Utilizing the Fifth Element Framework to Diversify Leadership and Address Critical Issues in Japanese Higher Education

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English language scholarship on leadership and leadership theories are often rooted in Western-centric ideals and norms that center patriarchal values, such as default male leadership（see Ciulla, 2018; Liu, 2017; Northouse, 2018）. While there is no disagreement that the vast majority of English language literature on leadership focuses on white male Western leadership ideology, Japan-based literature on leadership is similar in that it underpins Japanese male-centric ideology and presumes cultural superiority with Japanese males as default leaders, a case which similarly to that of their Western counterparts leads to monolithic groupthink（Elliott, 2015; Green, 2019; Yphantides, 2020）. While there is a plethora of literature written in English pertaining to women and leadership in higher education in Western countries, often promoting the need for equitable measures to support women's career mobility（see Acker, 2014; Manongsong & Ghosh, 2021; Searby et al., 2015; Shollenberger, 2014）, there is little written scholarship on cross-cultural studies in the field of educational leadership（Brown & Trevino, 2006; Schollenberger, 2014）. Furthermore, there is a gap in knowledge relating to women in higher education leadership in Asia, and more specifically, in Japan（Aiston & Yang, 2017; McCandie, 2023）. This article contributes to the field by examining the possible utilization of an alternative leadership model, the fifth element framework, to support educational leadership development in higher education. It focuses on the need to incorporate the voice of marginalized faculty while examining issues of Japanese male-centric leadership. By providing the article in both Japanese and English, accessibility of readership is increased while also supporting a platform to discuss innovative problem-solving practices to address some of the critical issues plaguing higher education in Japan.

The Fifth Element Framework

Totterdill's fifth element framework focuses on workplace innovation by supporting all

employees to act as problem solvers and decision makers while engaging in solution-seeking that seeks employee input to maximize organization output (Pot et al., 2016). The fifth element framework believes that innovative change needs to involve employees who are outside traditional power and leadership roles (Totterdill, 2015). This is done by establishing more collaborative work environments that support an increase in effective communication and less top-down, hierarchical decision-making and change implementation (Totterdill & Exton, 2014).

Unlike traditional Japanese leadership and decision-making, where positions of formal leadership and power utilize top-down decision-making that results in male-centric transactional working relationships (Fukushige & Spicer, 2011; Hofstede Insights, n.d), the fifth element fosters critical analysis of the status quo and empowers lower status employees by seeking transparent communication and logical problem solving through interaction regardless of positionality within the institution (Totterdill, 2015; Totterdill & Exton, 2014). While fifth element scholarship mainly focuses on corporate environments and policy creation, this framework could be used to support higher engagement, enhance faculty skills, and develop more efficacy, efficiency, and diversity within educational leadership (McCandie, 2023; McCandie & Taylor, forthcoming; Pot et al., 2016).

Totterdill (Pot et al., 2016) outlines four main areas that need to be considered to improve workplace innovation: work organization, structure and systems, learning and reflection, and workplace partnership. Currently, the vast majority of leaders in Japan, regardless of industry, are males who utilize their seniority and positionality to implement change (Darling et al., 2002; Fukuhara, 2016; Yamaguchi, 2019). This style of leadership does not align with current scholarship that delineates what makes a productive work environment with satisfied staff. In fact, hierarchical leadership models that utilize small inner circles for decision making and implementation are linked to toxic work environments and employees lacking trust in leadership (Baloyi, 2020; Burns, 2017). Literature that examines Japanese academic workplaces suggests that many employees feel their environment is indeed toxic and has a negative effect on faculty (see Creaser, 2012; Cummings, 2015; Gardner, 2016; Kimoto, 2015; Lee & Simon-Maeda, 2006; McCandie 2021; McCandie & Mulvey, 2018; Yphantides, 2020).

Marginalization Within Educational Leadership in Japanese Higher Education

While there is a gap in scholarship pertaining to diversity in educational leadership, and even more so in Japanese higher education, research outside of academia suggests that diversified leadership utilizing collaborative leadership practices supports greater innovation, improves employee and company performance, and increases financial security for

institutions (Gomez & Bernet, 2022; Levine, 2020). What scholarship that is available on the demographic make-up of leadership in Japanese academia demonstrates Japan's lack of gender parity with over-representation of Japanese men (Cabinet Office, 2009; Yoshihara, 2017). Higher education presidents, deans, and executive boards are overwhelmingly male (Gardner, 2016). Male-centric university branding and PR, such as websites and university bulletins, overwhelmingly feature male faculty, students, and alumni with little to no representation of women or non-Japanese (see Chukyo University Alumni Association News Volume 41, 2023).

While some suggest Japanese women lack the ambition and skill sets necessary for successful careers, little thought is given to how male domination within leadership and working environments hamper career ambition and career mobility of women in Japan (Nemoto, 2016; Nishimura, 2022). Japanese women are among the highest educated in the world and are more likely than their male counterparts to graduate from university (Aiston & Yang, 2017; Hasunuma, 2018). Despite this, Japan is the lowest-ranking country in the Organisation for Economic Co-Operation and Development (OECD) with regard to gender parity and employment of women within post-secondary institutions (OECD 2016). When women are employed within Japanese higher education, they are most often employed in lower-ranking positions, such as adjunct faculty (Nagatomo, 2016). They are confronted with implicit bias, gendered gatekeeping, male-centric nepotism, and sexist societal norms that greatly impact their career mobility (Cahn et al., 2022; Nagatomo & Cook, 2019; Rivers, 2013; Tabae, 2014; Villa, 2019; Yamada 2019).

Non-Japanese in Japan, more so non-Japanese women, are also confronted with barriers that impede their career mobility in Japanese academia (Appleby, 2014; Whitsed & Wright, 2016). Non-Japanese are subjected to xenophobic cultural beliefs, and racial microaggressions, and are less likely in comparison to immigrants in many other nations to be integrated not only within their work environment but also within society (Deguchi, 2016a; Green, 2019; Gong & Wang, 2021; Hayes, 2013; Kobayashi, 2011; Kobayashi, 2013; MIPEX 2020; Parks, 2017). Within Japanese higher education, non-Japanese are often tokenized and thought to be proof of supposed internationalization with few elevated to official leadership and decision-making positions (Ryan & McCagg, 2019). "Non-native" English speakers and/or non-Japanese and non-white faculty face even greater marginalization than their white, "native" English-speaking immigrant counterparts, which impacts their career mobility much more negatively (Deguchi 2016b; Gerald, 2020, Kubota & Fukimoto, 2013; Matikainnen, 2019; Takaesu & Sudo, 2019). Unlike their Western counterparts, who have very visible diversity, equity, and inclusion offices, policies, and statements, Japanese schools often lack support for marginalized faculty and students and often suggest, with no ill intentions, that marginalization is due to a lack of cultural understanding (Khatrichettri, 2021;

Kitayama, 2018; McBrayer, 2022）.

Collaborative decision-making and valued input from marginalized faculty are believed to increase worker satisfaction, motivation, and efficacy（Dudar et al., 2017; Royer & Latz, 2016）. By incorporating the fifth element framework, marginalized faculty would feel more welcomed and involved, and therefore be more beneficial to institutions than at present. Currently, higher education in Japan is struggling to adapt to an ever-changing educational market and including the voices of non-Japanese and Japanese women could help support more innovative methods in overcoming these challenges.

Critical Issues Threatening to Destabilize Japanese Higher Education

The declining birth rate, weakening yen, and hesitancy to embrace immigration continue to impact higher education institutions in Japan; student numbers continue to decrease while operating costs increase（Burbridge, 2023; Harding, 2018; "Japan's Private Universities Struggle," 2021; Park, 2017）. These issues have resulted in the closure of several universities, the amalgamation of junior colleges and universities, and campus relocation to more urbanized areas in hopes of drawing students and lowering costs（Inaba, 2020）. While these solutions are concrete changes, they may not be enough to stabilize student enrollment and ensure financial security and longevity for universities in Japan as the population continues to decrease.

While the Japanese government has set targets to increase the number of international students in hopes they boost possible revenue and lend international credibility to institutions, few educational institutions are able, or willing bridge the gap between desiring international students and faculty and effectively supporting integration into Japanese society（Kakuchi, 2023; MIPEX, 2020; Ryall, 2023）. Furthermore, the effects of the Japanese government's xenophobic border restrictions and policies during the COVID pandemic have resulted in mistrust of academic institutions and a decline in interest in studying in Japan（Kusakabe, 2023）. While more universities are offering programs in English, language barriers and lack of Japanese proficiency have impacted students' and researchers' interest in studying and working in Japan with top students and researchers seeking opportunities in countries other than Japan（Kumon, 2023）. Lower than average salaries and lack of career trajectory have meant that Japan is now seen as less desirable in terms of study and employment compared to many other nations（Burbridge, 2023; Kumon 2023）.

Japanese universities are also confronted with overworked faculty who have low motivation and higher stress levels than previously due to increased administrative responsibilities（Arimoto, 2015）. This has resulted in less time spent on research yielding lower publication output and research quality（Ikarashi, 2023）. Lower quality publication output and few in-

ternational students and researchers has in return impacted international rankings with Japan no longer being seen as offering world-class research and top Japanese universities dropping in international rankings (Ikarashi, 2023; Ryall, 2023). More effective and dynamic leadership and decision-making could be utilized to stem the impact of these critical issues that are destabilizing Japanese higher education.

Conclusion

The critical issues outlined above are complex problems that need sustainable solutions. Incorporating the voice of those marginalized would help to address the negative impact of groupthink and de facto decision-making. Non-Japanese immigrant faculty should be better integrated within their institution as they are stakeholders with vested interests in their institution being financially stable and successful. They could bring varying perspectives regarding the needs of international students and how universities could better market themselves abroad to both international students and researchers. They could also be incorporated into English medium courses and programs to teach or support content-based courses rather than just be utilized as eikaiwa teachers and tokens of supposed internationalization.

Women, especially Japanese women, in more visible leadership roles where their knowledge and skills are recognized, can view problems and critical issues from a different perspective based on their different lived experiences and positionality. Mobilization of women as leaders and problem solvers would help support the government's goal of addressing the lack of gender parity in leadership and address Japan's notorious gender ranking, currently 125th out of 146 countries (Gender Equality Bureau Cabinet Office, 2016; 2019; World Economic Forum, 2023).

More inclusive leadership practices, as outlined in the fifth element framework, have numerous benefits ranging from increased financial security and innovation to higher faculty attainment, efficacy, and motivation. With Japanese higher education facing many obstacles regarding financial security and international standings and respectability, it is time to challenge the status quo of de facto Japanese male leadership. While such leadership may have worked previously, it is not adequate in today's ever-changing global educational landscape, nor is it addressing critical issues affecting the security and stability of higher education in Japan.

研究ノート

日本の高等教育におけるリーダーシップの多様化と
重要課題対応のための「第五の要素」の活用

　リーダーシップおよびリーダーシップ理論に関する英語文献は、しばしば西洋中心の理念や規範に根ざしており、これらの理念や規範は、男性が当たり前の様にリーダーであるといった家父長制の価値観を中心に据えている（Ciulla, 2018; Liu, 2017; Northouse, 2018 参照のこと）。リーダーシップに関する英語文献のほとんどが白人男性によるリーダーシップという西洋のイデオロギーに焦点を当てていることは疑いの余地がないが、日本のリーダーシップに関する文献もまた、男性がリーダーであることを前提としており、そのような文化が優れていると考えている点において類似している。これは、西洋においてそうであるように、一元的な集団思考につながる（Elliott, 2015; Green, 2019; Yphantides, 2020）。西洋の国々の高等教育における女性とリーダーシップに関する数多くの英語の文献が存在し、女性のキャリア・モビリティをサポートする措置の必要性を訴えているが（Acker, 2014; Manongsong & Ghosh, 2021; Searby et al., 2015; Shollenberger, 2014）、教育におけるリーダーシップに関する異文化研究は少ない（Brown & Trevino, 2006; Schollenberger, 2014 参照のこと）。また、アジアの高等教育における女性リーダーシップに関する知識が不足している　（Aiston & Yang, 2017; McCandie, 2023）。本稿は、高等教育におけるリーダーシップの発展のために、代替のリーダーシップモデルである「第五の要素（the fifth element framework）」フレームワークの可能性を検討することで、この分野に貢献することを目指す。周縁化された教員の声を取り入れる必要性に焦点を当てると同時に、日本の男性中心のリーダーシップの問題を検討する。日本語と英語の両方で論文を提供することにより、より多くの読者が本稿を読むことが可能になり、日本の高等教育における重要な問題に対処する革新的な問題解決の実践のためのプラットフォームを支援する。

「第五の要素」フレームワーク

　Totterdill による「第五の要素」フレームワークは職場の改革に焦点を当てており、全ての従業員が問題解決者や意思決定者として行動し、組織の生産性を最大化するために問題解決において従業員の意見を求めることを支持している（Pot et al., 2016）。「第五の要素」フレームワークは革新的変化には、伝統的権力やリーダーシップの役割とは異なる方法で従業員が関わることが必要であると考えている（Totterdill, 2015）。これは、効果的なコミュニケーションを増やし、トップダウンで階層的な意思決定と変更の実施

を減らすことにより、より協力的な作業環境の構築を支援することで達成される（Totterdill & Exton, 2014）。

　形式的なリーダーシップと権力のを持つ人がトップダウンの意思決定を行い、その結果、男性中心の取引型の仕事上の関係が生じている従来の日本のリーダーシップや意思決定とは異なり、（Fukushige & Spicer, 2011; Hofstede Insights, n.d）、「第五の要素」フレームワークは、現状を批判的に分析させて、立場の弱い従業員に力を与えるために、職場における職位に関わらず交流することによりコミュニケーションを透明化し、論理的な問題解決を行う（Totterdill, 2015; Totterdill & Exton, 2014）。「第五の要素」に関する文献は企業における環境や発案に焦点を当てているが、高等教育の支援、教職員の能力向上、および教育におけるリーダーシップの効果や効率、多様性を促進するために活用できる（McCande, 2023; McCandie & Taylor, forthcoming; Pot et al., 2016）。

　Totterdill（Pot et al., 2016）は、職場改革のために検討する必要のある主要な分野として、労働組織、構造とシステム、学習と振り返り、および職場のパートナーシップを挙げている。現在、産業の種類に関わらず、日本におけるほとんどのリーダーは男性であり、年齢や職位を利用して変革を実施している（Darling et al., 2002; Fukuhara, 2016; Yamaguchi, 2019）。このリーダーシップスタイルは、生産的な労働環境と満足した教職員を産み出す条件を明確にする現代の学問と一致していない。実際、ごく限られた人たちが意思決定と実行を行う階層的なリーダーシップモデルは、有害な労働環境や教職員がリーダーを信頼できないことと関係している（Baloyi, 2020; Burns, 2017）。日本の学術機関の労働環境を検証した研究は、多くの教職員は労働環境が有害であり教職員に悪影響を与えていると感じていると指摘している（Creaser, 2012; Cummings, 2015; Gardner, 2016; Kimoto, 2015; Lee & Simon-Maeda, 2006; McCandie 2021; McCandie & Mulvey, 2018; Yphantides, 2020 参照のこと）。

日本の高等教育におけるリーダーシップの社会的排除

　リーダーシップの多様性に関する研究は不足しており、特に日本の高等教育においてはなおさらであるが、学問以外の研究は、協力的なリーダーシップの実践を活用した多様性豊かなリーダーシップが、革新を促進し、従業員や組織のパフォーマンス向上、また組織の財政的安定に寄与すると示唆している（Gomez & Bernet, 2022; Levine, 2020）。日本の学術界におけるリーダー構成に関する文献は、日本の学術界は男性が多数を占め、男女平等が実現されていないことを報告している（Cabinet Office, 2009; Yoshihara, 2017）。高等教育機関の学長、学部長、および理事は圧倒的に男性が占めている（Gardner, 2016）。男性中心の大学において、ウェブサイトや大学の広報紙といった広報紙は圧倒的に男性の教員、学生、卒業生を取り上げ、女性や非日本人はほとんど登場しない（Chukyo University Alumni Association News Volume 41, 2023 参照のこと）。

　成功するために必要な意欲やスキルを日本の女性は持っていないとの主張も一部あ

るが、リーダーシップや職場環境における男性の支配が日本の女性のキャリアへの意欲やモビリティを妨げていることについてはあまり考慮されていない（Nemoto, 2016; Nishimura, 2022）。日本の女性は世界で最も高い教育を受けており、男性と比較して大学を卒業する確率が高い傾向にある（Aiston & Yang, 2017; Hasunuma, 2018）。それにもかかわらず、日本は経済協力開発機構（OECD）の性別平等と高等教育機関での女性の雇用に関するランキングにおいて最下位である（OECD 2016 年）。日本の高等教育機関において女性が雇用される際、主に非常勤講師などの低いランクのポジションに配置されるの一般的である（Nagatomo、2016 年）。暗黙の偏見、性別に基づくゲートキーピング、男性中心の縁故主義、そして性差別的な社会的な規範に直面し、これらが女性のキャリア・モビリティに大きな影響を与えている（Cahn et al., 2022; Nagatomo & Cook, 2019; Rivers, 2013; Tabae, 2014; Villa, 2019; Yamada 2019）。

　日本における外国人、特に外国人女性は、日本の学術界においてキャリア・モビリティを妨げる障壁に直面している（Appleby、2014 年；Whitsed & Wright、2016 年）。外国人は、外国人への恐怖感による文化的信念や人種的マイクロアグレッションに晒され、他国における移民と比して、職場だけでなく社会においても平等に扱われにくい状況にある（Deguchi, 2016a; Green, 2019; Gong & Wang, 2021; Hayes, 2013; Kobayashi, 2011; Kobayashi, 2013; MIPEX 2020; Parks, 2017）。日本の高等教育において、外国人はしばしば「お飾り」としてまるで国際化を実現した証のように扱われ、ごくわずかな外国人だけが正式にリーダーシップを持ち意思決定を行う立場に昇進する（Ryan & McCagg、2019 年）。非英語母語話者や白人以外の外国人教員は、白人の英語母語話者の外国人より大きな社会的排除を経験し、キャリア・モビリティを損なっている（Deguchi 2016b; Gerald, 2020, Kubota & Fukimoto, 2013; Matikainnen, 2019; Takaesu & Sudo, 2019）。欧米の高等教育機関がダイバーシティ・エクイティ＆インクルージョン（DE&I）のための担当者や方針を設定し、DE&I を謳っており、それを大っぴらにしているのに対し、日本の学校では、社会的に排除された教員や学生をサポートする仕組みがしばしば不足しており、外国人の社会的排除は文化的な理解不足からくるものであり、特に悪意はないとされることが多い（Khatrichettri, 2021; Kitayama, 2018; McBrayer, 2022）。

　社会的に排除された教員による共同意思決定や彼らの意見が歓迎されることは、教員の満足度、労働意欲、および実効性を向上させるとされている（Dudar et al., 2017; Royer & Latz, 2016）。「第五の要素」のフレームワークを取り入れることにより、社会的に排除された教員は職場に今よりも受け入れられ、参加していると感じ、機関にとってより有益となるであろう。現在、日本の高等教育は絶え間なく変化する教育市場に適応しようと苦労している。外国人や日本人女性の声を聞くことにより、これらの課題を克服するためのより革新的な手法を取り入れることが可能になるであろう。

日本の高等教育の安定性を揺るがす重要な課題

　出生率の低下、円安、消極的な移民受け入れが続く中、日本の高等教育機関において学生数は減少し続け、その一方で運営費は増加している（Burbridge, 2023; Harding, 2018; "Japan's Private Universities Struggle," 2021; Park, 2017）。これらの課題により、いくつかの大学が閉鎖され、短期大学と大学の統合、そして学生を引きつけてコストを抑えるために、キャンパスがより都市化された地域に移転するようになった（Inaba, 2020）。これらの解決策は具体的な変更であるが、人口が減少し続ける中で、これだけでは日本の大学の学生数を安定させ、財政の安定と長期的な存続を確保するには十分ではないかもしれない。

　日本政府は、国際学生の数を増やすことを目指して目標を設定しており、これが潜在的な収益を増やし、機関に国際的信頼性を与えることに寄与すると期待している。しかし、これらの教育機関の多くは、留学生や外国人教員を望む一方で、留学生や外国人教員を日本社会に効果的に統合するための手段を提供することができない、またはする意思を持っていない（Kakuchi, 2023; MIPEX, 2020; Ryall, 2023）。 さらに、新型コロナウイルス感染症のパンデミックにおいて、日本政府の外国人への恐怖感による国境制限と対外政策の影響により、学術機関への不信が生まれ、日本への留学に対する興味が低下している（Kusakabe, 2023）。 多くの大学が英語によるプログラムを提供しているが、言語の壁と日本語習熟度の低さが原因で外国の学生や研究者の日本で学ぶことや働くことへの意欲に影響を与えており、優秀な学生や研究者は日本以外の国での機会を求める傾向がある（Kumon, 2023）。給与水準が平均以下でありキャリアパスが見えづらいため、現在、日本は多くの他国と比べて留学や転職をする魅力に欠けると認識されている（Burbridge, 2023; Kumon, 2023）。

　事務作業の増加により、日本の大学は、労働意欲の低下やストレスの増加に苦しむ教員を抱えている（Arimoto, 2015）。そのため、教員が研究に費やす時間が減少し、出版物数と研究の質低下をもたらしている（Ikarashi, 2023）。出版物の質低下と留学生および研究者の減少は、日本の大学の国際的なランキングに悪影響をもたらし、日本がもはや世界クラスの研究を提供しているとは見なされず、国際ランキングにおいて日本の大学の評価が下がっている（Ikarashi, 2023; Ryall, 2023）。より効果的でダイナミックなリーダーシップと意思決定により、日本の高等教育を揺るがしている重要な事項の影響を抑えるべきである。

結論

　上述の重要な事項は複雑な課題であり、持続可能な解決策が必要である。社会的に排除された人々の声を取り入れることは、一元的な集団思考や事実上の意思決定による影響に対処するのに役立つ。外国人教員は、機関が財政的に安定し成功するためのステークホルダーであり、職場において平等に扱われるべきである。留学生のニーズや、大学が海外の学生や研究者に対して宣伝する方法について異なる視点をもたらす。また、彼

らを英語によるコースやプログラムに組み込み、単なる英会話教師や「お飾り」の国際化の象徴としてだけでなく、内容重視型コースの担当や支援にも携わってもらうべきである。

　女性（特に日本女性）が、知識とスキルが評価されるリーダーシップとしての役割において、日本人とは異なる経験と地位を体験したことにより、問題や重要な課題を異なる視点から見ることができる。女性をリーダーや問題解決者として動員することは、政府の目標である、リーダーシップにおけるジェンダーの公正性が不十分であることへの対処、および 146 ヶ国中 125 位という日本の悪名高いジェンダーランキングへの対処に貢献するであろう（Gender Equality Bureau Cabinet Office, 2016; 2019; World Economic Forum, 2023）。

　「第五の要素」フレームワークで概説されているような包括的なリーダーシップの実践は、財政の安定とイノベーションの向上、より高い教員の達成度、実効性、および労働意欲に至るまで、多くの利点をもたらす。日本の高等教育が財政の安定や国際的な地位と信頼性に関する多くの障害に直面している中、日本の男性によるデファクト・リーダーへの現状に挑戦する時が来ている。これまで男性によるリーダーシップが機能していたとしても、それは今日の絶え間なく変化する世界規模の教育現場では不十分であり、また日本の高等教育の安全性と安定性に影響を与える重要な課題に対処していないのである。

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