

<Choshu Five 150th Anniversary Event>

‘Following in the footsteps of the Choshu Five’ – Developing the next generation of leaders – (Summary)

Thursday 26 September, 13:00-17:00



■ Opening Remarks ■

Jeff Streeter, director of the British Council Japan, expressed his delight at hosting the Choshu Five symposium and gave a special welcome to the descendants of the Choshu Five who were present on the day. He celebrated the fact that not only was 2013 the 150 year anniversary of the Choshu Five's journey to the UK, but it was also the 400 year anniversary of the first political relationship between the UK and Japan. Since the days of the Choshu Five, Japan has been transformed into one of the most technologically advanced nations and so the motivation for studying abroad has radically changed. The symposium looks at what lessons we can take from the example and adventure of the five young men, and how can we apply this to leadership for today and for the future. He emphasised the importance of the challenge of leaving one's comfort zone. Not only physically leaving one's home country, but also leaving the safety of the digital world and exchanging it for face to face interaction, even in the 21st century. Mr. Streeter concluded his address by reminding us of the key role educational providers play in encouraging young people to interact with differences at home and abroad.

■ Keynote Address ■

【Choshu Five and UCL's Philosophy】

Sir Malcolm Grant, President and Provost of University College London, discussed the history of the Choshu Five's relationship with UCL, the applicability of UCL's founding values to today's society and leadership in the 21st Century. Sir Grant reflected on the bravery shown by the Choshu Five, who after witnessing and learning of the technologically superior western nations in the 1860s, risked their lives by leaving Japan during a time when it was illegal

and indeed dangerous to do so. It was not a journey of luxury but hardship and even after arriving safely in the industrialised London, the young men who came from rural Japan could not speak English. Dwelling on this story he identified courage as necessary to leadership. The highly esteemed UCL Professor, Alexander Williamson, showed openness and generosity towards the young Japanese men by enrolling them in the university, teaching them in modern technology and British society, and even housing them. With a sense of urgency the Choshu Five returned to Japan to put in place the knowledge that they had learned. Sir Grant considers them to be the five fathers of modern Japan. Describing their achievements, Hirobumi Ito became the father of the Japanese constitution; Kaoru Inoue the father of foreign diplomacy; Masaru Inoue the father of the Japanese railway; Yozo Yamao the father of industrial Japan and Kinsuke Endo the father of the national mint.



Sir Grant emphasised that it was the revolutionary founding principles of UCL, which allowed the Choshu Five to be accepted and warmly welcomed. In contrast to the traditional universities of Oxford and Cambridge, which only permitted members of the Church of England to be enrolled, established in 1826, UCL accepted a diverse student body. The desire to open new areas of study was also fundamental to the institution and it is therefore no surprise that it became the first university to

teach modern languages, geography and engineering in England. Returning to the present day, these values continue to underpin the university's success as a 'global institution'. Currently undergraduates are required to gain proficiency in a second language, and departing from the trend in Britain that sees students specialise too early, UCL encourages study in multiple disciplines. Although British and Japanese students continue to look inwards, the ability to look outwards, gain other perspectives and be comfortable in a variety of environments is at the heart of global leadership.

Sir Grant concluded that the message of the Choshu Five that resonates with us today is how these men demonstrated the courage to live out their own strong moral values and were able to project them onto others who would follow their example. This story is a testament to the power of individual leadership and higher education's ability to transform the future of a country.

【The Social Environment Required to Develop Japan's Future Leaders】



Mr. Taro Kono, member of the House of Representatives, argued that an environment, which allows discussion and the ability to debate one's standpoint, is key to fostering future leaders in Japanese society. He stated that prior to leading a group; the most important aspect of leadership is ownership of oneself. This means being

in possession of oneself and being able to form ideas, goals and carry them out. It is impossible to lead a group without being able to lead self. Referring to the words by Yukichi Fukuzawa, the founder of Keio University, he emphasised the importance of 'self-respect' and not being dependent on others. He further noted that leaders are the ones who can create their own challenges and decide on the right path to take. In the past, we were presented with two different paths and we were able to simply choose the road not taken, but that way of doing things is no longer sufficient. We can longer just choose a path from the available options but our attitude must be to create our own path.

Our society has an increasing diversity of perspectives, and within that context it is imperative that decisions are made after thorough discussion and deliberation. In order to avoid the situation where no one takes responsibility and an organisation declines as a result, we must begin a process of discussion; expressing our own opinions, convincing others, listening to other opinions and correcting our mistakes. It is this type of leadership that is needed in society.

He further mentions that in order for leaders to maintain unity within a group, especially in Japan, instead of criticising the individual there needs to be a culture of critiquing the opinion and engaging in a free discussion. He concludes that as we are living in an international society, he envisions an increasing need for individuals who can communicate their ideas and engage in a discussion in English. Graduates of Japanese universities would have studied English for 10 years but he has doubts as to how many of them can actually express their views in English. Whether it is in government, universities, industry or whatever the context, the ability to discuss and debate is fundamental to leadership, and the necessary changes

must be made within these sectors in order for Japan to be able to foster global leaders for the future.

【Leadership in a Technological World: Challenges for the UK and Japan】

Sir Peter Williams, Daiwa Chairman, reaffirmed the fact that the Choshu Five showed courage in order to overcome the obstacles of their era, and looking towards the present society, he mentioned that we must also face obstacles of a different kind.

He noted that academia and industry often sit uncomfortably together. Academia is seen by many in the business sector as being free from the stresses of the real world. However, in the 21st century this is no longer the case as universities are also being impacted by rapid changes in our global society. Sir Williams emphasised the importance of academia by stating that universities are the incubators of the future leaders, as it is where they can think freely and formulate their own ideas. Universities need to develop leaders who are not only aware of global challenges such as climate change, but who also have the scientific and technical skills to search for and provide practical solutions. He emphasised that rather than the various sectors looking at each other with distrust, society needs a more integrated approach to tackle issues in society. Government industry and academia must all work in tandem. He highlighted two of the major challenges we face in the 21st century, which require this sort of collaboration; the restoration of global economic growth, and climate change mitigation.

Using the examples of Steve Jobs and Akio Morita, Sir Williams argued that leaders are rarely produced by the system, but are those who stand out from society rather than conforming to a stereotype. He regrettably mentioned

that both in the UK and Japan where there is a desperate need of such innovators, they are often suppressed rather than encouraged. He suggested that government, business and academia should encourage the emergence of such individuals through collaboration and removing internal societal barriers to promote a free open society.



He concluded by reasserting that future leaders will be multi-talented, multi-disciplined individuals who are as comfortable in dealing with scientific and technological problems as they are with economics and politics. Future leaders will also be able to identify and release the talents of others. Finally he stated that education will have an increasingly important role in creating society where all have an awareness and understanding of the various challenges.

【The Transformation of Japan's Corporate Sector and the Leadership Required in Japanese Society】

Through her international experience and interaction with many global leaders in managerial positions, SophiaBank President, Ms. Kumi Fujisawa, has come to believe that Japanese leaders have a comparatively narrow outlook in regards to global issues, and that they must begin to look outside. Ms. Fujisawa's presentation introduced the results of 10 years of research and interviews with around 1000 global leaders on the topic of the future of

management and leadership, and how it can be applied to Japan.



Ms. Fujisawa also gave some suggestions as to how Japan can deal with challenges of the global and rapidly changing 21st century. She commented that Japan needs to encourage diversity as the first step in dealing with the demographic challenges. She further notes that as Japan is a mature economy, new motivations and new ways of working must be considered. Japanese firms must also learn how to operate in a global environment and cannot simply rely on its domestic market. She commented that the balance of power is shifting away from the developed western nations and the developing countries of the world are beginning to have their say in the global market. Furthermore we are moving into an era where businesses must consider their social and environmental impact both domestically and internationally. She defines 'global citizens' as those who are daily considering how they can contribute to the global society and impact the wider world beyond the national borders of Japan. Finally, she noted that the speed at which the world is changing has dramatically increased due to the internet and advances in technology. As such, although Japanese people have had a tendency to perfect a service or product before its release, there is no longer time for this method. Around the world it is common for 'beta' versions to be released, and gradually

improved through a process of feedback and development.

For this presentation, Ms. Fujisawa summarised the results of her research on business management and leadership for the future into 3 main points for each.

The Changes in Business Management:

1. On-site decision making - In this fast paced world, top-down decision making is no longer feasible. The ground staff who interact with the products and services are often the first ones to feel the changes. Such individuals must have the ability and power to be able to make authoritative decisions to adapt with the changes.
2. There is a need for multi-skilled individuals who are not just experts in one field but can adapt to the fast paced changes and tackle them from a variety of perspectives. This also fosters innovation, as to create something new requires a broad and diverse knowledge. Companies and institutions also need to create an environment where they can train such individuals.
3. She emphasised the importance of an organisational philosophy, which states the purpose for existence in order to unify the actions of a diverse staff body. If all the individuals act in accordance with this philosophy then everyone will be moving in the same direction. Thus it is necessary for those in positions of management to continually remind her/his organisation of the mission.

Leadership for the Future:

1. Leaders must have the ability to accept diversity and understand differences, while also having a strong sense of their own identity. Both an understanding of self and others are vital to good communication.
2. Leaders should not only have the ability to talk and theorise, but have the skills to be able to execute a vision. She believes that one's youth is the best time to develop these skills necessary for leadership.
3. Leaders must have excellent communication skills. This not only means the ability to speak another language. They must be able to discuss and debate in that language, and have power over it in order to influence others.

■ Panel Discussion ■

Systems and Environments for Developing Leaders with the Potential to Unlock the Future

<Panellist>

Sir Malcolm Grant (Provost and President, University College London)

Taro Kono (Member of the House of Representatives)

Kenji Toda OBE (Senior Managing Director, The Health Care Science Institute / Former Senior Vice President, Eisai Co., LTD)

Toshiya Ueki (Executive Vice President, Tohoku University)

Sir Peter William (Chairman, Daiwa Anglo-Japanese Foundation)

<Facilitator>

Kumi Fujisawa (Cofounder and President, SophiaBank)

Following on from today's presentations, the panel discussed what type of

environment is necessary in order to construct a society which produces leaders that can unlock the future. The panel considered what role academia, industry, and government will play in this ecosystem, and the ways in which the different sectors can collaborate. Mr Toda and Professor Ueki opened the panel discussion with some brief remarks on the theme.

【Learning from UCL's Philosophy (Kenji Toda)】



Mr Toda mentioned that he had the opportunity to meet with the former president of UCL, Sir Derek Roberts, and entered into a lively discussion about Gagaku (traditional Japanese court music and dance). He noted that Gagaku's philosophy of 'harmony within diversity' is the very philosophy that UCL was founded on. In accordance with these values, from its beginning, UCL accepted students from diverse social, religious, gender and ethnic backgrounds. It is this concept of harmony within diversity, which is essential to 21st century leadership. In today's globalised world it is necessary to be able to understand people from diverse cultural, linguistic and religious heritage. Mr Toda also emphasised that we must show the generosity, openness and willingness to form connections with others that UCL Professor, Alexander Williamson, demonstrated by taking in the Choshu Five and giving them an education. Global leaders will also need to gain new skills, knowledge,

experiences and the ability to communicate in different languages. Mr Toda concluded that encountering and exchanging with other cultures during one's youth is the key to the creation of such leaders.

【Globalisation of Japanese Universities: The Current Situation (Toshiya Ueki)】



The Japanese government has highlighted the importance of the internationalisation of universities in Japan. The Global30 initiative targeted 13 of the top universities to become global institutions, which actively accept overseas students and have programmes that run fully in English. The government also recently formed the Promotion of Global Human Resource Development, which focuses on encouraging Japanese students to study overseas and creating global research environments. This initiative targeted 11 universities. Being chosen as one of the target universities for both of these projects, Tohoku University is playing a central role in sending its students abroad and accepting exchange students. Mr Ueki affirmed

that, although it may not be at a rapid pace, we can see evidence of the change of environment in Japanese universities.

What qualities or abilities are necessary for leadership? What does a global human resource that has preserved their distinct Japanese identity look like?

Sir Grant: There are many aspects of leadership, for example courage is one of these qualities. Indeed, leaving one's comfort zone is not an easy thing to do. I am leaving my post as president of UCL to take up the position as chairman of the NHS, which will require more courage than ever before. Traditionally the medical system has focused its efforts on measures to treat patients, but we must now turn our attention to lengthening people's lives through the use of modern technology. In order to actually bring about a reform in the medical system we have to make some fundamental changes. I believe that the development of global human resources who have a distinct Japanese outlook is not that difficult. Global leadership breaks down the artificial barriers that we so often set up around us. Living on a global stage however is challenging, and it is best to experience this while you are young. Universities have the opportunity to break down these barriers and instil confidence in their students by sending them abroad on exchanges and participating in activities which promote an international society.



Mr Toda: When discussing what it means to be a leader while preserving one's distinct Japanese identity, it is firstly important to consider what it means to be Japanese. Without a foundation for your own identity, it makes it a lot harder to accept others. Also as Sir Grant mentioned, I think that courage is essential. I have experience of setting up a clinical research centre in the UK and I realised that unless I broke out from my shell, I wouldn't be successful in an international society. Being able to speak English is a must, and it is desirable to be able to speak at least one other foreign language.

Sir Williams: At the Daiwa Anglo-Japanese Foundation we are very much involved in developing leaders who have a sense of their Japanese identity. This year we sent 6 talented British graduates to Japan, and through various exchanges and opportunities we expect them to return to the UK having discovered their own "Japanese" identity.

Professor Ueki: We have already highlighted that it is difficult to accept diversity unless we have established our own identity. I believe that identity does not just refer to the individual, but also refers to Japanese society as a whole, and moreover Japan's place as a country within Asia. It begins with oneself, and then finding your position within university, society and finally the world. I think reconsidering our relationship to others according to this framework is a necessary starting point for globalisation.

Mr Kono: Leaders must be fair and clearly lay out any rules. We repeat that it is important for global human resources to have a sense of their distinct Japanese identity but this has become too uniform. I believe that it should be according to each individual to decide where to lay their own identity.

Sir Grant: I agree that everyone must decide how they would like to develop their own identity and that it is not just something that is passed on. Your place

of birth, religion and alma mater are just aspects of identity. The role of universities is merely to assist in identity formation, and not to become the identity itself.

Sir Williams: While on the one hand identity has the power to bring people together, it also has the potential to create an exclusivist attitude. As we consider these topics of leadership and identity we must be mindful of the possible dangers.

What are the leadership roles for arts and humanities specialists?

Sir Grant: In fact, the majority of leaders in the British government have arts and humanities backgrounds. However, looking towards the future this may no longer be sufficient. For example, having an understanding of science and technology will be necessary for providing solutions to many of the challenges facing society, and so I believe that to be a successful political leader, one should also have a high level of scientific knowledge. Although the career of leaders is never determined simply by their education, I think it is an issue when universities only teach one of the humanities or sciences. I believe that leaders who have a broad knowledge of the various disciplines will be the driving force of society in the future.

Along with leaders, there are also followers. What are the qualities that those who follow should possess?

Professor Ueki: It is important to be able to detect the qualities of leadership and to provide the proper support. I dare say that it is more important to consider whether we are developing the right kind of followers in society.

Mr Kono: There are two types of followers: One drags behind, while the other keeps pace and moves at the same speed. The latter shares the views of the leader, is able to express their views, and with consent can speak in place of the leader, and in some cases even provide cover. The most important aspect of 'followership' is the ability to keep up speed with the leader, go in the same direction and be using your own feet to travel.

Sir Grant: Leaders and followers should be developed at the same pace and be equipped with the same skills. However, in the business world in times of trouble, this is when we see a split between leaders and followers. In academia and industry there are many of the latter and they are invaluable.

Mr Toda: In a sense, there is an aspect of the relationship between leaders and follower that is like a 3 legged race. Followers can sympathise when a leader is in a difficult situation, give advice from a different perspective and come up with ideas to assist. Perhaps we are even entering into an era when the same individual must be dynamic and take up the role of a leader or follower depending on the situation.

The difference in the leadership styles of Churchill and Thatcher. What does female leadership look like?

Mr Kono: Actually there is not much difference between male and female leadership. Japanese society, and especially Japanese men are not used to women in leadership positions, but this attitude must change. I think that if more female leaders are accepted in society then we will start to see that there is not much difference between the leadership roles of women and men.



Sir Williams: Baroness Thatcher was an extremely intelligent and unique leader. She was completely different from other female leaders such as Chancellor Merkel who has the prudence and sensitivity that is often associated with women. In the UK less than 10% of leaders are women, and leaders like Baroness Thatcher are few and far between. However, while different from Baroness Thatcher we do see ladylike and intelligent female leaders reach the top.

Sir Grant: A good model for leadership is to bring together talented individuals from all over the world and give them the freedom to do what they need to do. Although Churchill did make some mistakes while under pressure, he showed courage and made many good decisions, however after the war he lost his vigour. Thatcher went along with the times and made numerous radical reforms, often without seeking a consensus. This type of leadership maybe successful during times of hardship but as time went by they lost their support. Looking at the example of

Churchill and Thatcher we learn that leaders must adapt to the context and time they are living in.

Studying abroad provides an opportunity to gain new values and perspectives. What was once only open to the elite in society, must be made available to those from all levels of society. How should we introduce the importance of overseas study?

Professor Ueki: It used to be sufficient for only those who wanted to study overseas to do so, but times are changing and going out to experience the world has become essential. I often give the advice that students should take the first step of participating in a short term study abroad programme and based on that experience, study abroad overseas for longer and specialise. The great thing about the UK is the multi-layered identity structure, and you can actually learn this for yourself through studying overseas.

Mr Toda: In Japan in recent years it has become commonplace for Japanese who have studied abroad and foreigners to work together. I especially think this is the case for multinational corporations however the number of Japanese students who have studied abroad is still relatively small. I am quite weary of the fact that there has been a continuous decrease in the number of Japanese students who are studying abroad. There is a fundamental problem with the education system when we see Japanese students study English for 7 years or more during high school and university without becoming proficient.

Mr Kono: In one of the municipalities which has an American base, there was a proposal to set up an elementary and middle school where Japanese pupils and children from the base can learn in English together. The plan didn't go through in the end, but it is exactly these types of ideas that we need to see more of. We also find that there are very few students who aspire to work abroad as they consider their English ability as a barrier to doing so. We need to make some fundamental changes to the English curriculum in Japan, and make proficiency in English something that is commonplace.

Sir Grant: In the UK we are seeing a similar situation. Students are even choosing online courses over studying abroad. Now I don't doubt that technology is something to be admired, but the fact is that nothing can replace experiencing a different country and culture for yourself. British students are also looking inwards, and very few decide to study overseas in European countries or America, let alone places like Japan or China. UCL has established UCL Academy, and learning another language is a compulsory part of the curriculum. We also provide the opportunity for all UCL students to study abroad for one term during their

programme. It is through such initiatives that we hope to instil a global mind-set.

Sir Williams: In comparison to the undergraduate level, post-graduate schools are all international. While it takes a large amount of courage to go to Japan at 18, perhaps it is easier to make the decision to go to Japan at the post-graduate level. I think that Japan should firstly concentrate its efforts on the post-graduate level to encourage internationalisation.

Mr Toda: There is an increase in students who are going abroad during their high school years. I think this will become a more popular option in the future.

What can the different sectors do to encourage students to study abroad?

Mr Kono: English proficiency is foundational to internationalisation, and so the first step is to make some fundamental changes to the English language education in Japan. English language teachers should also be evaluated by their students' grades. The universities that have an overseas study abroad programme as a compulsory part of a degree frequently have a high rate of employment for its students, and other universities should follow suit.

Professor Ueki: Not having the ability to communicate is the equivalent of not being able to do anything, and as a university we have to put in effort every day. One of the biggest issues in Japan at the moment is the attitude towards the level of fairness of the university entrance examinations. Acceptance into university is not gained by demonstrating ones individual development or effort, but simply by ones score on the central examination. Furthermore, Japanese students are lagging behind in terms of their understanding and awareness of

internationalisation and global issues. My recommendation to industry is that they look favourably on studying abroad, and create an environment which makes it easier for Japanese students to go abroad instead of punishing them through the rigid employment system.

Sir Grant: We are seeing some great changes in the business world. It used to be relatively easy for graduates from top universities to get employment, but now the students need to demonstrate skills such as their language ability and teamwork. A lot of students are still under the false impression that they can just submit their resumes and get a job. It is therefore also up to universities to create an environment where they can prepare their students for the expectations of their potential employers.

Sir Williams: Although we are in a challenging situation, I would like to think that this is just temporary. Old models are collapsing, and in the future I believe that both Japan and the UK need to take a more country based integrated approach. We need to come up with new ways to engage in a discussion with the private sector about solutions to the problems of the employment system in Japan, and how we can do away with the existing system. In the UK, universities and industry work closely together, with grants and scholarships frequently being offered to students. I can see a potential for a similar system in Japan. If political leaders and university leaders are both seeking for change, they must first show an attitude which accepts change. I believe we need to provide more opportunities for students.

Mr Toda: University and businesses are undergoing enormous changes. They no longer seek an obedient personality. There are times when we need to create our own path and it is at those times that we need young, unique individuals who do not give up easily when faced with

challenges; but I doubt if today's students recognise that these skills are what is needed. Although we are seeing the globalisation of industry, the human resource sector is lagging far behind. Although more companies are recruiting from abroad, their HR policy is still very much geared towards a traditional Japanese workforce. Unless they adapt their system of evaluation and salary structure they will not be able to globalise. An increase in the number of students who have studied abroad is beneficial to industry and so we need to come up with a system for sending and receiving exchange students on a larger scale.

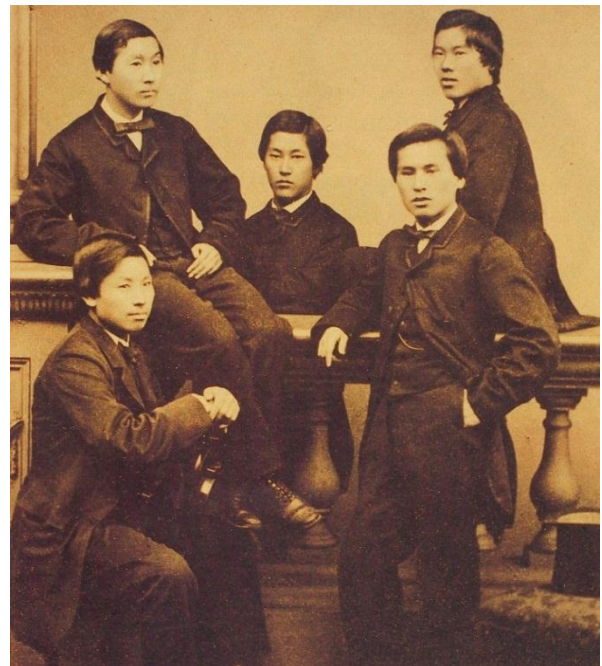
The panel discussion was concluded with members of the panel giving the name of a leader whom they admire.

Mr. Toda: Professor Williamson (UCL)

Professor Ueki: Baroness Thatcher

Sir Grant: Sir Winston Churchill

Sir Williams: Sir Alex Ferguson (former manager of Manchester United)



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