. CEOs. 4. Top Up Degrees 5. Super Japanese Brand 6. Flexible	1. JP MBA vs BP MBA 2. Eliminate, Raise, Create, Reduce 3. Responding 4. Adapting Change	1. Bachelor Students 2. Adult Learners, CEO of Successful Business Organizations	1. Unique products 2. Extremely Reasonable 3. Very Low 4. Equating system	1. Organization wedded to the status quo 2. Limited resource 3. Unmotivated Staff 4. Opposition from powerful vested interests	1. Fair Process (engagement, explanation) 2. Trust and Commitment 3. Voluntary Corporation 4. Exceeds Expectation
Solution	Tailor Made Program (Implicit Knowledge) Top Up Japanese CEO Program (Granting Honorary Degrees) Foreign CEO Program (Local Knowledge) International Program (Globalization, Asianization, Localization) Fast Track Advance Executive Program (Advance Executive Program)					

Figure 16 JAMBA "Value Innovation" Model

Suggested Programs

1. **Tailor Made Program** (This program offers individuals to suit their needs and demands to survive when one meets unexpected critical unavoidable and drastic situations. For an example, invite entertainment industries to teach students acting skills. For the entertainment industries to participate at MBA schools give them honor and for MBA schools to have entertainment industries to come (famous actors and actress to come as their visiting lectures) will give them an excellent PR, and students will be very interested to learn such tac-tics from these famous people. Another suggestion is to invite Buddhist monks to teach them about wisdom and meditation to acquire some implicit knowledge to cross the crises.)

2. **Top Up Japanese CEO Program** (This program is especially designed to for local Japanese CEOs who do not have Bachelor degree to help them to acquire Bachelor degree by using equating measuring system. From my study, I found out that most business executives do not have MBA or even Bachelor Degrees. However they are eager to acquire more knowledge in the field of business, and have timid feeling not having higher degrees, like MBA. By providing Honorary degrees using equating systems, most senior business executives will be happy to take courses, and even to share their experiences with fellow students as part time lectures)

3. **Foreign CEO Program** (To help foreign CEO to learn about Japanese business culture, traditions, and for Japanese CEO to learn about foreign business culture, ethics and traditions. Globalization should go along with localization and local knowledge.)

4. **International Program** (To teach various culture, tradition, and ethics to work globally. In the past, "international" means to go "West". But in business and higher education, there is a growing demand to develop better and stronger tie among ASEAN and East Asia nations. It can be seen in the SEAMEO/RIEHD International Conference Series on Raising Awareness 2008, "Exploring the ideas of creating higher education common space in South East Asia", "ASEAN + 3 Higher

Education Policy Dialogue 2009,” “Intellectual Contribution to Enhancing Future Cooperation of Higher Education in East-Asia Community”. Also there are growing presence of Asian countries as hosts of international students, growing number of students move from Asia to Asia, and possible growing number of inter-university linkage and translational programs within Asia. From these factors, “Asianization of Asia” is also confirmed in international higher education. Asianization should go along with internationalization, and that leads to necessity to discuss Asian Regional Governance from the perspective of international higher education.)

5. Fast Track Advance Executive Program (This program is designed for both Japanese and foreign CEOs with Bachelor degree to offer short Advance Executive Program. In this program, they will learn not only from pure business theories and practices, but various business related issues; science, language, psychology, music, art, philosophy, biology, environment, ancient war strategy, moral, ethics and wisdom) from the world class scholars at this century)