

Reference

- Acker, Lawrence Edmonds. (2003). **Implications for Adult Education: A Case Study of Webster University's Joint Master's of Business Administration Program with the Shanghai University of finance and Economics in Shanghai, People's Republic of China (Missouri)**. UMI Pro Quest Digital Dissertations [Online]. Available from: <http://www.umi.com/dissertations/fullcit/1401749> [2006, March 7]
- Adisornprasert, Warangkana. (2001). **Comparative Evaluation of MBA program Quality: A pre-and post program experience comparison between America and Thai business school**. UMI Pro Quest Digital Dissertations. [Online]. Available from: <http://www.umi.com/dissertations/fullcit/3011625>. [2006, March 8]
- Altback, G. Pilip & Umakoshi, Toru. (2004). **Asian Universities**. Baltimore and London: The John Hopkins University Press.
- Amano, Ikuo. (2003). Higher Education Reform in Japan: Amano Ikuo on "The University Crisis. **International Education journal** vol. 4, no. 3, 2003.
- Arimoto, Akira. (2003). **Academic Productivity and Development of Human Resource in Higher Education**. Daigaku Ronsyu, vol. 34. Hiroshima University.
- Armstrong, Michael. (2001). **Management Techniques**. Kogan Page: London, 2001. Attackers, [Online]. Available from: <http://www.attackers-school.com/abouts/greet.html>[2009, May 22]
- Bangkok Post** (2006, August 30)
- Bangkok Post** (2006, September 8)
- Bangkok Post** (2006, September 9)
- Bangkok Post** (2006, September 11)
- Bangkok Post** (2006, September 27)
- Bangkok Post** (2006, September 29)
- Bangkok Post** (2006, October 4)
- Bangkok Post** (2006, October 14)
- Bangkok Post** (2006, December 16)

Bangkok Post (2006, December, 28)

Bangkok Post (2006, January 5)

Bangkok Post (2007, January 20)

Bangkok Post (2007, January 24)

Bangkok Post (2007, January 27)

Bangkok Post (2009, January 17)

Bangkok Post (2009, January 30)

Bangkok Post (2009, February 7)

Bevan, Marcy R. (2004). **Women and Graduate Business Education: The Lauder**

Institute at the University of Pennsylvania. UMI ProQuest Digital

Dissertations. [Online]. Available from:

<http://www.umi.com/dissertations/fullcit/1401749>, [2006, March 9]

Bezjian, Vecken A. (2005). **Consumer Expectations of Quality in Master of**

Business Administration Programs: A Comparison between

Face-to-Face Learning and Web-delivered Distance Learning in Schools

of Business Education UMI ProQuest Digital Dissertations. [Online].

Available from: <http://www.umi.com/dissertations/fullcit/3173422>.

[2006, March 9]

Bhagawan's Management Students. (2004). **Man Management.** Chennai:

Gunasundarai Modern Art Printers.

Bock H., Elizabeth. (1998). **Leader Prototype in the U.S. and Japan.** UMI Pro

Quest Digital Dissertations. [Online]. Available from:

<http://wwwlib.umi.com/dissertations/fulcist/9216689> [2005, November 8]

Burgers, Willem. (2008). **Marketing Revealed.** Palgrave Macmillan: New York.

Bushan, Padma. (2004). **Leadership.** Hyderabad: Vipla Computer Services.

Caroll, Tima Bobe. (2000). **How Public Relations is Perceived and Taught in**

MBAPrograms: A Survey of Business School Professors. UMI ProQuest

Digital Dissertations. [Online]. Available from:

<http://www.umi.com/dissertations/fullcit/1401749> [2006, November 9]

China's Growth. (2006, September 27). **Bangkok Post**

- Chinese Academic Institution. (2008, January 16). **Nippon Keizai Shinbun**
- Christies, P., Maria Joseph. (1999). **A cross-cultural comparison of ethical attitudes of business managers in India, South Korea and the United States: Multivariate statistical analysis**. UMI Pro Quest Digital Dissertations. [Online]. Available from:
<http://wwwlib.umi.com/dissertations/fulcist/9942761> [2006, March 9].
- Cohen, Louis., Manion, Lawrence. (1994). **Research Methods in Education**. Fourth Edition. London and New York: Routledge.
- Collinson, Diane., Polant, Kathryn., Wilkinson, Robert. (2000). **Fifty Eastern Thinkers**. London and New York: Rutledge.
- Covey, Stephen. (2003). **Principle-Centred leadership**. New York: Free Press.
- "Developing global business leaders", **Nippon Keizai Shinbun** (2008, September 22)
- Doherty, D. Geofry. (1994). **Developing Quality Systems in Education**. London and New York: Routledge.
- Drucker, Peter (2005). **Managing Oneself**. Research in Japan, Volume 1, December 2003: Research Institute for Higher Education, Hiroshima University. Economist Intelligence, [Online]. Available from:
<http://mba.eiu.com/index.asp?layout=2006rankings>[2007, January 9]
- Economy Focus. (2007, January 12). **The Nation**
- Economy Reviews in Vietnam**. (2006, October 30)
- ET Finance Bangalore**, (2006, December 29)
- Elkind, David. (2001). **The Hurried Child**. Perseus Publishing: Cambridge, Massachusetts.
- Fairbaugh, R., Albert (1995). **Development of a part-time American MBA program in Luxemburg: A Case Study and Model for Future Applications in Foreign Countries**. UMI ProQuest Digital Dissertations. [Online]. Available from:
<http://www.lib.umi.com/dissertations/fulcist/9541884>[2006, February 2]
- Foreign Students. (2008, July 31). **Nippon Keizai Shinbun**

Fortescue, Alan William (2005). **Business Leaders and Environmental Challenges: An Examination of Masters of Business Administration Coursework.**

UMI ProQuest Digital Dissertations. [Online]. Available from:

<http://www.umi.com/dissertations/fullcit/3177495>[2006, March 9]

Giulian, Rudolph, W. (2002). **Leadership.** New York: Miramax Books.

Harry, Mickel., Schroeder, Richard. (2005). **Six Sigma.** New York,

London, Toronto, Sydney, Auckland: Currency.

How to bring up Japanese MBA Standard. (2008, August 25)

Nippon Keizai Shinbun

International MBA Market. (2009, August 4). **Nippon Keizai Shinbun**

Investment in India. (2006, September 8). **Bangkok Post**

Japanese Economy Review. (2006, October 4) **Bangkok Post**

Japanese MNC. (2008, January 14). **Nippon Keizai Shinbun**

Japanese women at work. (2006, September 29) **Bangkok Post** : 14.

Kamal Nath. (2006, December 29). Indian GNP growth. ET Finance Bangalore

Keio University. (2008, February 25). **Nippon Keizai Shinbun**

Khurana, Rakesh., and others. (2003). Harvard Business Review on Leadership on

Top. Harvard Business School Press: Harvard.

Kuroda, "Asianization", Paper presented at the globalization conference, Bangkok,

Thailand, 10 July 2009

Kurtzman, Joel., Rifken, Glen. & Griff, Victoria. (2004). **MBA in a Box.**

New York: Crown Business.

Lavelle, Luis (2006). **China's B-School Boom.** Business week, January 9,

2006: The McGraw-Hill companies.

Leaman, Oliver (2000). **Eastern Philosophy.** Routledge: London and New York.

Lopez Jr, Donald, S (1995). **Buddhism.** New Jersey: Princeton University Press.

Luo, Zhiye (1998). **Sun Tzu's The Art of War.** San Francisco: Syoumuinsyo Hong

Kong Merriam, Sharan B. Case Study Research in Education. Jossey-Bass Publishers.

MEXT, [Online]. Available from <http://www.mext.go.jp/English/org/struct/022/htm>

[2007, May 22]

MEXT, [Online]. Available from:

http://www.mext.go.jp/b_menu/houdou/19/09/07090416.htm,

[2006, March 9]

Mintzberg, Henry and others. (1998). **Harvard Business Review on Leadership.**

Harvard: Harvard Business School Press.

Mintzberg, Henry. (2006). TOKYO: **MBA が会社を滅ぼす.**

Moon, Hyeyoung (2002). **The Globalization of Professional Management**

Education 1881-2000: It Rises, Expansion, and implications. UMI Pro

Quest Digital Dissertations. [Online]. Available from:

<http://www.umi.com/dissertations/fullcit/3048582>, [2006, March 9]

Moral Training. (2006, September 29). **Bangkok Post**

Murphy, Stanley, D., Eddy, John, P. (1998). **Current Issues in Higher Education.**

New York, Oxford: University Press of America Inc.

Nezu, Risaburo. (2004). "Japanese MBA program," Paper presented at THE

Management Education Conference, Seoul, KOREA, 18 October 2004.

Newsweek. (2006, June 21)

Nippon Keizai Shinbun (2008, January 7)

Nippon Keizai Shinbun (2008, January 14)

Nippon Keizai Shinbun (2008, January 16)

Nippon Keizai Shinbun (2008, January 18)

Nippon Keizai Shinbun (2008, January 28)

Nippon Keizai Shinbun (2008, March 19)

Nippon Keizai Shinbun, (2008, July 3)

Nippon Keizai Shinbun, (2008, July 31)

Nippon Keizai shinbun, (2008, September 22)

Nippon Keizai Shinbun, (2008, December 6)

Nippon Keizai Shinbun, (2008, December 10)

Nippon Keizai Shinbun, (2009, March 16)

OECD. (2008, July 3). **Nippon Keizai Shinbun**

Ogata, Naoyuki (2003). **Professional Education Reconsidered.** Higher Education

- [Online]. Available from: <http://www.abest21.org/school/index.html>[2009, February 9]
- [Online]. Available form:
<http://www.bjreview.com.co/business/txt/2007-0305/content-58491.htm>,
[2007, August 6]
- [Online]. Available from: <http://www.businessweek.com/bschool/rankings.htm>
[2005, September 28]
- [Online]. Available from: <http://www.businessweek.com/globaliz/content/nov2006>,
[2007, August 6]
- [Online]. Available from: <http://www.ceimc.gatech.edu/MM-Tools/NADA.html>
[2007, August 6]
- [Online]. Available from: <http://www.ceimc.gatech.edu/MM-Tools/NAM.html>
[2007, August 6]
- [Online]. Available from: <http://www.economist.com> [2006, November 12]
- [Online]. Available from: <http://mba.eiu.com/index.asp?layout=2006rankings>, [2007,
January 10]
- [Online]. Available from:
<http://www.ehlt.flinders.edu.au/education/iej/articles/v4n3/Poole/paper.pdf>.
[2005, January 19]
- [Online]. Available from: [http://www.
forbes.com/afxnewslimited/feeds/afx/2007/08/06](http://www.forbes.com/afxnewslimited/feeds/afx/2007/08/06)[2007, August 6]
- [Online]. Available from: <http://www.forbes.com/digitalentertainment/2006/2/07>,
[2007, August 6]
- [Online]. Available from:
<http://ranking.ft.com/businessschoolranking/global-mba-rankings>
[2009, May 16]
- [Online]. Available from: <http://www.gsb.stanford.edu/about/mission.html>
[2007 September 1]
- [Online]. Available from:
<http://www.gakujo.ne.jp/2019/gyokai07kenshohin/sep1.html>
[2009, January 21]

[Online]. Available from:

<http://www.harvardbusinessonline.hbsp.harvard.edu/hbsp/hbo/articles.jsp>,

[2007, August 6]

[Online]. Available from:

<http://www.harvardbusinessonline.hbsp.harvard.edu/b01/en/item-detail.jhtml>,

[2007, August 6]

[Online]. Available from:

<http://headlines.yahoo.co.jp/h1?a=20090205-00000016-rps-ind,February>

[2009, 5 February].

[Online]. Available from: <http://www.ics.hit-u.ac.jp/jp/ibs.html>[2008 October 13]

[Online]. Available from:

<http://www.indiaedunews.net/Universities/PM30-world-class-universities>

[2007, August 6]

[Online]. Available from:

<http://www.infoclub.com.np/education/top10.htm>[2008, August 1]

[Online]. Available from:

<http://www.ittimes.co.kr/en/node.asp?em=M&mcode=200605&idx=1259>

[2009, March 3]

[Online]. Available from:

<http://www.japanesestudies.org.uk/discussionpaper/2005/Aoki.htm>

[2007, August 6]

[Online]. Available from: <http://www.keidanren.or.jp/english/profile/pro001.html>

[2009, April 15]

[Online]. Available from: <http://www.mba.eiu.com> [2006, August 15]

[Online]. Available from:

http://www.mext.go.jp/b_menu/houdou/19/09/07090416.htm

[2007, September 19]

[Online]. Available from: <http://www.mext.go.jp/English/org/struct/022/htm>

[2009, May 23]

- [Online]. Available from: <http://mba.eiu.com/index.asp?layout=school>
[2007, August 31]
- [Online]. Available from: <http://www.juaa.or.jp/en/about/index.html>[2009, May 23]
- [Online]. Available form: <http://www.mbajapan.org/2007/03/mba2007.html>
[2008, September 27]
- [Online]. Available form: <http://www.mbaprograms.org/mbaprograms/asiamba.asp>
[2005, October 13]
- [Online]. Available from: http://www.mext.go.jp/a_menu/koutou/index.html
[2009, February 12]
- [Online]. Available from: <http://www.oecd.org/site/0,3407>[2009, April 12]
- [Online]. Available from: <http://www.taipeitimes.com/News/editorials/archieves>
[2006, January 17]
- [Online]. Available from: <http://www.thehindubusinessline.com>[2009, August 6]
- [Online]. Available from: <http://en.wikipedia.org/wiki/INSEAD>[2007, August 8]
- [Online]. Available from: <http://ja.wikipedia.org/wiki/経営学修士>
[2008, September 15]
- [Online]. Available form: <http://www.yano.co.jp/analysis>[2008, December 20]
- Population Search. (2007, January 24). **Bangkok Post**
President (2006, July 17)
- Risi, Kristin, M. (2005). **The MBA in Transition: Factors Driving Curricular Change**. UMI ProQuest Digital Dissertations. [Online]. Available from:
<http://www.umi.com/dissertations/fullcit/3182866> [2006, March 9].
- Sangaku Rentai. (2009, January 9). **Nippon Keizai Shinbun**
- Scilbiger Steven. (2005). **The Ten Day MBA. 3rd Edition**. New York: Collins.
- Scism, Darby C. (2005). **An Analysis of Job Replacement Variables of Foreign National Master of Business Administration (MBA) Students**. UMI ProQuest Digital Dissertations. [Online]. Available from:
<http://www.umi.com/dissertations/fullcit/3189554>[2006, March 9].
- Scott, Davit., Usher, Robin. (1996). **Understanding Education Research**. London and New York: Routledge.

- Shuayto, Nadia (2001). **A Study Evaluation he Critical Managerial Skills Corporations and Business Schools Desire of MBA Graduates.** UMI ProQuest Digital Dissertations. [Online]. Available from: <http://www.umi.com/diserations/fullcit/3024472>[2006, March 9].
- SME Development. (2006, Oct 4). **Bangkok Post**
- Smith, Rachel A. (2005). **Finance professors' use f case discussion leadership at Harvard and Darden MBA Programs.** UMI Pro Quest Digital Dissertations. [Online]. Available from: <http://www.umi.com/diserations/fullcit/3188232>[2006, March 9]
- Sony University. [Online]. Available from: <http://www.totoro.ws/blog/archives/2004.../sony-university.html> [2008, March 6].
- SPACE. (2008, January 18): **Nippon Keizai Shinbun**
- Sri Sathya Sai Students and Staff Welfare Society. (2004). **Man Management.** Chennai, India: Gunasundari Art Printers.
- Stenberg, Robert, J. (1999). **Creativity.** Cambridge: Cambridge University Press.
- Teasdale, G., R., Rhea, Sane, Ma. (2000). **Local Knowledge and Wisdom in Higher Education.** Oxford: Elsevier Science.
- Thai Market. (2006, August 30). **Bangkok Post**
- The Economic Times** (2006, December 29)
- The Fortune 500** (2007, April 30), Vol. 155, No.8.
- The Nation** (2006, November 21)
- The Nation** (2007, January 12)
- Welch, Jack. (2005). **Winning.** HarperCollins: London.
- Wikipedia. [Online]. Available from: <http://ja.wikipedia.org/wiki>[2007, March 14]
- Yamanooi, Atsunori., Kuzushiro, Kouichi., and others. (2004). **Daigaku Kyouinno Sentakutekininiseini Kansuru Kenkyuu (Daigaku Ronbshuu, N.34).** Kastard Print Media: Hiroshima.
- Yomiuri Shinbun** (2006, July 14)
- Yomiuri Shinbun** (2006, September, 26)
- Yomiuri Shinbun** (2006, October 3)
- Yomiuri Shinbun** (2006, October 7)

Yomiuri Shinbun (2006, October 12)

Yomiuri Shinbun (2006, October 28)

Yomiuri Shinbun (2006, October 29)

Yomiuri Shinbun (2007, May 2)

Zohar, Danah., Marshall, Ian (2000). **Spiritual intelligence the ultimate.**

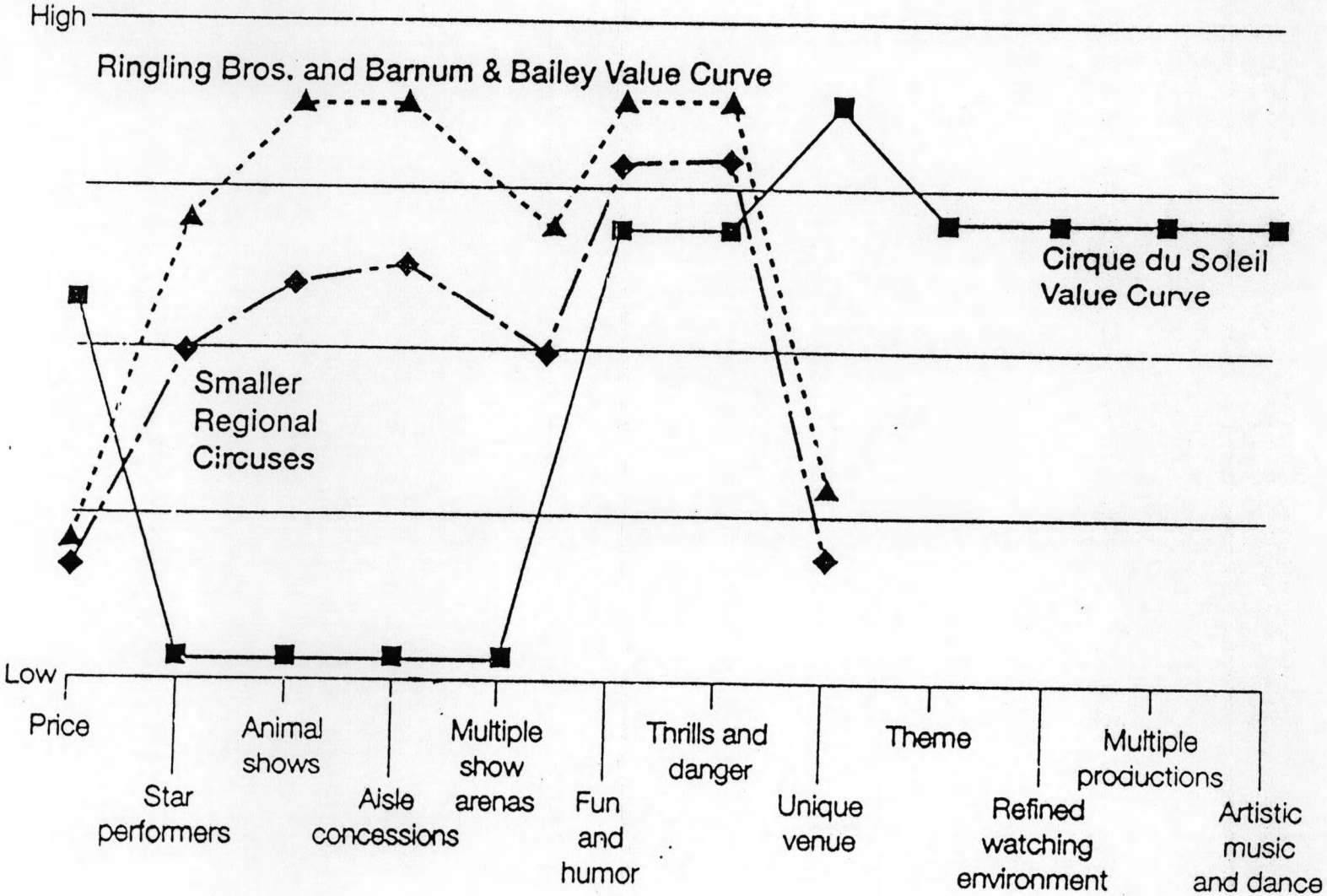
London: Bloomsbury Publishing.

クルンテープ, VOL (2007, February 17), Thailand: Japanese Association.

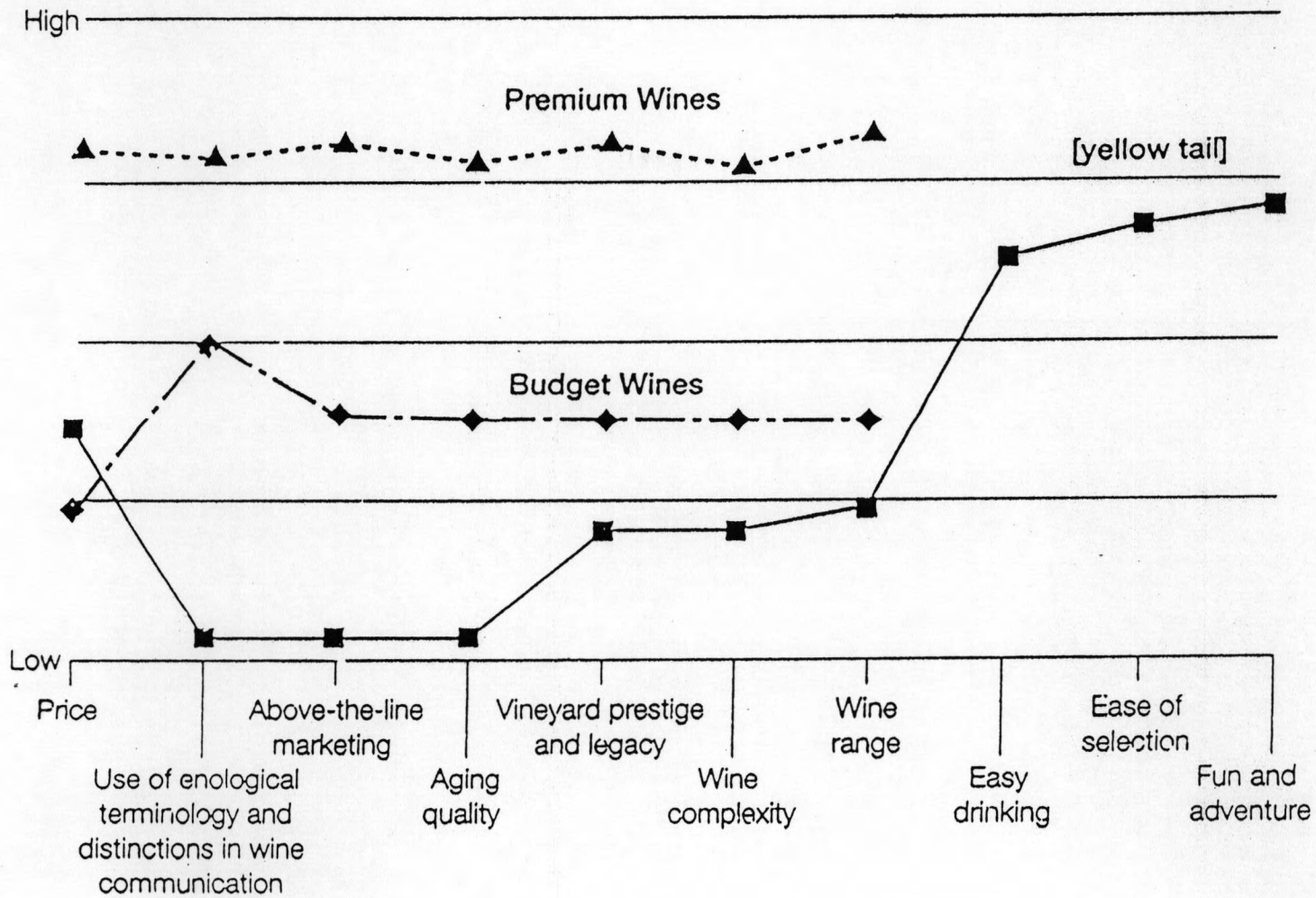
APPENDICES

APPENDIX A

The Strategy Canvas of Cirque du Soleil



The Strategy Canvas of Yellow Tail



APPENDIX B

MBA Administrator Survey

Purpose of the study

This survey is conducted for the Doctoral dissertation, at the Faculty of Education at Chulalongkorn University, Bangkok, Thailand. The title of this dissertation is “Development of A World Class MBA Program in Japan by Using Blue Ocean Strategy”. The study is designed to collect information on MBA programs.

Use of Information

The result of this survey will assist to enhance better quality and service of MBA programs, and be used to consider how to support administrators at various MBA schools. Please be assured that any information that would permit identification of individual respondents will be held in strict confidence. Your response is highly valued.

Survey Question Procedure

The questionnaires are separated into three parts; Part I, Part II and Part III. Part I consists of the general questions to get some demographical data, Part II and Part III is the specific questions related to the MBA programs.

Instruction

In “Part I” and “Part II”, when answering questions that require marking in a box, please use a “√”. For Part II, we use the “Likert Scale”. The scale is as followed: 5 indicates “Strongly Agree”, 4 indicates “Agree”, 3 indicates “Neutral”, 2 indicates “Disagree”, 1 indicates “Strongly Disagree”. Part III is the open end questions. Please share your thoughts, idea and opinion with us.

If you have any questions about completing this questionnaire, please do not hesitate to contact us at the address below.

Ms. Masako Tsuruta

Higher Education Program,

Department of Educational Policy, Management, and Leadership,

Faculty of Education, Chulalongkorn University,

Phyathai Road, Pathumwan, Bangkok, Thailand

Tel: 66-2218-2574, 66-81-854-9327

Fax: 66-2218-2574

Email: withmasako@gmail.com

Part I: General Information

All collected data will be kept under strict observation, and your name will not be appeared by any means.

Please provide information about yourself. Thank you. (Check "√" **only one**)

1: Sex Male Female

2. Nationality

3. My Highest Degree Bachelor Master Doctor Other.....

4. I took my highest degree at USA Europe Asia Japan
 Pacific Other

5. Field of My Study Accountant Business Management
 Economy Finance Law Social Science Other

6. I am working as an administrator ... 0 - 3 years 3-5 years
 5-10 years 10-15 years More than 15 years

7. I have worked as MBA lecture before Yes No

8. I have worked in some business organization before Yes No

9. I published books within last 5 years.. 0-3 3-5 5-7 7-10 More than 10

10. I published my papers in international journals within past 5 years
 0-5 3-5 5-7 7-10 More than 10

11. I attend international business conference.....
 Always Often Sometime Hardly Never

12. I am satisfied with my students
 Very Much Much Fair Little Least

Now you have completed Part I. Please proceed to the Part II.

Part II: Opinion about MBA Program "Please put a check mark "✓" in the Scale box"
1: School Context, Governance and Strategy

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has a good learning environment with attracting campuses, buildings, restaurants, cafeterias, and other students' common facilities.					
2. My MBA school has a strong and efficient management team.					
3. My MBA school follows the national system for the students' selection requirements.					
4. My MBA school has an internal process to make its' strategic and operational plans from school mission, vision, values, goals and objectives.					
5. My MBA school mission is clearly stated and reflects the viewpoints of our various stakeholders.					
6. My MBA school has a systematic revised procedure to check how the mission statement is implemented in school governance.					
7. My MBA school has a financial strategy to provide appropriate and sufficient resources for achieving its' mission, goals and objectives.					
8. My MBA school has an international dimension into its' strategies, governance and culture.					

2: Quality of MBA Program

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has an appropriate infrastructure to accommodate campus-based learning, distance learning, research and executive learning.					
2. My MBA school offers an up-dated and high quality program design, content, delivery methods and materials.					
3. My MBA school aims to develop intellectual skills along with managerial skills (team work, interpersonal skills, presentation skills, project management, leadership skills ...etc).					
4. My MBA school has enough faculty members to oversee the curriculum and course development and course delivery to support the instructional school goals.					
5. My MBA school regularly evaluates its' program requests by students, faculty, administrators and stakeholders.					
6. My MBA school has a joint program delivered with international partners.					
7. My MBA school has integrated in themes in sustainable development.					
8. My MBA school has integrated in themes in global responsibility.					

3: Quality of Students

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school determined to create global leading business managers and professionals.					
2. My MBA school provides consultancy and research skills to students.					
3. My MBA school encourages the interaction between students and faculty members to meet the unique needs of individual students.					
4. My MBA school sets a high target for graduating students in terms of intellectual and managerial skills, values and ethics, professional competences, and entry level to business corporation.					
5. My MBA school has very good students support and counseling services.					
6. My MBA school has customized its' program to suit needs of our students.					
7. My MBA school is expecting to have more international students to be enrolled.					
8. My MBA school cares the students' quality and admission process in depth					
9. Our students are aware of business ethics and social responsibility.					

4: Quality of Faculty

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school seeks staff to instill well-thought out descriptions of attitudes, knowledge, skills, behaviors and values.					
2. My MBA school has internationally renowned faculty in the field of business management.					
3. Our faculty members often evaluate themselves to keep up dating with best practice, major trends and significant innovation in similar program around the world.					
4. Our faculty members train their students to be the leading business managers and professionals.					
6. Our faculty use lectures, case studies, business games, group work, project-based learning, tutorials and other various teaching methods.					
7. Our faculty members integrate school mission, vision, values, goals and objectives into their teachings at school.					
8. Our faculty members are very much exposed to the corporate world.					

5: Research and Development

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has a strategic and operational plan to integrate its mission, vision, values and objectives into teaching & learning and research & development.					
2. My MBA school encourages us to be more innovative and creative administrator.					
3. My MBA school has a good reputation in conducting research both inside and outside the country.					
4. My MBA school allocates sufficient time for our faculty members to conduct research within their workload.					
5. My MBA school has policy to develop innovation, new technologies, and new modes.					
6. We try to inculcate more research culture in our school.					
7. We have an explicit monitoring and assessment criteria.					
8. Our faculty members contribute the research findings to the relevance and quality of the school program.					

6: Contribution to the Community

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school is committed to the ethically and socially responsible governance					
2. My MBA school curriculum design and contents include social responsibilities aspects.					
3. My MBA school has a social and global responsibility to the society.					
4. My MBA school does contribute to the community where the school is placed, such as giving some business counseling service, learning support, ...etc.					
5. My MBA school encourages the faculty members to do intellectual contributions to the society (giving talks, seminars, publications, etc).					
6. My MBA school encourages students to conduct some seminars and workshops to serve their own society.					
7. My MBA school curriculum design and contents include social responsibilities and contributions aspects					
8. My MBA school takes initiative to enhance ethical behavior and corporate responsibility.					

7: Resource and Administration

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has a good and appropriate technology support for students and faculties.					
2. My MBA school has sufficient resources to conduct courses and activities.					
3. My MBA school has a good and appropriate technology support for students and faculty members.					
4. My MBA school has an effective quality assurance mechanism to monitor overall performance.					
5. My MBA school has an effective internal organizational structure.					
6. My MBA school program clearly state objectives and learning outcomes both in documents and on-line.					
7. We have a very good financial management system.					
8. . We have a systematic reviewing, promotion, and rewarding process that was evaluated by students, faculty members and stakeholders.					

8: Internationalization

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has very internationalized governance, culture and strategies.					
2. My MBA school has an international credibility					
3. My MBA school has an excellent connection with top international business organizations.					
4. My MBA school intend to integrate global responsibility, and sustainable development in its' curriculum.					
5. My MBA school encourages students to join international exchange programs outside the country.					
6. My MBA school has an international marketing team to welcome international students.					
7. We have many external internationally well-known visiting professors to conduct special lectures and involved in the school activities.					
8. Our faculty members have a strong links to the corporate world at international level.					

9: Corporate Connection

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school welcomes corporate involvement in its' governance and strategy.					
2. My MBA school is very much capable of delivering the programs in collaboration with corporate worlds at international level.					
3. My MBA school often invites alumnae who are working at internationally globalize organization to give talks to our students.					
4. My MBA school always invites top business leaders at the top international business organizations as speakers and to conduct workshops.					
5. My MBA school often joins international business forum, seminars and exhibitions.					
6. My MBA school provides business forum for various business corporations.					
7. My MBA school has business clients all over the world.					
8. Our faculty members have a strong links to the corporate world at international level.					

Now you have completed Part II. Please proceed to the Part III.

Part III: Suggestions for MBA Program

Please feel free to share your thoughts in MBA program/school

I. Your Opinion about Japanese MBA Schools

.....

II. Your Opinion about World Class MBA Schools

.....

Thank you very much for your corporation!!!

MBA Faculty Member Survey

Purpose of the study

This survey is conducted for the Doctoral dissertation, at the Faculty of Education at Chulalongkorn University, Bangkok, Thailand. The title of this dissertation is "Development of A World Class MBA Program in Japan by Using Blue Ocean Strategy". The study is designed to collect information on MBA programs.

Use of Information

The result of this survey will assist to enhance better quality and service of MBA programs, and be used to consider more benefit for the faculty members at various MBA schools. Please be assured that any information that would permit identification of individual respondents will be held in strict confidence. Your response is highly valued.

Survey Question Procedure

The questionnaires are separated into three parts; Part I, Part II and Part III. Part I consists of the general questions to get some demographical data, Part II and Part III is the specific questions related to the MBA programs.

Instruction

In "Part I" and "Part II", when answering questions that require marking in a box, please use a "√". For Part II, we use the "Likert Scale". The scale is as followed: 5 indicates "Strongly Agree", 4 indicates "Agree", 3 indicates "Neutral", 2 indicates "Disagree", 1 indicates "Strongly Disagree". Part III is the open end questions. Please share your thoughts, idea and opinion with us.

If you have any questions about completing this questionnaire, please do not hesitate to contact us at the address below.

Ms. Masako Tsuruta

Higher Education Program,
 Department of Educational Policy, Management, and Leadership,
 Faculty of Education, Chulalongkorn University,
 Phyathai Road, Pathumwan, Bangkok, Thailand
 Tel: 66-2218-2574, 66-81-854-9327
 Fax: 66-2218-2574
 Email: withmasako@gmail.com

Part I: General Information

All collected data will be kept under strict observation, and your name will not be appeared by any means.

Please provide information about yourself. Thank you. (Check “√” **only one**)

1: Sex Male Female

2. Nationality

3. My Highest Degree Bachelor Master Doctor Other.....

4. I took my highest degree at. . USA Europe Asia Japan Pacific Other ..

5. Field of My Study Accountant Business Management Economy Finance
 Law Social Science Other

6. I am working as a MBA lecture ... 0 - 3 years 3-5 years 5-10 years
 15-20 years More than 20 years

7. I published books within last 5 years..... 0-3 3-5 5-7
 7-10 More than 10

8. I published my papers in international journals within past 5 years

- 0-5 3-5 5-7 7-10 More than 10

9. I attend international business conference.....

- Always Often Sometime Hardly Never

10. I am satisfied with my teaching

- Very Much Much Fair Little Least

11. I am satisfied with my research

- Very Much Much Fair Little Least

12. I am satisfied with my administrators

- Very Much Much Fair Little Least

Now you have completed Part I. Please proceed to the Part II.

Part II: Opinion about MBA Program

Please put a check mark "√" in the Scale box.

1: School Context, Governance and Strategy

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school's mission is clearly understood through out the institution.					
2. My MBA school has a good learning environment with attracting campuses including restaurants, cafeterias, and other students' common facilities.					
3. My MBA school integrate international dimension into the school's governance, strategy and culture.					
4. My MBA school has an effective and strong finance management system.					
5. My MBA school has an internal process to make strategic plans from school mission.					
6. My MBA school mission is clearly stated and implemented in our MBA curriculum.					
7. My MBA school is committed to have the ethically responsible governance.					
8. My MBA school has a defined school philosophy.					

2: Quality of MBA Program

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school uses English as the medium of the instruction.					
2. My school has a systematic revised procedure to check my lesson how the mission statement is implemented in my teaching.					
3. My MBA school implements the national system to pre-determine the features of MBA programs.					
4. My MBA school has an appropriate infrastructure to accommodate campus-based learning, distance learning, research and executive learning.					
5. My MBA program offers an up-dated and high quality program design, content, delivery methods and materials.					
6. My MBA school aims to develop intellectual skills along with managerial skills (team work, interpersonal skills, presentation skills, project management, leadership skills ...etc).					
7. My school has a systematic revised procedure to check my lesson how the mission statement is implemented in my teaching.					
8. My MBA school seeks us to instill well-thought out descriptions of attitudes, knowledge, skills, behaviors and values.					

3: Quality of Students

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school encourages the interaction between students and faculty members to meet the unique needs of individual students.					
2. My students are committed and motivated to learn.					
3. My students come from various parts of the world.					
4. My students are aware of business ethics and corporate social responsibilities.					
5. My students have diversified background.					
6. My students receive a professional support for personal development.					
7. My students have a good corporate support link from the school.					
8. I care about the students' selection and admission process.					
9. I set a high target for graduating students in terms of intellectual and managerial skills, values and ethics, professional competences, and entry level to business corporation.					

4: Quality of Faculty

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I intend to teach my students to be ethically and socially responsible business leaders.					
2. I integrate school values into my teachings.					
3. I always self evaluate myself to keep up dating with best practice, major trends and significant innovation in similar program around the world.					
4. I aim to train my students to be the leading business managers and professionals.					
5. I am satisfied with the over all out come of my integration of school mission, vision, values, goals and objectives in my activities at school.					
6. I design my program portfolio based on the school's strategic objectives.					
7. I give my students consultancy and research skills.					
8. I use lectures, case studies, business games, group work, project-based learning, tutorials and other various teaching methods.					

5: Research and Development

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has a strategic and operational plan to integrate its mission, vision, values and objectives into teaching & learning and research & development.					
2. My MBA school has policy to develop innovation, new technologies, and new modes.					
3. My MBA school has a sufficient number of faculty members to oversee the curriculum development, course development, course delivery, and other activities to support the instructional school goals.					
4. My MBA school allocates sufficient time for my research within my workload as a faculty member.					
5. My MBA school has international recognition in the field of research and development.					
6. I contribute the research findings to the relevance and quality of the school program.					
7. I have research funding support for from My MBA school.					
8. I feel the existence of research culture in the school.					

6: Contribution to the Community

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school curriculum design and contents include social responsibilities and contributions aspects.					
2. My MBA school management encourages the faculty members to do intellectual contributions to the society (giving talks, seminars, publications, etc).					
3. My MBA school has community outreach activities.					
4. My MBA school takes initiative to enhance ethical behavior and corporate responsibility.					
5. I do not mind to help my community by giving a special guidance as service.					
6. I give my community counseling service and learning support.					
7. I should do more community service by using my knowledge					
8. I feel my school has a responsibility to the society.					

7: Resource and Administration

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has a good technology support for students and faculties.					
2. My MBA school clearly state objectives and learning outcomes both in documents and on-line.					
3. My MBA school has sufficient resources to conduct courses and activities.					
4. My MBA school has an explicit monitoring and assessment criteria					
6. My MBA school management reasonably distributes the school workload from all activities across all faculty members.					
7. My MBA school has a systematic reviewing, promotion, and rewarding process that was evaluated by students and/or administrators					
8. I am satisfied with my school promotion and providential fund systems.					

8: Internationalization

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I often join international business forum, seminars and exhibition to widen my knowledge.					
2. I include many international business contents in my teaching.					
3. I encourage my students to join international exchange programs outside the country.					
4. I invite top business leaders at the top international business organizations into my class.					
5. I intend to do joint research with schools in other countries.					
6. I integrate global responsibility, and sustainable development in my MBA program					
7. We have many external internationally well-known visiting professors to conduct special lectures and involved in the school activities.					
8. Our faculty members have renowned name in their specialization throughout world.					

9: Corporate Connection

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has a corporate partner.					
2. My MBA school often provides seminars at business organizations.					
3. My MBA school has business clients all over the world.					
4. Our faculty members have a strong links to the corporate world at international level.					
5. Our faculty members have a strong links to the corporate world at national level.					
6. Our faculty members have a strong links to the local corporate world.					
7. I invite alumnae who are working at internationally globalize organization to give talks to our students.					
8. I am capable of delivering the programs in collaboration with corporate worlds.					

Now you have completed Part II. Please proceed to the Part III.

Part III: Suggestions for MBA Program

Please feel free to share your thoughts in MBA program/school

I. Your Opinion about Japanese MBA Schools

.....

.....

.....

.....

.....

.....

II. Your Opinion about World Class MBA Schools

.....

.....

.....

.....

.....

Thank you very much for your corporation!!!

MBA Student Survey

Purpose of the study

This survey is conducted for the Doctoral dissertation, at the Faculty of Education at Chulalongkorn University, Bangkok, Thailand. The title of this dissertation is “Development of A World Class MBA Program in Japan by Using Blue Ocean Strategy”. The study is designed to collect information on MBA programs.

Use of Information

The result of this survey will assist to enhance better quality and service of MBA programs, and be used to consider how to provide better service and quality for the MBA students at various MBA schools throughout the world. Please be assured that any information that would permit identification of individual respondents will be held in strict confidence. Your response is highly valued.

Survey Question Procedure

The questionnaires are separated into three parts; Part I, Part II and Part III. Part I consists of the general questions to get some demographical data, Part II and Part III is the specific questions related to the MBA programs.

Instruction

In “Part I” and “Part II”, when answering questions that require marking in a box, please use a “√”. For Part II, we use the “Likert Scale”. The scale is as followed: 5 indicates “Strongly Agree”, 4 indicates “Agree”, 3 indicates “Neutral”, 2 indicates “Disagree”, 1 indicates “Strongly Disagree”. Part III is the open end questions. Please share your thoughts, idea and opinion with us.

If you have any questions about completing this questionnaire, please do not hesitate to contact us at the address below.

Ms. Masako Tsuruta

Higher Education Program,

Department of Educational Policy, Management, and Leadership,

Faculty of Education, Chulalongkorn University,

Phyathai Road, Pathumwan, Bangkok, Thailand

Tel: 66-2218-2574, 66-81-854-9327

Fax: 66-2218-2574

Email: withmasako@gmail.com

Part I: General Information

All collected data will be kept under strict observation, and your name will not be appeared by any means.

Please provide information about yourself. Thank you. (Check “√” only one)

1: Sex Male Female

2. Nationality

3: I major my study in Account Administration Management Economy
 Finance Strategy Other.....

3. I am in the First Year Second Year Third Year Fourth Year

4. I am satisfied with my lecturers..... Very Much Much Fair Little Least

5. I am satisfied with my school facilities Very Much Much Fair Little Least

6. I am satisfied with my school curriculum Very Much Much Fair Little Least

7. I am satisfied with my program in general Very Much Much Fair Little Least

8. I use English as medium of my study in my class Always Sometime A Little Never

9. My English proficiency is Very good Good Fair Poor Very poor

10. I would like to work at the international organization after my graduation Yes No

11. I would like to work at the business organizations as ... a consultant an expert a member
 a specialist Other

12. My expected monthly income in US Dollars is ... Less than US\$ 2,000 US\$2,000 - 3,000
 US\$3,000 - 4,000 US\$4,000 - 5,000
 US\$5,000 – 6,000 More than US\$6,000

11. I would like to work in USA Europe Asia Pacific Other

Now you have completed Part I. Please proceed to the Part II.

Part II: Opinion about MBA Program Please put a check mark “√” in the Scale box.

1: School Context, Governance and Strategy

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school's mission is clearly understood through out the institution.					
2. My MBA school has a good learning environment with attracting campuses including restaurants, cafeterias, and other students' common facilities.					
3. My MBA school integrate international dimension into the school's governance, strategy and culture.					
4. My MBA school has an effective and strong finance management system.					
5. My MBA school has an internal process to make strategic plans from school mission.					
6. My MBA school mission is clearly stated and implemented in our MBA curriculum.					
7. My MBA school is committed to have the ethically responsible governance.					
8. My MBA school has a defined school philosophy.					

2: Quality of MBA Program

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school uses English as the medium of the instruction.					
2. My school has a systematic revised procedure to check my lesson how the mission statement is implemented in my teaching.					
3. My MBA school implements the national system to pre-determine the features of MBA programs.					
4. My MBA school has an appropriate infrastructure to accommodate campus-based learning, distance learning, research and executive learning.					
5. My MBA program offers an up-dated and high quality program design, content, delivery methods and materials.					
6. My MBA school aims to develop intellectual skills along with managerial skills (team work, interpersonal skills, presentation skills, project management, leadership skills ...etc).					
7. My school has a systematic revised procedure to check my lesson how the mission statement is implemented in my teaching.					
8. My MBA school seeks us to instill well-thought out descriptions of attitudes, knowledge, skills, behaviors and values.					

3: Quality of Students

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school encourages the interaction between students and faculty members to meet the unique needs of individual students.					
2. We have many international students from various countries in our school.					
3. We are taught to be ethically and socially responsible business leaders.					
4. We are aware of business ethics and corporate social responsibilities.					
5. We learn about the business consultancy and research skills.					
6. We receive a professional support for personal development.					
7. I am motivated and committed to learn at my class.					
8. I feel a strong bond between students and lectures.					

4: Quality of Faculty

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Our lecturers intend to teach students to be ethically and socially responsible business leaders.					
2. Our lecturers do not mind to help students by giving a special tutorial, coaching and guidance as extra curricular-activities.					
3. Our lecturers do counseling service learning support willingly.					
4. Our lecturers integrate many international business contents in their teachings.					
5. Our lecturers integrate global responsibility, and sustainable development in their teachings and teaching contents.					
6. Our lecturers are capable of delivering the programs in collaboration with international corporate worlds.					
7. Our lecturers give students consultancy and research skills.					
8. Our lecturers use case studies, business games, group work, project-based learning, tutorials and other various teaching methods.					

5: Research and Development

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has a strategic and operational plan to integrate its mission, vision, values and objectives into teaching & learning and research & development.					
2. My MBA school has policy to develop innovation, new technologies, and new modes.					
3. My MBA school has a sufficient number of faculty members to oversee the curriculum development, course development, course delivery, and other activities to support the instructional school goals.					
4. My MBA school allocates sufficient time for my research within my workload as a faculty member.					
5. My MBA school has international recognition in the field of research and development.					
6. Our lecturers contribute the research findings to the relevance and quality of the school program.					
7. Our lectures intend to do joint research with schools or colleagues in other countries.					
8. I feel the existence of research culture in the school.					

6: Contribution to the Community

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school curriculum design and contents include social responsibilities and contributions aspects.					
2. My MBA school management encourages the faculty members to do intellectual contributions to the society (giving talks, seminars, publications, etc).					
3. My MBA school has community outreach activities.					
4. My MBA school takes initiative to enhance ethical behavior and corporate responsibility.					
5. I do not mind to help my community by organizing a business seminars as service.					
6. I give my community counseling service and learning support.					
7. I should do more community service by using my knowledge					
8. I feel my school has a responsibility to the society.					

7: Resource and Administration

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has a good technology support for students and faculties.					
2. My MBA school clearly state objectives and learning outcomes both in documents and on-line.					
3. My MBA school has sufficient resources to conduct courses and activities.					
4. My MBA school has an explicit monitoring and assessment criteria					
5. My MBA school evaluates its' program by students, faculty, administrators and stakeholders regularly.					
6. My MBA school management reasonably distributes the school workload from all activities across all faculty members.					
7. My MBA school has a systematic reviewing, promotion, and rewarding process that was evaluated by students and/or administrators					
8. I think the students' admission criteria and selection process are fair.					

8: Internationalization

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school encourages us to attend some international business forum, seminars and exhibition to widen our knowledge.					
2. My MBA school is well known among international business circles.					
3. My MBA school encourages students to join international exchange programs outside the country.					
4. My MBA school invites top business leaders at the top international business organizations into our classes.					
5. Our lecturers do joint research with schools in other countries.					
6. Our lecturers have renowned name in their specialization throughout world.					
7. Our lecturers integrate global responsibility, and sustainable development in my MBA program.					
8. We have many external internationally well-known visiting professors to conduct special lectures and involved in the school activities.					

9: Corporate Connection

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My MBA school has a corporate partner.					
2. My MBA school often provides seminars at business organizations.					
3. My MBA school has business clients all over the world.					
4. My MBA school invites alumnae who are working at internationally globalize organization to give talks.					
5. My MBA school often organizes joint seminars with business organizations.					
6. My MBA school often conducts short courses for businessmen from various organizations for a specific period of time.					
7. My MBA school grants certificate for the seminar attendants from corporate world.					
8. Our faculty members have a strong links to the corporate world at international level.					

Now you have completed Part II. Please proceed to the Part III.

Part III: Suggestions for MBA Program

Please feel free to share your thoughts in MBA program/school

I. Your Opinion about Japanese MBA Schools

.....

.....

.....

.....

II. Your Opinion about World Class MBA Schools

.....

.....

.....

.....

Thank you very much for your corporation!!!

MBA Students' Parents Survey

Purpose of the study

This survey is conducted for the Doctoral dissertation, at the Faculty of Education at Chulalongkorn University, Bangkok, Thailand. The title of this dissertation is "Development of A World Class MBA Program in Japan by Using Blue Ocean Strategy". The study is designed to collect information on MBA programs.

Use of Information

The result of this survey will assist to enhance better quality and service of MBA programs, and be used to consider how to provide better service and quality for the MBA schools throughout the world. Please be assured that any information that would permit identification of individual respondents will be held in strict confidence. Your response is highly valued.

Survey Question Procedure

The questionnaires are separated into three parts; Part I, Part II and Part III. Part I consists of the general questions to get some demographical data, Part II and Part III is the specific questions related to the MBA programs.

Instruction

In "Part I" and "Part II", when answering questions that require marking in a box, please use a "√". For Part II, we use the "Likert Scale". The scale is as followed: 5 indicates "Strongly Agree", 4 indicates "Agree", 3 indicates "Neutral", 2 indicates "Disagree", 1 indicates "Strongly Disagree". Part III is the open end questions. Please share your thoughts, idea and opinion with us.

If you have any questions about completing this questionnaire, please do not hesitate to contact us at the address below.

Ms. Masako Tsuruta

Higher Education Program,

Department of Educational Policy, Management, and Leadership,

Faculty of Education, Chulalongkorn University,

Phyathai Road, Pathumwan, Bangkok, Thailand

Tel: 66-2218-2574, 66-81-854-9327

Fax: 66-2218-2574

Email: withmasako@gmail.com

Part I: General Information

All collected data will be kept under strict observation, and your name will not be appeared by any means.

Please provide information about yourself. Thank you. (Check “√” **only one**)

1: My Sex Male Female

2. My Nationality

3: My child is in First Year Second Year Third Year Fourth Year

4. I am satisfied with my child decision in taking MBA Very Much Much Fair Little Least

5. I am satisfied with my child school facilities Very Much Much Fair Little Least

6. I would like my child to work at the well-known international organization after his/her graduation
 Very Much Much Fair Little Least

10. After my child graduation, I would like he/she to have monthly salary in US Dollars is
 Less than US\$ 2,000 US\$2,000 - 3,000
 US\$3,000 - 4,000 US\$4,000 - 5,000
 US\$5,000 - 6,000 More than US\$6,000

11. I would like my child to work in ... Asia Europe Japan Pacific USA Other....

Part II: Opinion about MBA Program

Please put a check mark "✓" in the Scale box.

Item	Scale				
	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1. My child enjoys studying at his/her MBA school.					
2. My child has excellent lecturers at his/her MBA school.					
3. My child's MBA school has a good reputation through out the world.					
4. My child has got good scores at his/her assessments.					
5. My child's MBA school has a defined school philosophy.					
6. My child's MBA school offers high quality program					
7. My child's MBA school encourages him/her to be a global business leaders/professionals.					
8. My child's MBA school has excellent alumnae who work at the well-known firms/institutions.					
9. My child likes to contribute his/her intellectual skills to the society in general.					
10. My child is proud to be part of his/her MBA school.					
11. My child has a good interaction with faculty members to meet their unique needs.					
12. I think my child's MBA school lecturers do not mind to help students by giving extra coaching and guidance as extra curricular-activities.					
13. I think sending my child to take MBA would give him/her better future career opportunities.					
14. I am satisfied with my child's MBA school admission process.					
15. I think my child's MBA school has world-class lecturers.					

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. I think my child's MBA school has world-class facilities.					
17. I see that my child likes to attend business forum and seminars quite often.					
18. I feel that my child's MBA school has a significant innovation in its' program.					
19. I think my child's MBA school lecturers do not mind to help students by giving a special tutorial as an extra curricular-activity.					
20. I think my child is motivated to learn at his/her class.					
21. I think my child's MBA school set a high target for graduating students in terms of professional competences.					
22. I think my child's MBA school set a high target for graduating students in terms of values and ethics.					
23. I think my child's MBA school set a high target for graduating students in terms of entry level to business corporation.					
24. I realize my child's MBA school has a responsibility to the society.					
25. I always give my child moral support.					
26. I support my child financially for his/her study.					
27. I can recommend my child's MBA school to others willingly.					
28. I expect a lot from my child after the completion of MBA.					
29. I would like my child to participate in the international exchange programs outside the country.					
31. I am satisfied with carrier service and support given by my child's MBA school					
32. I think my child's MBA school contribute to social responsibilities					

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
33. I played a significant role to for my child's decision to take MBA program.					
34. I think my child's MBA course fee is very high.					
35. I will be extremely happy if my child's MBA course fee is reduced.					

Part III: Suggestions for MBA Program

Please feel free to share your thoughts in MBA program/school

I. Your Opinion about Japanese MBA Schools

.....

.....

.....

.....

II. Your Opinion about World Class MBA Schools

.....

.....

.....

.....

Thank you very much for your corporation!!!

Business Practice and MBA Survey

Purpose of the study

This survey is conducted for the Doctoral dissertation, at the Faculty of Education at Chulalongkorn University, Bangkok, Thailand. The title of this dissertation is “Development A World Class MBA Program in Japan by Using Blue Ocean Strategy”. The study is designed to collect information on MBA programs.

Use of Information

The result of this survey will assist to enhance better quality and service of MBA programs at various MBA schools in Japan. Please be assured that any information that would permit identification of individual respondents will be held in strict confidence. Your response is highly valued.

Survey Question Procedure

The questionnaires are separated into three parts; Part I, Part II and Part III. Part I consists of the general questions to get some demographical data, Part II and Part III is the specific questions related to the Japanese business practices and MBA programs.

Instruction

In “Part I” and “Part II”, when answering questions that require marking in a box, please use a “√”. For Part II, we use the “Likert Scale”. The scale is as followed: 5 indicates “Strongly Agree”, 4 indicates “Agree”, 3 indicates “Neutral”, 2 indicates “Disagree”, 1 indicates “Strongly Disagree”. Part III is the open-end questions. Please share your thoughts, idea and opinion with us.

If you have any questions about completing this questionnaire, please do not hesitate to contact us at the address below.

Ms. Masako Tsuruta

Higher Education Program,

Department of Educational Policy, Management, and Leadership,

Faculty of Education, Chulalongkorn University,

Phyathai Road, Pathumwan, Bangkok, Thailand

Tel: 66-2218-2574, 66-81-854-9327

Fax: 66-2218-2574

Email: withmasako@gmail.com

Part I: General Information

All collected data will be kept under strict observation, and your name will not be appeared by any means.

Please provide information about yourself. Thank you. (Check "✓" only one)

1. Sex Male Female

2. Nationality

3. I majored my study in .. Arts Science Social Science
 Business Economy Other field ...

4. My Highest Degree is ... High School Bachelor Master Other.....

5. Working Career as HR manager at Japanese business firms is
 Less than 3 years 3-5 years 5-10 years 10-15 years
 More than 15 years

6. My company prefers to employ Bachelor degree holders
 Very Much Much Fair Little Least

7. My company likes to employ MBA degree holders
 Very Much Much Fair Little Least

8. My company intends to employ more foreigners near future.....
 Very Much Much Fair Little Least

9. My company use English as medium
 Very Often Sometime Seldom Never

10. I often use English as medium of the communication
 Very Often Sometime Seldom Never

11. My company has a corporate university Yes No

Now you have completed Part I. Please proceed to the Part II. Thank you.

Part II: Opinion about MBA Program
 Please put a check mark "✓" in the Scale box.

Item	Scale				
	5	4	3	2	1
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I agree that MBA programs have a good potential to develop new business leaders in general.					
2. I feel that present Japanese MBA programs are irrelevant to the business practice.					
3. I would like to select MBA Schools in USA or Europe, if I am given a chance to study MBA.					
4. I value personality and character more than the educational qualification when recruiting new staff.					
5. I must send new staff for my company's special training course regardless of their educational background.					
6. I am willing to increase numbers of non-Japanese staff, if it is needed.					
7. I will strongly consider employing MBA graduates if they can meet the various requirements from my company.					
8. My company's mission is practiced through our daily work in our organization.					
9. My company values the social responsibility of the organization.					
10. My company believes that business ethics must be practiced.					
11. My company has many future global business leaders.					
12. My company has sophisticated culture.					
13. My company has very internationalized governance.					
14. My company has various original training courses to meet our goals.					
15. My company's training courses are very unique.					
16. My company's policy is based on Japanese philosophy.					
17. My company likes to use Eastern philosophies in our business practices.					
18. My company likes to use Western business theories in our business practices.					

III. What kind of changes needed for current Japanese MBA programs?

.....

.....

.....

.....

.....

Thank you very much for your corporation and support on this study.

APPENDIX C

経営学修士(MBA)経営者調査

研究目的

この調査はタイ国、チュラロンコン大学教育学部（タイ、バンコク所在）の博士論文のために行われるものです。博士論文のタイトルは“Development of A World Class MBA Program in Japan by Using Blue Ocean Strategy”であり、研究は経営学修士(MBA)課程についての情報をまとめる予定となっています。

情報の用途

この調査結果は経営学修士(MBA)課程の質と事業をより高める助けとなり、また様々なビジネススクール(MBA school)の経営者をどのようにサポートしていくかを考慮するのにも利用されます。回答者の身元が判明する可能性のあるいかなる情報も極秘に扱われますのでご安心ください。ご回答は尊重いたします。

アンケート調査の手順

アンケートは第Ⅰ部、Ⅱ部、Ⅲ部の3つに分かれています。第Ⅰ部は統計データのための一般事項に関する質問、第Ⅱ部と第Ⅲ部は経営学修士(MBA)プログラムに関する具体的な質問となっています。

(回答に関する) お願い

第Ⅰ部と第Ⅱ部の選択式の質問については回答ボックスに“√”を記入してください。第Ⅱ部については5段階のリッカート尺度を用いており、尺度は次のようになります。5：非常に同意できる、4：同意できる、3：どちらともいえない、2：同意できない、1：全く同意できない。第Ⅲ部は自由回答式の質問です。あなたの考え、ご意見、ご見解をおしえてください。

このアンケート回答に関する質問につきましては、どうぞ遠慮なく下記までご連絡ください。

鶴田雅子 (Ms. Masako Tsuruta)

Higher Education Program,

Department of Educational Policy, Management, and Leadership,

Faculty of Education, Chulalongkorn University,

Phyathai Road, Pathumwan, Bangkok, Thailand

Tel: 66-2218-2574, 66-81-854-9327

Fax: 66-2218-2574

Email: withmasako@gmail.com

第 I 部：一般事項

回収された全てのデータは極秘下におかれ、決して名前が表に出ることはありません。

あなた自身についてご回答ください。(“√”でのみご回答ください)

1. 性別 男性 女性

2. 国籍

3. 最終学歴 学士 修士 博士 その他.....

4. 最終学歴取得地..... アメリカ ヨーロッパ アジア
 日本 オセアニア その他

5. 研究分野 会計学 経営学 経済学 金融
 法律 社会科学 その他

6. 経営者としての就任期間..... 0-3年 3-5年 5-10年
 15-20年 20年以上

7. 経営学修士(MBA)の講師経験がありますか。 はい いいえ

8. 以前会社勤務の経験がありますか。 はい いいえ

9. 過去5年以内の本の出版数..... 0-3冊 3-5冊 5-7冊 7-10冊 10冊以上

10. 過去5年以内に国際雑誌に掲載された論文数 ... 0-5 3-5 5-7 7-10 10以上

11. 国際ビジネス会議への参加について..... いつも よく ときどき
 あまりしない 参加したことがない

11. 貴方の研究には満足していますか。.....

- 非常に満足している 満足している どちらかという満足している
 あまり満足していない 満足していない

12. 大学院の経営者には満足していますか.....

- 非常に満足している 満足している
 どちらかという満足している あまり満足していない 満足していない

これで第Ⅰ部はおわりです。続けて第Ⅱ部へお進みください。

第Ⅱ部：経営学修士(MBA)課程についての意見 “該当する欄へ“√”でご回答ください”

1:スクールの状況、管理、方策

項目	度合				
	5 非常に同意できる	4 同意できる	3 どちらともいえない	2 同意できない	1 全く同意できない
1. わたしのビジネススクール(MBA school)のミッションはスクール中で明確に理解されている					
2. わたしのビジネススクール(MBA school)は魅力的なキャンパス、建物、食堂、カフェやその他学生共有設備など良い学習環境を備えている					
3. わたしのビジネススクール(MBA school)にはその管理体制や方策、校風の中に国際的な面が取り込まれている					
4. わたしのビジネススクール(MBA school)には有効でしっかりした金融管理体制がある					
5. わたしのビジネススクール(MBA school)にはスクールのミッションから方策計画を作る内部工程がある					
6. わたしのビジネススクール(MBA school)のミッションは MBA カリキュラムの中で明白に述べられ、実行されている					
7. わたしのビジネススクール(MBA school)は倫理的な責任ある管理体制を約束している					
8. わたしのビジネススクール(MBA school)はスクールの方針を明確に示している					

2: 経営学修士(MBA)課程の特色

項目	度合				
	5 非常に同意できる	4 同意できる	3 どちらともいえない	2 同意できない	1 全く同意できない
1. わたしのビジネススクール(MBA school)では英語を指導媒体として用いている					
2. わたしのビジネススクール(MBA school)には講義を点検してその中でミッションに述べられたことがどのように実行されているかを確認する体系的な再点検処置がある					
3. わたしのビジネススクール(MBA school)は経営学修士(MBA)プログラムの特色を方向付ける国のシステムを実行している					
4. わたしのビジネススクール(MBA school)には campus-based learning, distance learning, research, executive learning に便宜をはかる適切な基盤がある					
5. わたしのビジネススクール(MBA school)は最新で質の高い計画、内容、配信方式、教材を提供している					
6. わたしのビジネススクール(MBA school)は管理技術(チームワーク、対人関係、発表、プロジェクト管理、リーダーシップ等の技術)と併せて、知識的な技術の開発をも目指している					
7. わたしのビジネススクール(MBA school)は講義を点検してその中でミッションに述べられたことが実行されているかを確認する体系的な点検処置がある					
8. わたしのビジネススクール(MBA school)はわたしたちに態度、知識、技術、振る舞いや価値観の熟慮されたものを教え込むことを求めている					

3: 学生の特徴

項目	度合				
	5 非常に同意できる	4 同意できる	3 どちらともいえない	2 同意できない	1 全く同意できない
1. わたしのビジネススクール(MBA school)は学生個人個人のニーズに応じるために学生と講師陣とのふれ合いを奨励している					
2. わたしの学生は興味をもち、先進して学んでいる					
3. わたしの学生は世界様々な地域から来ている					
4. わたしの学生は経営倫理と社会的責任を承知している					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
5. わたしの学生達には様々な経歴がある					
6. わたしの学生は個人開発のために専門的な支援を受けている					
7. わたしの学生にはスクールからの法人のよい支援リンクがある					
8. わたしは学生の選考や入学課程に注意関心を払っている					
9. わたしは卒業生に知識的、経営の技術、価値観や倫理、専門的な能力、入社時の水準に関して高い目標をかかげている					

4: 講師陣の特色

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしは学生が倫理的で社会的責任のあるビジネスリーダーとなるために指導することを目指している					
2. わたしは教える中にスクールの価値観を組み込んでいる					
3. わたしは世界中の同様なプログラムにおける最も優れた実践、主傾向、重要な新制度に対して自身が最新のものをおこなっているかを自己査定している					
4. わたしは学生がビジネスを先導する経営者や専門家となるよう養成を目指している					
5. わたしは概してスクールミッションや構想、評価、目標、目的をスクールでの仕事の中で統合していることの結果に満足している					
6. わたしはスクールの方策目標に基づいた自分のプログラムのポートフォリオを作っている					
7. わたしはコンサルタントや研究の技術も学生に授けている					
8. わたしは講義、事例研究、ビジネスゲーム、グループ作業、プロジェクトベース学習、個別指導等様々な教授法を用いている					

5: 研究と開発

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)はミッションや構想、価値観、目的を教えや学習、調査、開発の中に統合する方策や経営計画がある					
2. わたしのビジネススクール(MBA school)には新制度や新技術、新方式を開発する方針がある					
3. わたしのビジネススクール(MBA school)にはスクールの教育目標を支えるためのカリキュラム、プログラムの進展や行われ方や他の仕事を監督する十分な講師陣がいる					
4. わたしのビジネススクール(MBA school)は講師としての仕事の中に自分の研究のために十分な時間を割り当ててくれている					
5. わたしのビジネススクール(MBA school)は研究開発の分野で世界的に認められている					
6. わたしはスクールプログラムの妥当性や質がわかる研究をしている					
7. わたしはわたしのビジネススクール(MBA school)が資金を出している研究を抱えている					
8. わたしはスクールに研究の校風があると感じる					

6: 社会貢献

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)のカリキュラムの設計や内容には社会的責任の面も含まれている					
2. わたしのビジネススクール(MBA school)は講師陣に社会への知的貢献(講演、セミナーの開催、出版物等)を行うよう奨励している					
3. わたしのビジネススクール(MBA school)にはアウトリーチコミュニティがある					
4. わたしのビジネススクール(MBA school)は倫理的行動や企業の信頼性を高めることを率先して行っている					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
5. わたしは奉仕としてビジネスセミナーを開催して自分のコミュニティを援助することを厭わない					
6. わたしは自分のコミュニティにコンサルティングサービスや学習支援を行っている					
7. わたしは自分の知識を用いてもっとコミュニティサービスをするべきだと思う					
8. わたしのビジネススクール(MBA school)は社会への責任があると感じる					

7: 資材と管理

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)には学生や講師陣に対しての優れた技術支援がある					
2. わたしのビジネススクール(MBA school)は目的と学習成果を文章とオンラインで明確に述べている					
3. わたしのビジネススクール(MBA school)には授業や仕事を行うのに十分な資材がある					
4. わたしのビジネススクール(MBA school)には明示的な監視や評定基準がある					
5. わたしのビジネススクール(MBA school)には学生、講師陣、経営者、ステークホルダーらによって定期的にプログラムを評価している					
6. わたしのビジネススクール(MBA school)経営はすべての仕事の量を効率よく全職員にわたり分配している					
7. わたしのビジネススクール(MBA school)は学生や(あるいは)経営者らによって評価される体系的な批評や昇進、報酬の措置がある					
8. わたしのスクールの昇進制度や幸運な資金制度に満足している					

8: 国際化

項目	度合				
	5 非常に同意できる	4 同意できる	3 どちらともいえない	2 同意できない	1 全く同意できない
1. わたしは知識を広げるために国際的なビジネスフォーラムやセミナー、エキシビションへよく参加している					
2. わたしは教える中でたくさんの国際的なビジネス情報を取り入れている					
3. わたしは学生達に国外の国際的な交換留学プログラムへの参加を奨励している					
4. わたしは自分の講義にトップの国際企業からトップビジネスリーダーを招いている					
5. わたしは他の国のスクールとの共同研究を行うつもりがある					
6. わたしはグローバルな責務や持続しうる開発を自分の MBA プログラムの中に組み込んでいる					
7. わたしたちには特別講義やスクールでの仕事に携わる多くの国際的によく知られた客員教授がいる					
8. わたしたち講師陣はその専門分野において世界中で有名である					

9: 法人とのつながり

項目	度合				
	5 非常に同意できる	4 同意できる	3 どちらともいえない	2 同意できない	1 全く同意できない
1. わたしたちのビジネススクール(MBA school)には共同経営企業がある					
2. わたしたちのビジネススクール(MBA school)は企業でセミナーをよく提供している					
3. わたしのビジネススクール(MBA school)には世界中にビジネス顧客がいる					
4. わたしたち講師陣は国際レベルで企業界との強い繋がりがある					
5. わたしたち講師陣は国内レベルで企業界との強い繋がりがある					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
6. わたしたち講師陣は地元レベルで企業界との強い繋がりがあ					
7. わたしは学生に話をしてもらうために世界的な国際企業で働いている同窓生を招いている					
8. わたしは企業界と共同してプログラムを提供する余地がある					

これで第Ⅱ部はおわりです。続けて第Ⅲ部へお進みください。

第Ⅲ部：経営学修士(MBA)課程に対する提案

経営学修士(MBA)課程/スクールについてあなたの考えを自由に書いてください。

I. 日本のビジネススクール(MBA school)についてのあなたの意見を聞かせてください。

.....

.....

.....

.....

.....

.....

II. 世界に通用するビジネススクール(MBA school)についてのあなたの意見を聞かせてください。

.....

.....

.....

.....

.....

ご協力どうもありがとうございました。

第Ⅲ部：経営学修士(MBA)課程に対する提案

経営学修士(MBA)課程/スクールについてあなたの考えを自由に書いてください。

I. 日本のビジネススクール(MBA school)についてのあなたの意見を聞かせてください。

.....

.....

.....

.....

.....

.....

.....

II. 世界に通用するビジネススクール(MBA school)についてのあなたの意見を聞かせてください。

.....

.....

.....

.....

.....

.....

ご協力どうもありがとうございました。

経営学修士(MBA)講師調査

研究目的

この調査はタイ国、チュラロンコン大学教育学部（タイ、バンコク所在）の博士論文のために行われるものです。博士論文のタイトルは“Development of A World Class MBA Program in Japan by Using Blue Ocean Strategy”であり、研究は経営学修士(MBA)課程についての情報をまとめる予定となっています。

情報の用途

この調査結果は経営学修士(MBA)課程の質と事業をより高める助けとなり、また様々なビジネススクール(MBA school)で講師にたいするいっそうの利益を考慮するのにも利用されます。回答者の身元が判明する可能性のあるいかなる情報も極秘に扱われますのでご安心ください。ご回答は尊重いたします。

アンケート調査の手順

アンケートは第Ⅰ部、Ⅱ部、Ⅲ部の3つに分かれています。第Ⅰ部は統計データのための一般事項に関する質問、第Ⅱ部と第Ⅲ部は経営学修士(MBA)プログラムに関する具体的な質問となっています。

(回答に関する) お願い

第Ⅰ部と第Ⅱ部の選択式の質問については回答ボックスに“√”を記入してください。第Ⅱ部については5段階のリッカート尺度を用いており、尺度は次のようになります。5：非常に同意できる、4：同意できる、3：どちらともいえない、2：同意できない、1：全く同意できない。第Ⅲ部は自由回答式の質問です。あなたの考え、ご意見、ご見解をおしえてください。

このアンケート回答に関する質問につきましては、どうぞ遠慮なく下記までご連絡ください。

鶴田雅子 (Ms. Masako Tsuruta)

Higher Education Program,

Department of Educational Policy, Management, and Leadership,

Faculty of Education, Chulalongkorn University,

Phyathai Road, Pathumwan, Bangkok, Thailand

Tel: 66-2218-2574, 66-81-854-9327

Fax: 66-2218-2574

Email: withmasako@gmail.com

第 I 部：一般事項

回収された全てのデータは極秘下におかれ、決して名前が表に出ることはありません。

あなた自身についてご回答ください。（“√”でのみご回答ください）

1. 性別 男性 女性

2. 国籍

3. 最終学歴 学士 修士 博士 その他.....

4. 最終学歴取得地.....
アメリカ ヨーロッパ アジア 日本 オセアニア その他

5. 研究分野
会計学 経営学 経済学 金融 法律 社会科学 その他

6. MBA 講師としての就任期間.....
0-3年 3-5年 5-10年 15-20年 20年以上

7. 過去5年以内の本の出版数.....
0-3冊 3-5冊 5-7冊 7-10冊 10冊以上

8. 過去5年以内に国際雑誌に掲載された論文数
0-5 3-5 5-7 7-10 10以上

9. 国際ビジネス会議への参加について.....
いつも よく ときどき あまりしない 参加したことがない

10. 貴方の講義には満足していますか.....
非常に満足している 満足している どちらかという満足している
あまり満足していない 満足していない

11. 貴方の研究には満足していますか。.....

- 非常に満足している 満足している どちらかという満足している
 あまり満足していない 満足していない

12. 大学院の経営者には満足していますか.....

- 非常に満足している 満足している
 どちらかという満足している あまり満足していない 満足していない

これで第Ⅰ部はおわりです。続けて第Ⅱ部へお進みください。

第Ⅱ部：経営学修士(MBA)課程についての意見 “該当する欄へ“√”でご回答ください”

1:スクールの状況、管理、方策

項目	度合				
	5 非常に同意できる	4 同意できる	3 どちらともいえない	2 同意できない	1 全く同意できない
1. わたしのビジネススクール(MBA school)のミッションはスクール中で明確に理解されている					
2. わたしのビジネススクール(MBA school)は魅力的なキャンパス、建物、食堂、カフェやその他学生共有設備など良い学習環境を備えている					
3. わたしのビジネススクール(MBA school)にはその管理体制や方策、校風の中に国際的な面が取り込まれている					
4. わたしのビジネススクール(MBA school)には有効でしっかりした金融管理体制がある					
5. わたしのビジネススクール(MBA school)にはスクールのミッションから方策計画を作る内部工程がある					
6. わたしのビジネススクール(MBA school)のミッションは MBA カリキュラムの中で明白に述べられ、実行されている					
7. わたしのビジネススクール(MBA school)は倫理的な責任ある管理体制を約束している					
8. わたしのビジネススクール(MBA school)はスクールの方針を明確に示している					

2: 経営学修士(MBA)課程の特色

項目	度合				
	5 非常に同意できる	4 同意できる	3 どちらともいえない	2 同意できない	1 全く同意できない
1. わたしのビジネススクール(MBA school)では英語を指導媒体として用いている					
2. わたしのビジネススクール(MBA school)には講義を点検してその中でミッションに述べられたことがどのように実行されているかを確認する体系的な再点検処置がある					
3. わたしのビジネススクール(MBA school)は経営学修士(MBA)プログラムの特色を方向付ける国のシステムを実行している					
4. わたしのビジネススクール(MBA school)には campus-based learning, distance learning, research, executive learning に便宜をはかる適切な基盤がある					
5. わたしのビジネススクール(MBA school)は最新で質の高い計画、内容、配信方式、教材を提供している					
6. わたしのビジネススクール(MBA school)は管理技術(チームワーク、対人関係、発表、プロジェクト管理、リーダーシップ等の技術)と併せて、知識的な技術の開発をも目指している					
7. わたしのビジネススクール(MBA school)は講義を点検してその中でミッションに述べられたことが実行されているかを確認する体系的な点検処置がある					
8. わたしのビジネススクール(MBA school)はわたしたちに態度、知識、技術、振る舞いや価値観の熟慮されたものを教え込むことを求めている					

3: 学生の特色

項目	度合				
	5 非常に同意できる	4 同意できる	3 どちらともいえない	2 同意できない	1 全く同意できない
1. わたしのビジネススクール(MBA school)は学生個人個人のニーズに応じるために学生と講師陣とのふれ合いを奨励している					
2. わたしの学生は興味をもち、先進して学んでいる					
3. わたしの学生は世界様々な地域から来ている					
4. わたしの学生は経営倫理と社会的責任を承知している					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
5. わたしの学生達には様々経歴がある					
6. わたしの学生は個人開発のために専門的な支援を受けている					
7. わたしの学生にはスクールからの法人のよい支援リンクがある					
8. わたしは学生の選考や入学課程に注意関心を払っている					
9. わたしは卒業生に知識的、経営の技術、価値観や倫理、専門的な能力、入社時の水準に関して高い目標をかかげている					

4: 講師陣の特色

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしは学生が倫理的で社会的責任のあるビジネスリーダーとなるために指導することを目指している					
2. わたしは教える中にスクールの価値観を組み込んでいる					
3. わたしは世界中の同様なプログラムにおける最も優れた実践、主傾向、重要な新制度に対して自身が最新のものをおこなっているかを自己査定している					
4. わたしは学生がビジネスを先導する経営者や専門家となるよう養成を目指している					
5. わたしは概してスクールミッションや構想、評価、目標、目的をスクールでの仕事の中で統合していることの結果に満足している					
6. わたしはスクールの方策目標に基づいた自分のプログラムのポートフォリオを作っている					
7. わたしはコンサルタントや研究の技術も学生に授けている					
8. わたしは講義、事例研究、ビジネスゲーム、グループ作業、プロジェクトベース学習、個別指導等様々な教授法を用いている					

5: 研究と開発

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)はミッションや構想、価値観、目的を教えや学習、調査、開発の中に統合する方策や経営計画がある					
2. わたしのビジネススクール(MBA school)には新制度や新技術、新方式を開発する方針がある					
3. わたしのビジネススクール(MBA school)にはスクールの教育目標を支えるためのカリキュラム、プログラムの進展や行われ方や他の仕事を監督する十分な講師陣がいる					
4. わたしのビジネススクール(MBA school)は講師としての仕事の中に自分の研究のために十分な時間を割り当ててくれている					
5. わたしのビジネススクール(MBA school)は研究開発の分野で世界的に認められている					
6. わたしはスクールプログラムの妥当性や質がわかる研究をしている					
7. わたしはわたしのビジネススクール(MBA school)が資金を出している研究を抱えている					
8. わたしはスクールに研究の校風があると感じる					

6: 社会貢献

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)のカリキュラムの設計や内容には社会的責任の面も含まれている					
2. わたしのビジネススクール(MBA school)は講師陣に社会への知的貢献(講演、セミナーの開催、出版物等)を行うよう奨励している					
3. わたしのビジネススクール(MBA school)にはアウトリーチコミュニティがある					
4. わたしのビジネススクール(MBA school)は倫理的行動や企業の信頼性を高めることを率先して行っている					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
5. わたしは奉仕としてビジネスセミナーを開催して自分のコミュニティを援助することを厭わない					
6. わたしは自分のコミュニティにコンサルティングサービスや学習支援を行っている					
7. わたしは自分の知識を用いてもっとコミュニティサービスをするべきだと思う					
8. わたしのビジネススクール(MBA school)は社会への責任があると感じる					

7: 資材と管理

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)には学生や講師陣に対しての優れた技術支援がある					
2. わたしのビジネススクール(MBA school)は目的と学習成果を文章とオンラインで明確に述べている					
3. わたしのビジネススクール(MBA school)には授業や仕事を行うのに十分な資材がある					
4. わたしのビジネススクール(MBA school)には明示的な監視や評価基準がある					
5. わたしのビジネススクール(MBA school)には学生、講師陣、経営者、ステークホルダーらによって定期的にプログラムを評価している					
6. わたしのビジネススクール(MBA school)経営はすべての仕事の量を効率よく全職員にわたり分配している					
7. わたしのビジネススクール(MBA school)は学生や(あるいは)経営者らによって評価される体系的な批評や昇進、報酬の措置がある					
8. わたしのスクールの昇進制度や幸運な資金制度に満足している					

8: 国際化

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしは知識を広げるために国際的なビジネスフォーラムやセミナー、エキシビションへよく参加している					
2. わたしは教える中でたくさんの国際的なビジネス情報を取り入れている					
3. わたしは学生達に国外の国際的な交換留学プログラムへの参加を奨励している					
4. わたしは自分の講義にトップの国際企業からトップビジネスリーダーを招いている					
5. わたしは他の国のスクールとの共同研究を行うつもりがある					
6. わたしはグローバルな責務や持続しうる開発を自分の MBA プログラムの中に組み込んでいる					
7. わたしたちには特別講義やスクールでの仕事に携わる多くの国際的によく知られた客員教授がいる					
8. わたしたち講師陣はその専門分野において世界中で有名である					

9: 法人とのつながり

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしたちのビジネススクール(MBA school)には共同経営企業がある					
2. わたしたちのビジネススクール(MBA school)は企業でセミナーをよく提供している					
3. わたしのビジネススクール(MBA school)には世界中にビジネス顧客がいる					
4. わたしたち講師陣は国際レベルで企業界との強い繋がりがあ					
5. わたしたち講師陣は国内レベルで企業界との強い繋がりがあ					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
6. わたしたち講師陣は地元レベルで企業界との強い繋がりがある					
7. わたしは学生に話をしてもらうために世界的な国際企業で働いている同窓生を招いている					
8. わたしは企業界と共同してプログラムを提供する余地がある					

これで第Ⅱ部はおわりです。続けて第Ⅲ部へお進みください。

第Ⅲ部：経営学修士(MBA)課程に対する提案

経営学修士(MBA)課程/スクールについてあなたの考えを自由に書いてください。

I. 日本のビジネススクール(MBA school)についてのあなたの意見を聞かせてください。

.....

.....

.....

.....

.....

.....

II. 世界に通用するビジネススクール(MBA school)についてのあなたの意見を聞かせてください。

.....

.....

.....

.....

.....

ご協力どうもありがとうございました。

経営学修士(MBA)課程学生調査

研究目的

この調査はタイ国、チュラロンコン大学教育学部（タイ、バンコク所在）の博士論文のために行われるものです。博士論文のタイトルは“Development of A World Class MBA Program in Japan by Using Blue Ocean Strategy”であり、研究は経営学修士(MBA)課程についての情報をまとめる予定となっています。

情報の用途

この調査結果は経営学修士(MBA)課程の質と事業をより高める助けとなり、また世界中の様々なビジネススクールが優れた事業と質をどのように提供するかを考慮するのにも利用されます。回答者の身元が判明する可能性のあるいかなる情報も極秘に扱われますのでご安心ください。ご回答は尊重いたします。

アンケート調査の手順

アンケートは第Ⅰ部、Ⅱ部、Ⅲ部の3つに分かれています。第Ⅰ部は統計データのための一般事項に関する質問、第Ⅱ部と第Ⅲ部は経営学修士(MBA)プログラムに関する具体的な質問となっています。

(回答に関する) お願い

第Ⅰ部と第Ⅱ部の選択式の質問については回答ボックスに“√”を記入してください。第Ⅱ部については5段階のリッカート尺度を用いており、尺度は次のようになります。5：非常に同意できる、4：同意できる、3：どちらともいえない、2：同意できない、1：全く同意できない。第Ⅲ部は自由回答式の質問です。あなたの考え、ご意見、ご見解をおしえてください。

このアンケート回答に関する質問につきましては、どうぞ遠慮なく下記までご連絡ください。

鶴田雅子 (Ms. Masako Tsuruta)

Higher Education Program,

Department of Educational Policy, Management, and Leadership,

Faculty of Education, Chulalongkorn University,

Phyathai Road, Pathumwan, Bangkok, Thailand

Tel: 66-2218-2574, 66-81-854-9327

Fax: 66-2218-2574

Email: withmasako@gmail.com

第 I 部：一般事項

回収された全てのデータは極秘下におかれ、決して名前が表に出ることはありません。

あなた自身についてご回答ください。(“√”でのみご回答ください)

1. 性別 男性 女性
2. 国籍
3. 専攻分野 .. 会計学 経営管理学 マネージメント 経済学 金融 経営戦略
その他の分野
3. 学年..... 1回生 2回生 3回生 4回生
4. 講義に満足していますか。 非常に満足している 満足している まあ満足している
あまり満足していない 満足していない
5. 貴方のスクール設備に満足していますか。... 非常に満足している 満足している
まあ満足している あまり満足していない 満足していない
6. 貴方のスクールカリキュラムに満足していますか。...
非常に満足している 満足している まあ満足している
あまり満足していない 満足していない
7. 貴方のプログラムに概して満足していますか。.....
非常に満足している 満足している まあ満足している
あまり満足していない 満足していない
8. 講義の中で英語を研究の媒体として使用しますか。.....
いつも ときどき あまりしない しない
9. 貴方の英語能力について 非常に高い 高い 普通 低い 非常に低い
10. 卒業後は国際企業への就職を望んでいますか。..... はい いいえ
11. 企業では何に従事したいですか。.....
コンサルタント エキスパート 社員 スペシャリスト その他....
12. どの程度の月給を望んでいますか。..... 2,000ドル以下 2,000 - 3,000ドル
3,000 - 4,000ドル 4,000 - 5,000ドル 5,000 - 6,000ドル 6,000ドル以上
11. 勤務地はどこを望んでいますか。..... アメリカ ヨーロッパ
アジア 日本 オセアニア その他

これで第 I 部はおわりです。続けて第 II 部へお進みください。

第 II 部：経営学修士(MBA)課程についての意見 “該当する欄へ“√”でご回答ください”

1: スクールの状況、管理、方策

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)のミッションはスクール中で明確に理解されている					
2. わたしのビジネススクール(MBA school)は魅力的なキャンパス、建物、食堂、カフェやその他学生共有設備など良い学習環境を備えている					
3. わたしのビジネススクール(MBA school)にはその管理体制や方策、校風の中に国際的な面が取り込まれている					
4. わたしのビジネススクール(MBA school)には有効でしっかりした金融管理体制がある					
5. わたしのビジネススクール(MBA school)にはスクールのミッションから方策計画を作る内部工程がある					
6. わたしのビジネススクール(MBA school)のミッションは MBA カリキュラムの中で明白に述べられ、実行されている					
7. わたしのビジネススクール(MBA school)は倫理的な責任ある管理体制を約束している					
8. わたしのビジネススクール(MBA school)はスクールの方針を明確に示している					

2: 経営学修士(MBA)課程の特色

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)では英語を指導媒体として用いている					
2. わたしのビジネススクール(MBA school)は講義を点検してその中でミッションに述べられたことがどのように実行されているかを確認する体系的な再点検処置がある					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
3. わたしのビジネススクール(MBA school)は経営学修士(MBA)プログラムの特色を方向付ける国のシステムを実行している					
4. わたしのビジネススクール(MBA school)には campus-based learning, distance learning, research, executive learning に便宜をはかる適切な基盤がある					
5. 我がビジネススクール(MBA school)は最新で質の高い計画、内容、配信方式、教材を提供している					
6. わたしのビジネススクール(MBA school)は管理技術(チームワーク、対人関係、発表、プロジェクト管理、リーダーシップ等の技術)と併せて、知識的な技術の開発をも目指している					
7. わたしのビジネススクール(MBA school)は講義を点検してその中でミッションに述べられたことが実行されているかを確認する体系的な点検処置がある					
8. わたしのビジネススクール(MBA school)はわたしたちに態度、知識、技術、振る舞いや価値観の熟慮されたものを教え込むことを求めている					

3: 学生の特徴

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)は学生個人個人のニーズに応じるために学生と講師陣とのふれ合いを奨励している					
2. わたしたちのスクールには様々な国からのたくさんの留学生がいる					
3. わたしたちは倫理的で社会的責任のあるビジネスリーダーになるよう指導されている					
4. わたしたちは経営倫理と社会的責任を承知している					
5. わたしたちはコンサルタントや研究の技術についても学んでいる					
6. わたしたちは個人開発のために専門的な支援を受けている					
7. わたしは興味をもち、先進して受講している					
8. 学生と講師陣の間には強いきずなを感じる					

4: 講師陣の特色

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. 講師陣は学生が倫理的で社会的責任のあるビジネスリーダーとなるために指導することを目指している					
2. 講師陣はカリキュラムの仕事外として特別な個別指導により子供の手助けをすることを厭わないと思う					
3. 講師陣はカウンセリングサービスや学習支援を進んで行っている					
4. 講師陣は教える中でたくさんの国際的なビジネス情報を取り入れている					
5. 講師陣は指導や指導内容の中にグローバルな責務や持続しうる開発を組み込んでいる					
6. 講師陣は国際企業界と共同してプログラムを提供する余地がある					
7. 講師陣はコンサルタントや研究の技術も学生に授けている					
8. わたしたちの講師陣は講義、事例研究、ビジネスゲーム、グループ作業、プロジェクトベース学習、個別指導等様々な教授法を用いている					

5: 研究と開発

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)はミッションや構想、価値観、目的を教えや学習、調査、開発のなかに統合する方策や経営計画がある					
2. わたしのビジネススクール(MBA school)には新制度や新技術、新方式を開発する方針がある					
3. わたしのビジネススクール(MBA school)にはスクールの教育目標を支えるためのカリキュラム、プログラムの進展や行われ方や他の仕事を監督する十分な講師陣がいる					
4. わたしのビジネススクール(MBA school)は学部の一員としての仕事の中で自分の研究のために十分な時間を割り当ててくれている					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
5. わたしのビジネススクール(MBA school)は研究開発の分野で世界的に認められている					
6. 講師陣はスクールプログラムの妥当性や質がわかる研究をしている					
7. 講師陣は他の国々のスクールや仲間と共同研究をする意図がある					
8. わたしはスクールに研究の校風があると感じる					

6: 社会貢献

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしのビジネススクール(MBA school)のカリキュラムの設計や内容には社会的責任の面も含まれている					
2. わたしのビジネススクール(MBA school)は講師陣に社会への知的貢献(講演、セミナーの開催、出版物等)を行うよう奨励している					
3. わたしのビジネススクール(MBA school)にはアウトリーチコミュニティがある					
4. わたしのビジネススクール(MBA school)は倫理的行動や企業の信頼性を高めることを率先して行っている					
5. わたしは奉仕としてビジネスセミナーを開催して自分のコミュニティを援助することを厭わない					
6. わたしは自分のコミュニティにコンサルティングサービスや学習支援を行っている					
7. わたしは自分の知識を用いてもっとコミュニティサービスをするべきだと思う					
8. わたしのビジネススクール(MBA school)は社会への責任があると感じる					

7: 資材と管理

項目	度合				
	5	4	3	2	1
1. わたしのビジネススクール(MBA school)には学生や講師陣に対しての優れた技術支援がある					
2. わたしのビジネススクール(MBA school)は目的と学習成果を文章とオンラインで明確に述べている					
3. わたしのビジネススクール(MBA school)には授業や仕事を行うのに十分な資材がある					
4. わたしのビジネススクール(MBA school)には明示的な監視や評定基準がある					
5. わたしのビジネススクール(MBA school)には学生、講師陣、経営者、ステークホルダーらによって定期的にプログラムを評価している					
6. わたしのビジネススクール(MBA school)経営はすべての仕事の量を効率よく全職員にわたり分配している					
7. わたしのビジネススクール(MBA school)は学生や(あるいは)経営者らによって評価される体系的な批評や昇進、報酬の措置がある					
8. わたしは入学基準や選考過程は適正であると思う					

8: 国際化

項目	度合				
	5	4	3	2	1
1. わたしのビジネススクール(MBA school)は知識を広げるために国際的なビジネスフォーラムやセミナー、エキシビションへの参加を奨励している					
2. わたしのビジネススクール(MBA school)は国際的なビジネス界でよく知られている					
3. わたしのビジネススクール(MBA school)は学生達に国外の国際的な交換留学プログラムへの参加を奨励している					
4. わたしのビジネススクール(MBA school)は講義にトップの国際企業からトップビジネスリーダーをよく招いている					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
5. 講師陣は他の国のスクールとの共同研究を行っている					
6. 講師陣はその専門分野において世界中で有名である					
7. 講師陣はグローバルな責務や持続しうる開発を MBA プログラムの中に組み込んでいる					
8. わたしたちのビジネススクール(MBA school)には特別講義やスクールでの仕事に携わる国際的によく知られた多くの客員教授がいる					

9: 法人とのつながり

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
1. わたしたちのビジネススクール(MBA school)には共同経営企業がある					
2. わたしたちのビジネススクール(MBA school)は企業でセミナーをよく提供している					
3. わたしのビジネススクール(MBA school)には世界中にビジネス顧客がいる					
4. わたしのビジネススクール(MBA school)は学生に話をしてもらうために世界的な国際企業で働いている同窓生を招いている					
5. わたしのビジネススクール(MBA school)はよく企業と共に共同セミナーを開催している					
6. わたしのビジネススクール(MBA school)は様々な企業からのビジネスマンのために特定の期間の短期コースをよく行っている					
7. わたしのビジネススクール(MBA school)は企業界からのセミナー参加者のために証明書を授与している					
8. 講師陣は国際レベルで企業界との強い繋がりがある					

これで第Ⅱ部はおわりです。続けて第Ⅲ部へお進みください。

第Ⅲ部：経営学修士(MBA)課程に対する提案

経営学修士(MBA)課程／スクールについてあなたの考えを自由に書いてください。

I. 日本のビジネススクール(MBA school)についてのあなたの意見を聞かせてください。

.....

.....

.....

.....

.....

.....

II. 世界に通用するビジネススクール(MBA school)についてのあなたの意見を聞かせてください。

.....

.....

.....

.....

.....

.....

ご協力どうもありがとうございました。

経営学修士(MBA)課程学生保護者調査

研究目的

この調査はタイ国、チュラロンコン大学教育学部（タイ、バンコク所在）の博士論文のために行われるものです。博士論文のタイトルは“Development of A World Class MBA Program in Japan by Using Blue Ocean Strategy”であり、研究は経営学修士(MBA)課程についての情報をまとめる予定となっています。

情報の用途

この調査結果は経営学修士(MBA)課程の質と事業をより高める助けとなり、また世界中のビジネススクールが優れた事業と質をどのように提供するかを考慮するのに利用されます。回答者の身元が判明する可能性のあるいかなる情報も極秘に扱われますのでご安心ください。ご回答は尊重いたします。

アンケート調査の手順

アンケートは第Ⅰ部、Ⅱ部、Ⅲ部の3つに分かれています。第Ⅰ部は統計データのための一般事項に関する質問、第Ⅱ部と第Ⅲ部は経営学修士(MBA)プログラムに関する具体的な質問となっています。

(回答に関する) お願い

第Ⅰ部と第Ⅱ部の選択式の質問については回答ボックスに“√”を記入してください。第Ⅱ部については5段階のリッカート尺度を用いており、尺度は次のようになります。5：非常に同意できる、4：同意できる、3：どちらともいえない、2：同意できない、1：全く同意できない。第Ⅲ部は自由回答式の質問です。あなたの考え、ご意見、ご見解をおしえてください。

このアンケート回答に関する質問につきましては、どうぞ遠慮なく下記までご連絡ください。

鶴田雅子 (Ms. Masako Tsuruta)

Higher Education Program,

Department of Educational Policy, Management, and Leadership,

Faculty of Education, Chulalongkorn University,

Phyathai Road, Pathumwan, Bangkok, Thailand

Tel: 66-2218-2574, 66-81-854-9327

Fax: 66-2218-2574

Email: withmasako@gmail.com

第 I 部：一般事項

回収された全てのデータは極秘下におかれ、決して名前が表に出ることはありません。

あなた自身についてご回答ください。(“/” のみご回答ください)

1: 性別 男性 女性

2. 国籍

3. ご子息/息女の学年..... 1回生 2回生 3回生 4回生

4. ご子息/息女の経営学修士(MBA)取得の決断に満足していますか。 ...
 非常に満足している 満足している まあ満足している
 あまり満足していない 満足していない

5. ご子息/息女のスクール設備に満足していますか。
 非常に満足している 満足している まあ満足している
 あまり満足していない 満足していない

6. ご子息/息女の卒業後は有名国際企業への就職を望んでいますか。
 非常に望んでいる 望んでいる まあ望んで
 あまり望んでいない 望んでいない

10. ご子息/息女の卒業後はどの程度の月給を望んでいますか。
 2,000 ドル以下 2,000 - 3,000 ドル 3,000 - 4,000 ドル
 4,000 - 5,000 ドル 5,000 - 6,000 ドル 6,000 ドル以上

11. ご子息/息女の勤務地はどこを望んでいますか。
 アメリカ ヨーロッパ アジア 日本 オセアニア その他

第Ⅱ部：経営学修士(MBA)課程についての意見 “該当する欄へ“√”でご回答ください”

項目	度合				
	5 非常に同意できる	4 同意できる	3 どちらともいえない	2 同意できない	1 全く同意できない
1. 子供はビジネススクール(MBA school)での勉学を楽しんでいる					
2. 子供はビジネススクール(MBA school)で優れた講師に恵まれている					
3. 子供のビジネススクール(MBA school)は世界中で評判がよい					
4. 子供は評定で優れた成績を修めている					
5. 子供のビジネススクール(MBA school)はスクールの方針を明確に示している					
6. 子供のビジネススクール(MBA school)は質の高いプログラムを提供している					
7. 子供のビジネススクール(MBA school)は子供がグローバルなビジネスリーダー／専門家になるよう奨励している					
8. 子供のビジネススクール(MBA school)は有名な協会／企業に勤務している優秀な同窓生を輩出している					
9. 子供は知識的な技術を社会一般へ捧げたいと考えている					
10. 子供はビジネススクール(MBA school)の一員であることを誇りに思っている					
11. 子供は講師陣と個人のニーズに応じるための良い相互関係を持っている					
12. 子供のビジネススクール(MBA school)の講師はカリキュラムの仕事外で課外指導することを厭わないと思う					
13. 子供を経営学修士(MBA)修得のために送ることは、将来彼らが仕事でさらに良い機会を得ることだと考えている					
14. 子供のビジネススクール(MBA school)の入学過程に満足している					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
15. 子供のビジネススクール(MBA school)は世界に通用する講師陣をそろえていると思う					
16. 子供のビジネススクール(MBA school)は世界に通用する設備を備えていると思う					
17. 子供が非常に頻繁にビジネスフォーラムやセミナーに好んで参加していると思われている					
18. 子供のビジネススクール(MBA school)はプログラムの中に重要で革新的な方法を導入していると感じている					
19. 子供のビジネススクール(MBA school)の講師はカリキュラムの仕事外として特別な個別指導により子供の手助けをすることを厭わないと思う					
20. 子供は興味をもって受講していると思う					
21. 子供のビジネススクール(MBA school)は卒業する学生に対して専門能力の点で高い目標を掲げていると思う					
22. 子供のビジネススクール(MBA school)は操業する学生に対して価値観と倫理に関して高い目標をかかげていると思う					
23. 子供のビジネススクール(MBA school)は入社時の水準に関して高い目標をかかげていると思う					
24. 子供のビジネススクール(MBA school)は社会への責任があると理解している					
25. 常に子供の道徳的な土台を与えている					
26. 子供の勉強のために経済的支援をしている					
27. 子供のビジネススクール(MBA school)を他の人にも快く薦めることができる					
28. 子供の経営学修士(MBA)課程修了後には非常に期待している					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
29. 子供に国外の国際的な交換留学プログラムに参加して欲しいと思っている					
31. 子供の経営学修士課程(MBA)によって得られる専門的な助けや支援に満足している					
32. 子供のビジネススクール(MBA school)は社会的責務に貢献していると思う					
33. 子供が経営学修士(MBA)課程を受ける決断に重要な役目を果たした					
34. 子供の経営学修士(MBA)課程の学費はとて高いと思う					
35. 子供の経営学修士(MBA)課程の学費が減額されれば非常に嬉しい					

第Ⅲ部：経営学修士(MBA)課程に対する提案

経営学修士(MBA)課程/スクールについてあなたの考えを自由に書いてください。

I. 日本のビジネススクール(MBA school)についてのあなたの意見を聞かせてください。

.....

.....

.....

.....

.....

.....

.....

商習慣と経営学修士(MBA)調査

研究目的

この調査はタイ国、チュラロンコン大学教育学部（タイ、バンコク所在）の博士論文のために行われるものです。博士論文のタイトルは“Development of A World Class MBA Program in Japan by Using Blue Ocean Strategy”であり、研究は経営学修士(MBA)課程についての情報をまとめる予定となっています。

情報の用途

この調査結果は日本の様々はビジネススクール(MBA school)で経営学修士(MBA)課程の質と事業をより高める助けとなります。回答者の身元が判明する可能性のあるいかなる情報も極秘に扱われますのでご安心ください。ご回答は尊重いたします。

アンケート調査の手順

アンケートは第Ⅰ部、Ⅱ部、Ⅲ部の3つに分かれています。第Ⅰ部は統計データのための一般事項に関する質問、第Ⅱ部と第Ⅲ部は日本の商慣習と経営学修士(MBA)プログラムに関する具体的な質問となっています。

(回答に関する) お願い

第Ⅰ部と第Ⅱ部の選択式の質問については回答ボックスに“√”を記入してください。第Ⅱ部については5段階のリッカート尺度を用いており、尺度は次のようになります。5：非常に同意できる、4：同意できる、3：どちらともいえない、2：同意できない、1：全く同意できない。第Ⅲ部は自由回答式の質問です。あなたの考え、ご意見、ご見解をおしえてください。

このアンケート回答に関する質問につきましては、どうぞ遠慮なく下記までご連絡ください。

鶴田雅子 (Ms. Masako Tsuruta)

Higher Education Program,

Department of Educational Policy, Management, and Leadership,

Faculty of Education, Chulalongkorn University,

Phyathai Road, Pathumwan, Bangkok, Thailand

Tel: 66-2218-2574, 66-81-854-9327

Fax: 66-2218-2574

Email: withmasako@gmail.com

第 I 部：一般事項

回収された全てのデータは極秘下におかれ、決して名前が表に出ることはありません。

あなた自身についてご回答ください。(“√”でのみご回答ください)

- 1: 性別 男性 女性

2. 国籍

3. 専攻分野... 文化系 化学 社会科学 ビジネス 経済 その他の分野.....
4. 最終学歴..... 高等学校 学士 修士 その他.....

5. 日本の企業での人事部長の経験...3年以下 3-5年 5-10年
15-20年 20年以上

6. 貴社は学士保有者を好んで採用していますか..... 非常にしている している
どちらかというとしている あまりしていない していない

7. 貴社は経営学修士(MBA)を好んで採用していますか..... 非常にしている している
どちらかというとしている あまりしていない していない

8. 貴社は近い将来より多くの外国人を雇う意図がありますか... 非常にある ある
どちらかというとある あまりない ない

9. 貴社は英語を媒体として使用しますか... 非常によくする 時々する
めったにしない 全くしない

10. 通信伝達手段として英語をよく使用しますか..... 非常によくする 時々する
めったにしない 全くしない

11. 貴社にはコーポレートユニバーシティがありますか..... はい いいえ

ありがとうございました。これで第Ⅰ部はおわりです。続けて第Ⅱ部へお進みください。

第Ⅱ部：経営学修士(MBA)課程についての意見 “該当する欄へ“√”でご回答ください”

項目	度合				
	5 非常に 同意で きる	4 同意で きる	3 どちら ともい えない	2 同意で きない	1 全く同 意でき ない
1. 経営学修士(MBA)は一般的に新しいビジネスリーダーを開発する優れた可能性がある					
2. 現在の日本の経営学修士(MBA)プログラムは商習慣には的はずれだと感じる					
3. 経営学修士(MBA)を修得する機会があるなら、アメリカかヨーロッパのビジネススクールを選びたい					
4. 新入社員を募るときは学歴よりも性格や人格を尊重している					
5. 学歴にかかわらず新入社員は会社の特別教育を受けさせなければならない					
6. もし必要ならば日本人以外の社員数を増やすことは厭わない					
7. もし経営学修士(MBA)の修了者が会社の必要とする条件を満たすならば、彼らの雇用を熱心に考慮する					
8. 我が社のミッションは日々の社の仕事を通じて実践されている					
9. 我が社の社会的責任を評価している					
10. 我が社ではビジネス倫理は実践されるべきだと思われる					
11. 我が社には将来のグローバルなビジネスリーダーが多数いる					
12. 我が社には洗練された社風がある					
13. 我が社には非常に国際化された管理体制がある					

項目	度合				
	5	4	3	2	1
	非常に同意できる	同意できる	どちらともいえない	同意できない	全く同意できない
14. 我が社には目標を満たすように様々な独自の養成課程がある					
15. 我が社の養成課程は非常に特有のものである					
16. 我が社の方針は日本の考え方（哲学）を土台としている					
17. 我が社では商慣習で東洋の方針を好んで用いる					
18. 我が社では商慣習で西洋のビジネス理論を好んで用いる					

第Ⅲ部：経営学修士(MBA)課程に対する提案

経営学修士(MBA)課程／スクールについてあなたの考えを自由に書いてください。

I. 世界に通用する日本の経営学修士(MBA)プログラムにするにはどのような技術が加えられるべきと思いますか。

.....

.....

.....

.....

.....

.....

.....

II. 日本で世界に通用する日本の経営学修士(MBA)プログラムにするにはどんな活動が加えられるべきと思いますか。

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

III. 現在の日本の経営学修士(MBA)プログラムにはどのような改変が必要だと思いますか。

.....

.....

.....

.....

ご協力どうもありがとうございました。

APPENDIX D



No 0512.6(2749)/382

Higher Education Program,
Department of Educational Policy,
Management, and Leadership,
Faculty of Education,
Chulalongkorn University,
Phayathai Road,
Bangkok 10330, Thailand,

9 October, 2008

To: The "Global 500, 2006" Japanese companies

Masako Tsuruta is currently working on her doctoral dissertation at the Higher Education Program, Department of Educational Policy, Management, and Leadership, at Faculty of Education, Chulalongkorn University, Bangkok, Thailand. This dissertation title is "Development of A World Class MBA Programme in Japan by using Blue Ocean Strategy". This study aims to develop a world class MBA program in Japan.

I would be most grateful if you can facilitate her to distribute her questionnaire at the human resource department and interview one of the executive at your company for her study.

If you have any questions, please do not hesitate to contact us at the address below.

Thank you very much for your kind support.

Sincerely yours,

Assistant Professor Pansak Polsaram, Ph.D.
Head of Higher Education Program,
Department of Educational Policy, Management, and Leadership,
Faculty of Education,
Chulalongkorn University.

Tel: *66-2-218-2574 (Ext.760)
Mobile: *66-81- 854-9327
Fax: *66-2-218-2574 (Ext.761)
E-mail: pansakp@gmail.com / withmasako@gmail.com

No 0512.6(2749)/344



Higher Education Program,
Department of Educational Policy,
Management, and Leadership,
Faculty of Education,
Chulalongkorn University,
Phayathai Road,
Bangkok 10330, Thailand,

9 September, 2008

To: MBA Schools

Masako Tsuruta is currently working on her doctoral dissertation at the Higher Education Program, Department of Educational Policy, Management, and Leadership, at Faculty of Education, Chulalongkorn University, Bangkok, Thailand. This dissertation title is "Development of A World Class MBA Programme in Japan by using Blue Ocean Strategy". This study aims to develop a world class MBA program in Japan.

I would be most grateful if you can facilitate her to distribute 4 sets of questionnaires; for an administrator, a faculty member, a student and a parent of the current student at your school for her study.

If you have any questions, please do not to hesitate to contact us at the address below.

Thank you very much for your kind support.

Sincerely yours,

Assistant Professor Pansak Polsaram, Ph.D.
Head of Higher Education Program,
Department of Educational Policy, Management, and Leadership,
Faculty of Education,
Chulalongkorn University.

Tel: *66-2-218-2574 (Ext.760)

Mobile: *66-81- 854-9327

Fax: *66-2-218-2574 (Ext.761)

E-mail: pansakp@gmail.com / withmasako@gmail.com

APPENDIX E

Air Cargo	Yamato Holdings (271)	Communication Service	NTT Docomo (91) NTT (Nippon Denshin Denwa (217) KDDI (464)	Electronics	Cannon (24) Omron (117) Rico (130) Matsushita Denki Sangyo (131) Toshiba (138) Kyosera (143) NEC (149) Cannon Marketing Japan (161) Sharp (168) Casio Keisanki (202) Matsushita Denko (218) TDK (222) Sony (259) Hitachi Seisakujo (269) Oki Denki Kogyo (283) Mitsubishi Denki (320) Nicon (375) Pioneer (403) Orinpus (410) Hitachi Techonologies (438) Sanyo Denki (454) Sumitomo Denki Kogyo (476)	IT and Hardware	Tokyo Electron (105) NEC Electronics (205) Seiko Epson (238)	Paper and Pulp	Dainippon Insatsu (35) Nihonseishi Group (358) Oji Seishi (467)	Steel and metal	Shin Nippon Seitetsu (192) Hitachi Kinzoku (246) Kobe Seikojo (263) JFF Holdings (310)
Car and Parts	Denso (84) Nissan Jidousya (86) Toyota Jidousya (121) Aishin Seiki (129) Toyota Syatai (158) Honda (198) Matsuda (285) Daihatsu Kogyo (287) Suzuki (297) Briziston (314) Fujijyu Kogyo (341) Toyota Jidosyoki (343) Yamah Hatsudoki (396)	Construction and Construction Materials	Asahi Galasu (144) Taisei Kensetsu (160) Sekisui House (175) Yamato House Kogyo (315) Obayashigumi (326) Jyuseikatsu Group (336) Sekisui Kagaku Kogyo (345) Daikin Kogyo (356) Kajima (439)	Engineering	Kubota (140) Komatsu (185) Nippon Seiko (206) Mitsubishi Jyukogyo (369)	Leisure	Yamaha (231) Fuji Syashin Film (250) Sagami Holdings (256)	Pharmaceutical and Bio	Takeda Yakuhin (50) Ezai (89) Daichi Sankyo (348) Suzuken (406)	Tobacco	Nippon Tabaco sangyo (JT) (430)
Chemical	Nittou Denko (96) Hitachi Kasei Kagaku (109) Shinetsu Kagaku Kougyo (115) Asahi Kasei (122) Tole (150) Mitsubishi Chemical Holdings (153) Sumitomo Kagaku (187) Teijin (337) Mitsui Kagaku (424) Showa Denkou (485) Ube Kosan (487)	Drink	Asahi Beer (82) Kirin Beer (199)	Food	Ajinomoto (99) Ryosyoku (478) Nihon Ham (481)	Media and Leisure	Konikami Noluta Holdings (178)	Proper ty	Mitsubishi Jisyo (331) Mitsui Fudosan (411)	Trading	Sumitomo Syoji (350) Mitsubishi Syoji (365) Toyota Tsusyo (389)
Commercial Service item	Toppan Insatsu (144) Secom (344)	Electricity and Gas	Osaka Gas (94) Tokyo Gas (164) Chubu Denryoku (179) Tohoku Denryoku (247) Chugoku Denryoku (274) Kyusyu Denryoku (279) Tokyo Denryoku (283) Kansai Denryoku (284)	House Hold Articles	Kao (22) Fujitsu (57) Shiseido (434)	Oil and Gas	Shin Nihon Sekiyu (266) Cosmo Sekiyu (278) Showa Shell Sekiyu (383) Tonon Zeneral Sekiyu (467)	Retail	Aeon (154)	Transportation	Syousen Mitsui (38) Kawasaki Kisen (51) Nippon Yuusen (53) Zennihonkuuyu (ANA) (347) Tokyo Kyuko Dentetsu (378) Nihontsuun (484) Higashinihonyokyaku Tetsudo (496)

APPENDIX F

Interviews Notes for MBA students

The result of the interviews conducted to ten MBA students at five Japanese MBA schools

Interviews were conducted by the researcher to students at top ranked Japanese MBA Schools at their campus, restaurants, and coffee shops between mid-October to the mid- November 2008 in Japan. There were totally ten students; one Australian, two Chinese, five Japanese, one Korean, and one Thai students.

MBA Students

1. An Australian student at Keio Business School

She is twenty-five years old. She has got scholarship from the MEXT (Ministry of Education, Technology, Science and Sport) in Japan. There are twenty to thirty percent of students were sent by their companies, and there is only eight foreign students out of one hundred in her class. Each class has maximum number of fifty students, and only ten percent of the students came straight from the undergraduate, and the rest of them has got already some work experiences. Her MBA program is two-year full course program, and the first year, there were classes everyday from 9:00 – 18:00, and followed by the case study, and some group works' presentation preparation. She says she had hardly any time to rest at her first year. In the second year, she has more time to concentrate in doing other things, like job hunting. Her lecturers are mostly Ph.D holders and graduated from abroad, mainly USA. Her MBA program is conducted in Japanese that limit most of overseas candidates to eliminate from their selection. Only recently, they started opening English programs. She feels that most Japanese MBA schools are satisfied with what they have, and no urge to expand their programs globally. However among Japanese, their standard is very high, only on hundred out of four hundred applicants can get admitted at her MBA program. She secured a job at Sony's head quarter in Tokyo.

2. A Chinese student at Keio Business School

He is twenty-four years old. When he was applying for a Japanese MBA School, there was not any scholarship or funding to take or offered in China from both Japanese private and government sectors. Opposed to this, for USA, there were plenty of fund supporting opportunities. Even though, some students came with scholarship funding, they had to apply for the scholarship before applying for the Japanese universities. He strongly feels that this issue delays the process and loose interest in getting in to Japanese MBA schools. On top of this, comparing to Western MBA Schools, there are very few opportunities to get some internationally well-known speakers in the field of MBA Programs and business practices. He wished to have more opportunities to get speakers from famous business organizations. He also feels that Japanese MBA Schools must put more effort to lift up their names and status to the world-class level. For most Chinese, Tokyo University and Waseda University are well know to them. The one of the top Japanese university like, Hitotsubashi is not known according to his knowledge. The most advertisements were from universities in USA. Most Chinese students feel prestige to go abroad especially to USA. The main reason for this is to secure highly paid job after graduation to obtain much better living standards. After been recruited and resided in USA, majority of Chinese students refused to return home due to the tight economical situation in China. To get more familiar among Chinese students, Japanese private and/or government organization should provide more information, advertisements, scholarships, and various kinds of support to be offered. He quoted that there was hardly any information, announcement, job offers, cultural information were put on the information board from Japan at his university. For Chinese students, Japanese universities that have a provincial, city and town names are more famous than the others. Eight out of hundred Chinese students would prefer to go USA than Japan due to their strong believe in better stand of living, and better information given for USA. They also feel that American life is superior to Japanese one, and they want to live in USA. Some of them might feel that that Japanese life style might be good due to Japan being one of the very advanced nation, but very busy. For this particular student, I interviewed he started showing his interest in Japanese universities due to Japanese computer games, animations and business

organizations. He feels that Japan is too compact compare to China, road size, restaurants, apartments.....etc. In his MBA programs, there are more men than women; the ration is eighty men to twenty women out of one hundred. He found that Japanese men had tendencies to look down on highly educated women in general, and preferred moderately educated women who stay at home rather than working outside. He feels this cultural issue was nonsense, rather prejudice towards women. He is very satisfied with his selection to take MBA in Japan, rather than US. Emotionally, geographically, he feels much closer to Japan than USA. In future, he would like to work for mutual benefits for both countries, Japan and China. He already got a job offer from one of the top rubber Public Listed Companies "Yokohama Tire", in Japan. His parents are so proud of their son. In China, after obtaining MBA, his starting monthly salary would be three to four hundred US dollars (US \$300-400), where as in Japan, he could get easily around two thousand US dollars (US \$2,000). He also foresees that Asian nations should be more united to corporate and to support each other for the further economical development. China needs to implement Japanese advanced technology. During the earthquake tragedy in Sichuan province, many Japanese donated money o help victims setting up donation boxes at various super markets, post offices, hospitals, stations, schools, commercial buildings....etc that developed better feelings and mutual understandings between two nations.

The important issue for many Chinese students is that they are not only interested in studying abroad, but want to live there. The main reason is that their highly paid salary compared to their home. Most Chinese students would take scholarship, and very few would support themselves. Compared to MBA schools/programs in USA, Japanese MBA schools/programs have shorter history, less qualification and very few international accredited institutions. For many Japanese, they take MBA as a carrier up opportunities and investment after resigning their companies. There are very few MBA students who came straight after their undergraduate education in Japan. Most of his lecturers are not directly dealing with business practice though they might have tried to set up their own companies earlier. They are more academically oriented. One of his marketing strategy lecture's annual incomes is around US four hundred thousand dollar (US\$400.000).

His MBA programs gives him very little free time to play. In the first year, Monday to Friday, he had a lesson from 9:00 – 16:00, followed by group discussions to prepare for the following day's case studies and group presentations. After retiring from the university, he needed to do his home-work till mid night.

3. Japanese student at MBA at Hitotsubashi university

He is twenty-five years old. He came straight from his undergraduate school, without any work experience. He joined his MBA school at one of the top national universities in Japan. He decided to join this MBA program, due to the lower tuition fees, attractive campus buildings and facilities, and quality of lecturers. He enjoys his program very much, and no regret in selecting this program. Compare to the top Japanese private Graduate School of Business, his tuition fees are one quarter due to the national university. He is the second year student, and already got a job offer from Mizuho Banking Corporation. His class is conducted in Japanese, and most of his lecturers are Japanese as well. Among seventy-five students at his class, there are twenty foreign students from China, Taiwan, South Korea, USA, Australia and other nations, and only fifteen students came straight from their undergraduate schools, and about forty-two students came after taking some brake from their work. Most of the students who were sent by their business organizations are from electrical, insurance, banks and financial sectors. The average age is about twenty-eight years old. The subjects of the entrance examination to this MBA program were English, account, finance, economy and business administration subjects, small thesis, interview, and future planning after the graduation, including TOEFL, and GMAT scores. His MBA program has a strong link with banks, financial corporations, and Ministry of Finance. They often get top financial analysts from both national and international. His lecturers are pure academics, and do not have their own business organizations due to the Japanese government rules and regulations for faculty members at national higher education institutions not to get involved in other businesses except in teaching. However this law will be changed near future, they will be able to do some other business as a part time.

His MBA school also has an exchange program with Tamassart University, here in Thailand. From coming year, 2010, they will open the campus in Dubai. Most of his classmates (he is at the final year) has got jobs waiting their graduation at various business industries; finance, communication, electric, air cargo, travel...etc. However the majority of the headhunter looks this particular MBA graduates to be finance experts due to the excellent lecturers in the field of finance, and business executives want them to be the financial consultant to implement the corporation strategies.

Adding to this, in his class. There are twenty students of fifty, has gat the professional national certificate Global Corporate Finance (GCF) to be able to work as stockbrokers, stock analysis, US national fund analysis...etc. This job hunting starts normally around November, and students receive 'naichi' (non-formal notice) between January to February, in March, they receive the official notice, graduates start working on the first of April normally.

4. Japanese student at MBA at Hitotsubashi university

He is reaching thirty-two. He was sent by his company, and the first one to take MBA from this university. Since he was sent by his company, he still receives monthly salary and all expenses are paid that make his students life easier financially, mentally and physically. Most graduate students have part time job to earn extra money. He is very glad to be able to study MBA to improve his knowledge, but at the same time, he is pressured to get good score for the sake of his company. His company is in airport service business. He started working as a seller at the airport shop, and climbed up to the marketing junior manager. After he returns with MBA, he is expecting to be upgraded to the senior manager at his company. He wished to study abroad, but his English skill was not good enough. At his MBA program, all lessons are taught in Japanese. He admires his foreign classmates. They are from Europe, South Asia and other part of Asia, and USA.

5. Thai students at Hitotsubashi MBA

She is twenty-four years old. She speaks, write, and read Japanese very well. Her dissertation is written in Japanese. She already got a job at one of the major Japanese bank, in Tokyo. She is very excited and enjoys her stay. She says using Japanese and having many Japanese friends to support her make an enormous difference compare to her friends. Japanese look unfriendly at the first sight, but once get to know them they treat their friends very well. The hardest obstacle for most foreign students is the Japanese communication skills. However, she feels that Japan is male dominant nations, she is very few women students who are in MBA class. Many Japanese men feel offended to have highly educated women around as their friends and classmates. On top of this, many her Japanese classmates have work experiences and came to get more knowledge to improve and satisfy their financial, social, and emotional status.

She is also very happy with campus facilities, faculty quality and environment. She has no regret at all coming to Japan to take MBA, but misses her home time to time.

6. Thai student at Waseda MBA

He is thirty-one years old. He is a scholarship student. Before he obtained his scholarship he worked in a Japanese company after his graduation at BBA at Japanese University. His Japanese are fluent, has adjusted in Japanese life very well. His MBA programs are conducted in English, and Japanese. He says Japanese MBA program has higher quality. Most prominent Japanese professors hesitate to use English as a media of the communication, and feel very limited to express their views. He also notice there are very few foreign faculties compare to Japanese.

The main reason of his selection of this MBA program was the reasonable tuition fee, and good reputation of faculty members. Also he wanted to stay in Japan to get job, because he felt that Asia is the economic center for the coming decades. However, he noticed that if he wanted to get a job here in Japan, he must speak Japanese. Even though, he got scholarship, he wished that his university could offer

dormitories to support foreign students. Finding the right accommodation is very hard and extremely expensive. Compare to MBA programs in USA, Japanese MBA is not internationalized. He feels there is very few interaction between Japanese and foreign students due to the language barriers. However he is quite satisfied with his selection of this program and enjoy his university life very much.

7. Korean student at Waseda MBA

He is late twenty's. His biggest problem is Japanese. He is taking Japanese classes, but he sincerely wish to be able to communicate in Japanese with his lectures and friends at his school. He is quite satisfied with his program, but feels that Japanese MBA program has higher quality than English program at his MBA school. The reason is that prominent Japanese MBA professors hardly use English as media of their communication. He thinks he is missing out grate deal. He never wanted to study in USA, even though most top internationally well know MBA Schools are there. The main reason is that he felt strongly that Asia would lead future, not USA. He wanted to make good connection with Japan, and Japanese, and to learn about the success story of Japanese multi national companies. He also determines himself to get a job at automobile industry here in Japan before returning to his home. He works very hard, and has no scholarship. He worked as a manager in his country for a few years before coming to Japan.

He wishes that his school could upgrade international programs closer to the Japanese program.

8. Jordan student at Yokoham National University

He is thirty-nine years old, has a family back home. Before coming to take his MBA, he was working as an operation and production manager at Small and Medium Enterprise (SME) industry at his country. When he joined the seminar conducted by JAICA in Nagoya visiting twenty plants in three month, he wanted to learn more about Japanese industry and business management skills. He feels that living in Japan is very safe, and can concentrate in his study. He says he was very lucky to meet his professor in production management, whom he admires and be able,

to communicate. He spends most of his time at computer rooms, doing his given work. Compare to the younger students, he works even harder. The reason for this is that he knows exactly what he gets after his hard work. Therefore he does not want waste time, and want to go back be with his family as soon as he get his certificate. He misses home very badly.

9. Vietnam student at Yokoham National University

He is thirty-eight years old. He is a government scholar. Before coming to his MBA program, he worked as the business consultant at Hanoi, Vietnam. The main reason he selected his program was his ambition to learn about Japanese manufacturing, production and quality management system that his home country needs the most at the moment. However, he lamented that most of his friends and his ex-colleague went to Europe and USA to take further studies. The main reason is the language. The international language is still English, and Vietnam is enforcing everyone to read, write and speak English, but not Japanese. Also the duration of the study in MBA program is long compare to the other counter parts; Australia one and half year, UK one year, ... etc.

He was born in underground town during the Vietnam War, he and his family had no hope for their survivals. His family members are extremely happy to send him for graduate study in Japan. It is a dream for them, because in order to escape from the mass bombing, as well as his family members, most civilians lived without the fresh air, sunlight, and freedom to walk, but with fear of dying. There were no future. Coming from this kind of back ground, he is very eager to learn new things for him, his family and his country. After getting more funds, he could call his wife and child to stay with him that made his stay in Japan more meaningful with joy. From my observation, foreign students study harder than Japanese students.

He wishes that his university could open bigger door for foreign students with supporting and easy administration systems.

Interview Notes for Business People

The result of the interviews conducted to the business executives at twenty-four Japanese business organizations

We have conducted twenty-four interviews to one business executive from each company from twenty-four business categories listed in "Global 500, News Week 2006", Ranking". These interviews were conducted from August 2008 till February 2009. The main purpose of these interviews was to get deeper and clearer understanding of their expectations from MBA graduates. The followings are details of interviews of each business categories (alphabetical order) of twenty four business industries; Air cargo, Car and parts, Chemical, Communication service, Commercial service item, Construction and construction materials, Drinks, Electrical power plant, Electricity and gas, Engineering, Food, Household articles, IT hardware, Leisure, Media and leisure, Oil and gas, Paper and pulp, Pharmaceutical and bio, Property, Retail, Steel, Trading, Transportation, and Tobacco.

Most of the executives are bachelor holders and have been working at their companies after their graduations from various Japanese universities.

1. Air cargo

He was not interested in MBA programs in general, and refused to make further comments on this issue. The reason was that in his organization, MBA graduates do not have any special seat or any preference to get promoted. The promotion is decided on their performance at work.

2. Car and parts

He is the president of the one of the top Japanese car company in Thailand. He said that in order to progress further, every company must implement two things; localization and globalization at the same time. Based on this idea, to develop A World Class MBA Program in Japan, the following issued need to be materialized:

- The class should be conducted in English
- The MBA program should be divided into one year, and two-year programs to meet the needs of students.
- As a core curriculum, there should be some internship courses to local Japanese companies.
- During the internship, students should be given chances to implement practical management skills at work.
- Provide real work experiences as a manager during internship program.
- In the majority of Japanese manufacturing companies, they do not need the high-end business theory, but the real practical working skills are required. Therefore introduce basic business management technic.
- On the Job Training (OJT) at the company should be used as one of the core curriculum at MBA courses.
- One student should experience more than two internship programs at various Japanese business organizations to gain more knowledge and skills in business.
- For foreign students, Nippon Keidanren (Japan Business Federation) should sponsor them for their tuition fees and costs of living while their stay in Japan.
- Keidanren can take some initiatives to introduce MBA students to take some business seminars at various companies in Japan
- All MBA schools should have more closer relationships with business organizations and their executives for job recruiting and offers, arranging special lectures, and exchanging some information for the mutual benefits.
- For the MBA graduates, his company is looking for someone who has special management skills in organizing various events, projects, seminars, like an entertainer with positive, strong, and determined mind.
- New generations need to be trained how to plan, control, and persuade the followers and bosses to achieve their targets.

3. Chemica

He is a very young executive with many foreign experiences. He spent three years from age nine to eleven at Ireland, worked in Singapore for five years. Now he is the vice president of the Japanese multi national corporation in Thailand. Having this background, he has very diversified vision in general, and he stresses the heart to heart communication, rather than formality. He often spends more than one hour to mentor his staff individually every week. He suggested the following items to be included to develop world class MBA in Japan;

- The medium of communication should be in English, not Japanese: As long as the courses are conducted in Japanese, only limited students can join the course. Diversified students group can bring the program higher standard. After all international language is English.
- To include exchange program with famous MBA schools in USA, Europe and/or Asia Pacific as a core curriculum: By sending students outside Japan and getting credits from the other schools, students will learn not only academic skills but about life itself, that is very important.
- To include internship to multi national corporation (MNC) around the world to experience the real business: This is very beneficial for corporation, students and MBA schools for various reasons.
- Students must spend more than three month outside their country either in the internship or exchange programs: Especially for Japanese students who hardly know other cultures and traditions, is the very beneficial. They need to widen their knowledge and experiences. This can apply to the faculty members as well.
- Improve English skills: This can also apply for both students and faculty members. Most Japanese can write and read, but cannot use English as the communication skill. This is the biggest disadvantage to lead the business.
- Improve mathematic skills: After all business is strongly related to the mathematics, numbers and basic account.

- Develop open mindedness: During the study, students should be taught how to develop open mindedness. Being narrow mind, one limits the possibility, ability and good investments in life.

4. Communication service

He has been working for this multi national corporation (MNC) more than twenty-five years, and worked overseas almost ten years. He is the president of the company. He suggested the following items to be included to develop world-class MBA in Japan;

- To develop very unique, interesting, and attractive curriculum to bring
- diversified students group: The key to the success of the program is the quality of students. The first thing administrators and stake holders need to concern is how to get highly qualified candidates.
- The work experience between five to seven ears should be included as one of the admission requirement: Having some work experiences and not having any experience, came straight from the undergraduate school will an enormous differences in understanding business issues. This leads to get better candidates to the program, and lead to bring good name and fame to the program/school. As the input is good, so as the output.
- Invite famous business executives in the industry as the lectures: Having business executives as faculty members will create good impact on students and their parents, academics, administrators and the program/school.
- Create more evening MBA programs for people who are working: Increase number of adult learners as part of lifelong learning.
- Develop many exchange programs for both faculty members and students: This exchange programs can be both domestic and international.
- Increase quota for international students who come from other parts of Asia: Asia is the fastest growing markets. Once Asian students are accustomed to Japanese culture, they can adapt Japanese MNC's culture and tradition very easily.

- Increase sponsorship for international students who come from both under developing countries and developed countries: By having many nationalities in the classrooms will enrich the course in general.
- Increase number of foreign students: By getting some academic and cultural experiences in Japan, foreign students will have better understanding Japan and might want to work for Japanese MNC.

5. Commercial service item

He is a young executive at his company. He has Master of Science, and does his company send taking MBA. One of the main reasons to send him to take MBA was to get better business skills and connections. He suggested the following items to be included to bring Japanese MBA to the world to standar;

- Admission criteria must be matched with international standard, not domestic standard: include GMAT, TOEFL scores as well as the grade. MBA curriculum must be equivalent with US standard.
- Set high quality standard for faculty members: Top American business schools have internationally known prominent academics who lecture around the world. Unfortunately, Japanese professors are not yet known internationally.
- Japanese faculty members are pure academics, but faculty members in USA has very strong connection with business industries: This phenomenon can be due to the Japanese low not allowing public university lectures to get part time job except teaching at other higher education institutions. Only recently, this low was mended; a government allows lectures to associate with business industries.
- Japanese faculty members distance themselves from students: Compare to Japanese, American faculty members always concern about students' well-beings.
- Make the lesson more attractive, positive, and interesting, not passive: Classes at MBA schools in USA are very interesting. Many students have chances to discuss and argue on the topic. Compare to them, Japanese MBA students have no fun, but serious one pointed lectures.

- Build localized MBA community with global insight: Localization and globalization must work together. If students came to take MBA in Japan, they should apply their job there to work for Japanese MNC.
- Have strong emphasis on Asia: To jump to the international stage, Asian nations should be united as under one Asian umbrella: Asia economy is progressing very rapidly. In order to develop business community there, Japanese MNC must show their examples using MBA graduates.
- Study about cultures, nationality, traditions about other nations: Today's globalize world, more people are wanting to have their identities, not as the one with nation.

6. Construction and construction materials

He says that construction industry is the one of the unpopular industry among fresh graduates due the 3K (Kitana, Kitsui, Kuken), dirty, hard, and dangerous. Many staff does not wish to work outside Japan. He graduated from social science department, working for the company more than 20 years. He suggested the following items to be included for the world class Japanese MBA program;

- Communication skills both in Japanese and English, as well as body language.
- Negotiation skills: how to debate with others to convince them to accept my offer.
- Special mind reading skills: to read others' under mind issue during the discussions.
- Concentration skills: in order to finish work within the time given, one needs to nurture concentration skills.
- How to balance the workload with the private life: Most Japanese get mentally ill after working too hard. The death caused by hard working is increasing year by year. During MBA study, students should be taught how to balance their life.

- Teach them to be happy and love what they do, rather than being miserable and hate to work: Anyone when they are happy they can achieve the hardest task, but when they are miserable they cannot even do the basic task. This philosophical issue is the key to the success.
- Critical thinking skill: Before they are told to do the certain thing, they should know what to be done. Instead of stuffing the students' heads with information, they should learn to develop critical thinking skills by conducting debate, case studies, and researches during their study.
- Internship to be implemented as the core curriculum: Send students to various multi national corporation (MNC) to experience real business at the first hand.
- Develop eagerness among Japanese students: Compare to the other nation students, Japanese students do not have eagerness to learn, or get better job. They are happy as they are. This attitude needs to be changed to stay as a winner in this tough business world.
- Expand the circle among Japanese multi national corporations and MBA students: There is extremely few occasion to meet both parties. As guest speakers and/or part time lectures, MNC should send their staff to associate with MBA students. This will benefit both parties.

7. Drinks

He was not able to comment on this issue unfortunately.

8. Electrical power plant

He is not so positive about Japanese MBA programs. He still prefers to send his staff to USA for taking MBA rather than Japan. The main reason is to get international connections and have living experiences abroad.

9. Electricity and gas

He is happy with MBA programs, but cannot relate what should be implemented to develop a world class MBA program in Japan.

10. Engineering

He is very positive about MBA program. He suggested the following items to be implemented to develop a world class Japanese MBA program:

- The course must be conducted in English, not in Japanese
- Many nationalities, races from multi backgrounds must be learnt in a same classroom to make international connections.
- The lecture contents must be international standard.
- Implement more western business theories.
- Give more scholarships o international students.

11. Food

He is the vice president of the very famous food company for Thailand and Japan. He often does video conversation with head quarters, his office and other offices around the world. He recommends the following items to promote Japanese MBA programs/schools to be world class.

- The company's special practical business training programs should be looked as one of the core curriculum in the MBA programs.
- The most important issued in the business carries is the connections. How, who, when, what, to whom you can connect to advance your business carrier individually and at the corporation levels. During MBA study, students should cultivate wider and deeper connections at various levels.
- Most of Japanese MBA lectures have not experienced real business, but can only teach the academic theories. This is the biggest quality difference between oversees top MBA schools and Japanese MBA. He is not offending Japanese academic, but suggests including more business experts as the lecturers.

- Nowadays, fresh men cannot stay long at one company. They should not keep hopping because they cannot get what they want, but to learn to be at the one place longer. In Japan, there are proverb says that one to know the benefit of the company, needs to stay at one place more than ten years, but most fresh men resign after three to five years. Not only they have not learned anything, but also much Japanese company will not consider them to hire them again. They are considered to have less motivation, no responsibility, no loyalty therefore company will not easily promote them. Majority of top Japanese company still prefers the one who stay one company from their university graduation till their retirement. Therefore he expects this issues to be discussed and implemented in MBA curriculum.
- The MBA lessons should be organized on real business experiences and case studies, not by the latest business theories. Only the portion that the real case study lessons could not cover should be theoretically backed up and explained in the class.
- The founder of the Honda always asked staff what they wanted to do, rather than what they should be doing. To train MBA students to be critical thinker is very crucial to advance the business industries to KBN society.
- Dr. Mintzberg also recommends us to learn from experiences rather than business textbooks. The business is he mixture of science, art and craft.
- Innovation must be the key word to up grade Japanese MBA programs and schools.
- Japanese MBA programs should make their original case studies base on Japanese business success stories, not only using scrip writes and samples from USA and European nations.
- By making Japanese original MBA curriculum based on Japanese business success stories, and using Japanese business executives as invited speakers and/or lectures will attract both Japanese and non Japanese students to participate on the program.

- Japanese MBA should to more public appeal and advertisement to attract top international students for the program, that will lead the Japanese MBA standard from the domestic market to the one of the top international standards. He believes this can happen by taking some initiatives on their part, since Japanese MEXT is very supportive to promote Japanese graduate school.
- There are excellent lectures in Japanese MBA programs/schools, and business leaders in Japanese business organizations. Very unfortunately most MBA students outside Japan do not know them.
- He himself took evening pre-MBA courses for five years and benefited a lot at his work.

12. Household articles

He has master degree in the filed of social science. He has been working for this corporation more than twenty-five years. The promising star will be sent to USA for taking MBA at one of the leading business schools. His corporation also has a corporate university. Unlike other Japanese MNCs, his company gives equal opportunities to women and non-Japanese. His company also established corporate university in 2006. The chancellor is the company's president, faculty deans are top managements, and students are their staff. Its' philosophy is to establish the environment for mutual benefits and understanding for the company's growth. He commented the following items to be included to develop a world-class MBA program in Japan:

- MBA programs must be taught in English, not in Japanese
- As a selective course, establish an exchange program to make students send students to different campuses outside Japan, to improve their language skills and learn other cultural, ideological differences and globalization.
- Implement special scholarships to international students, especially from developing countries
- Establish support centers within the campus for international students
- Make a joint program with his corporate university and MBA schools to develop unique program to attract more students

- MBA administrators must encourage many different races and nationalities to study in a class. Students can develop mutual understanding naturally, without force. This experience will polish their future.
- Employ more foreign lectures for the program.

13. IT hardware

He is anti MBA. MBA has no meaning to him and his organization. Even though he values MBA, he cannot see the benefits. The business experiences are the best teacher, not MBA faculty members or business theories.

14. Leisure

He does not see much point in sending his staff to MBA programs. All job training should be done after they join the organizations, not before. They have to go through all trainings and seminars give to them by the company. As well as on job training (OJT) and ff job training (OJT) are more important than MBA. He does not want his staff to be more academic oriented, forgetting about real business maters.

15. Media and leisure

He has very positive attitude towards MBA programs. The followings are his comments to develop a world class MBA program in Japan:

- All lessons must be taught in English. There are many excellent Japanese MBA programs conducted in Japanese. Even among faculty members, there are extremely few who can speak English fluently. In order to up grade their standard, from students to faculty members, and top administrators, they must be forced to used English.
- Most Japanese MNC has very few knowledge about international MNC, In order to win this global business trade, MBA students should acquire difference and similarities between Japanese and non-Japanese business ethics, code, conduct, management style, strategies in full scale.

- Japanese teaching style is very passive, and old lecture style. Due to this, compare to other students, Japanese students are very weak in discussion skills. Even among Japanese MBA students, this tendency is strongly prevailed. Therefore, case study method is the most suited to improve students and faculty members' discussion skills and English.
- Rearrange faculty members by shuffling them to be more business practice bases, rather than academic oriented. Most Japanese MBA faculty members do not have business experiences and are purely academics. MBA school is the place to learn about real business. Therefore administrators must employ many successful business leaders as faculty members.
- Develop more exchange programs with other nations MBA schools. Being in Japan, study in Japanese about Japanese business does not lead students to be global business leaders. They should be given more chances to study abroad as exchange students.
- Japanese MNC should send more staff to take MBA. For the future growth, to win the business games with international MNCs, companies must understand the benefits of sending their promising future leaders to take MBA.

16. Oil and Gas

He has no objection to hire MBA graduates, but often he finds them to be academic oriented not knowing enough practical knowledge. MBA theory might not be realistic at the work. All business theories he implement in his day to day work came from his own experiences not from book shelves. He feels that the most important issue in dealing business is the "the basic structure to focus the direction and achieve the goal", and play a good role in that structure with responsibility and clam mind with positive attitude. Work must be enjoyable, not to be stressed out.

He still believes in American MBA is very popular among many people, but he also knows that Asian students are more and more interested in studying in Japan, rather than going to USA. Therefore he strongly feels that those Asian students who graduated from Japanese MBA program/school will be the excellent candidates to be employed by Japanese business firms for the mutual benefits for both parties.

17. Paper and pulp

He always tries to create good working environment for his staff and himself. Once the desirable working environment is set up, staff's motivation increases, and is able to perform in their full abilities. Also at the same time, he hardly points at the small matter. He has been working for this company more than twenty years, spent over ten years abroad. He gave the following suggestions to be followed:

- MBA program should not only teach business theories, but also need to emphasize on the business practices.
- MBA students need to be trained like the company staff goes through the company special training programs. In Japan, most business organizations have set up their own training centers and/or outsource the training.
- MBA students should be sent to the internship to the Japanese MNC (multi national corporation) for a few months as a core curriculum.
- Japanese MBA programs should be conducted in English, not in Japanese to upgrade themselves to the leading higher education institutions in the world.
- While students attend the MBA programs, they should be able to improve their communication skills, intuitions, negotiation skills, emotional intelligence, and how to balance body, mind, and spirits.
- MBA program's course contents and admission criteria must be the world-class standard.
- MBA students must learn how to adjust themselves into different races, cultures and traditions, religions, idea and thinking to globalize society for mutual benefits and understanding.

- The ideal MBA program should not only encourage students to aim to be great business men, but good business leaders to serve society as well.
- Japanese MBA program should be teaching “hungry spirits”, to eager to get things done, to be the winner, not the loser. Young generations, do not have this hungry spirits.

18. Pharmaceutical and bio

This industry is very tight. Very difficult to get any information. They do not deare to answer the questions. They all say due to the company policies.

19. Property

He says that his company often sends prominent new future leaders who passed various exams and qualifications to obtain MBA in USA on company's full expenses. There are one to two candidates every year, and their age group is between early thirty to early forty and most of them already have their families. After they acquire MBA, normally the company promotes them to the higher positions. Their group focuses their future business in South East Asia, especially in Thailand. He has not taken MBA, but he has taken few courses at top American MBA School's short special program for business executives, sent by the company. He strongly recommends all Japanese MBA schools to target Asian students who are going to be the key players in global business field to invite them. By studying in Japan, these students will benefit and have chances to work for top Japanese companies after their graduation. Also Japanese companies will be able to have better foreign human resources to win in the global business world.

20. Retail

He happily says that his company treats all nationalities, religion, education backgrounds, sexes, and colors equal. His company has a business school within the organizations, and all freshmen are requested to join seminars organized there constantly for one to two years. This company programs are very original and effective, because employees can learn the business theories while they are working at the same time. The most of the curriculums are based on the case study methods, teaching basic business stance, approaches, theories and practical skills. By joining in this program, the employees are placed to consider the company's most appropriate standards, goals and philosophies. Since the Japanese domestic retail businesses are too competitive, and very few chances for the further growth, his organizations are expanding their business overseas more and more. At the same time, they are diversifying the company to make it more profitable. As the request for Japanese MBA to meet up the world class standard, he suggest the followings to be implemented:

- Create several business forums among different Japanese top business industries into the curriculum.
- Invite respectable business leaders from multi national corporations (MNC) as visiting lectures regularly. This will bring mutual benefits to all concerns.
- Develop special programs by inculcating some values to attract more national and international students to the program.
- Implement longer-term internships to the multi national corporations as a core curriculum.
- Create some exchange programs with other MBA schools around the world. For an example, to spend one term in the MBA schools in USA acquiring credits, and other term in Europe or other part of Asian countries.
- Conduct the program both in English and in Japanese.

21. Steel

He does not think that having more MBA graduates have positive effect on the company's profit. They consider Off Job Training (Off-JT) and On Job Training (On-JT) have better impact on the employees. However he recommended the following item to be included in Japanese MBA programs:

- International Finance, Information Technology, and Statistic Analysis to be included to grade up Japanese MBA to the world-class standard. He says that especially Islamic finance system, European financial situation are very critical in his business. Most people know only financial situation in USA. In order to broad their business sense, they need to look whole world as a business ground.
- Research and academic studies must be bridged with real business filed. Japanese MBA programs are either research oriented and/or academic business theory base. He does not feel that they explored enough to corporate with real business field, but limited at lecture hall.
- Since he does not have any MBA graduates at his office, he has been focusing on the inside training for all employees including Off-JT and On-JT. Everyone must attend the seminars and training programs organized by the company. All these programs are based on the company policies, mission, goals and philosophy, and non- ending. Every year, there are such programs for all levels; executives, general/regional managers, managers, assistant managers, staff, and workers, at all department; account and finance, administration, engineering, human resources, logistics, marketing, research and development, sales, and storing departments.

22. Trading

He has graduated from MBA schools in United Kingdom. Therefore he strongly feels the importance and needs of this program to facilitate and prepare for the upcoming business challenges. As suggestions to upgrade Japanese MBA to World-Class levels are as followed:

- Must use English, as the medium of teaching, using Japanese will limit their standard, reputation, and qualification at national level only.
- Implement Japanese case studies in the lessons to make more learning attractive, not passive.
- Set up higher admission requirements, i.e. working experiences, GMAT and TOEIC/TOEFL scores, recommendations, and essays...etc.
- Improve the quality of MBA programs to be able to use the knowledge to transform into practical skills.
- Develop better relationships with corporate and other MBA schools outside Japan.
- Invite successful Japanese business organizations' executives to the campus as guest speakers.
- Develop MBA programs for not only Japanese students, but also international students.
- Provide internship for MBA students at Japanese business organizations to gain experiences and study about Japanese business tactics.
- Develop interesting MBA programs, like spending some terms in overseas, having guest speakers from well known MBA schools and business organizations around the world.
- The each MBA campus should have hostels, especially for the foreign students.
- Not only focusing on getting high scores in exams, but students should be marked on presentation

Overall, compared to world-class MBA schools outside Japan, Japanese MBA is very closed, not participating to market the program. From his own experiences, to manage human is the most difficult issue.

23. Transportation

He says that his corporation has a special training program for the elite employees who are promised to be one of the top executives. This course duration is eight to ten month, and there are many foreign participants from he oversea offices. His company also established the college within the corporation, aiming to develop future business leaders. It is normally takes four to five year, and opens on weekends. His company also has few training centers in Japan to conduct seminars, give lectures to train staff. Lectures come from other multi national corporations, business schools, universities, and research and technology institutions from Japan and oversee. Be suggested the following items to be included in the coming Japanese world class MBA programs;

- To make economy as one of the core curriculum, and use discussion methods to teach students, rather than passive learning style of lecturing.
- Use “marketing” subject to introduce different cultures and traditions to develop students thinking and business approaches for global market. Especially, Japanese students are lack of this kind of skills.
- Invite top lectures from world-class MBA schools from overseas regulary to the classes.
- Japanese MBA school’s administrators must make more effort to build up better connections with Japanese Multi National Corporations (MNC), and invite their executives as part time lectures to give seminars.
- Create internship programs to experience real business in various MNC in Japan and oversees.
- Develop excursion or a day trip to Japanese and international MNC in Japan to observe the real business practice at the first hand regularly.
- Develop a curriculum to teach students that business is not only making and/or loosing money but it can create and initiate new values in the society. This will ultimately bring profit to the company.
- Develop exchange program with associated graduate schools overseas.

- For the exchange programs, Japanese government should substitute or give some help to the needed students. Japanese MEXT should create some funding and/or scholarships willingly for both Japanese and foreign students without any preferences.
- During the MBA course, students should be taught that human characters are equally important as academic business senses.
- Teach students the importance of the teamwork .
- Any role one plays, the teamwork is the key to bring business success or failure.
- Admission standard should be higher, and include TOEIC, GMAT scores

24. Tobacco

He has very little feeling towards to MBA programs of schools. He feels that having MBA does not make many differences in their staff's performance, but the company's training course does improve their business sense and skills.

APPENDIX G

MBA Administrator.**1. School Context, Governance and strategy.**

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has a good learning environment with attracting campuses, buildings, restaurants, cafeterias, and other student' common facilities.	4.67	0.58	Strongly Agree	3.4	1.07	Neutral
2. My MBA school has a strong and efficient management team.	4.67	0.58	Strongly Agree	3.6	0.97	Agree
3. My MBA school follows the national system for the students' selection requirements.	4.67	0.58	Strongly Agree	3.2	1.03	Neutral
4. My MBA school has an internal process to make its' strategic and operational plans from school mission, vision, values, goals and objectives.	4.33	1.15	Agree	4.3	0.67	Agree
5. My MBA school mission is clearly stated and reflects the viewpoints of our various stakeholders.	4.5	0.87	Strongly Agree	4	0.82	Agree
6. My MBA school has a systematic revised procedure to check how the mission statement is implemented in school governance.	4.67	0.58	Strongly Agree	3.7	0.82	Agree
7. My MBA school has a financial strategy to provide appropriate and sufficient resources for achieving its' mission, goals and objectives.	4.67	0.58	Strongly Agree	3.1	0.99	Neutral
8. My MBA school has an international dimension into its' strategies, governance and culture.	5	0	Strongly Agree	3.4	0.97	Neutral
Average	4.65	0.61	Strongly Agree	3.59	0.57	Agree

2. Quality of MBA Program.

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has an appropriate infrastructure to accommodate campus-based learning, distance learning, research and executive learning.	4.67	0.58	Strongly Agree	3.5	0.71	Agree
2. My MBA school offers an up-dated and high quality program design, content, delivery methods and materials.	4.33	0.58	Agree	3.6	1.07	Agree
3. My MBA school aims to develop intellectual skills along with managerial skills (team work, interpersonal skills, presentation skills, project management, leadership skills ...etc).	5	0	Strongly Agree	3.8	0.79	Agree
4. My MBA school has enough faculty members to oversee the curriculum and course development and course delivery to support the instructional school goals.	4.67	0.58	Strongly Agree	3.7	0.82	Agree
5. My MBA school regularly evaluates its' program requests by students, faculty, administrators and stakeholders.	4.33	0.58	Agree	3.9	0.88	Agree
6. My MBA school has a joint program delivered with international partners.	5	0	Strongly Agree	3.5	1.18	Agree
7. My MBA school has integrated in themes in sustainable development.	4.33	1.15	Agree	3.4	0.84	Neutral
8. My MBA school has integrated in themes in global responsibility.	4.33	1.15	Agree	3.3	1.06	Neutral
Average	4.58	0.52	Strongly Agree	3.59	0.72	Agree

3. Quality of Students

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school determined to create global leading business managers and professionals.	5	0	Strongly Agree	2.9	1.1	Neutral
2. My MBA school provides consultancy and research skills to students.	4.67	0.58	Strongly Agree	3.5	0.97	Agree
3. My MBA school encourages the interaction between students and faculty members to meet the unique needs of individual students.	5	0	Strongly Agree	4	1.05	Agree
4. My MBA school sets a high target for graduating students in terms of intellectual and managerial skills, values and ethics, professional competences, and entry level to business corporation.	5	0	Strongly Agree	3.9	0.88	Agree
5. My MBA school has very good student support and counseling services.	5	0	Strongly Agree	3.5	0.71	Agree
6. My MBA school has customized its' program to suit needs of our students.	4.67	0.58	Strongly Agree	3.7	0.67	Agree
7. My MBA school is expecting to have more international students to be enrolled.	5	0	Strongly Agree	3.8	1.03	Agree
8. My MBA school cares the students' quality and admission process in depth.	5	0	Strongly Agree	4	0.67	Agree
9. Our students are aware of business ethics and social responsibility,	5	0	Strongly Agree	4.1	0.88	Agree
Average	4.93	0.06	Strongly Agree	3.71	0.55	Agree

4. Quality of Faculty

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school seeks staff to instill well-thought out descriptions of attitudes, knowledge, skills, behaviors and values.	4.33	1.15	Agree	3.44	1.07	Neutral
2. My MBA school has internationally renowned faculty in the field of business management.	5	0	Strongly Agree	3.33	1.05	Neutral
3. Our faculty members often evaluate themselves to keep up dating with World class, major trends and significant innovation in similar program around the world.	5	0	Strongly Agree	3.33	0.82	Neutral
4. Our faculty members train their students to be the leading business managers and professionals.	5	0	Strongly Agree	3.56	0.5	Agree
5. Our faculty has diversified interests in the business management field.	5	0	Strongly Agree	4	0.67	Agree
6. Our faculty use lectures, case studies, business games, group work, project-based learning, tutorials and other various teaching methods.	5	0	Strongly Agree	4.11	0.74	Agree
7. Our faculty members integrate school mission, vision, values, goals and objectives into their teaching at school.	4.33	0.58	Agree	3.78	0.79	Agree
8. Our faculty members are very much exposed to the corporate world.	5	0	Strongly Agree	4	0.82	Agree
Average	4.84	0.19	Strongly Agree	3.69	0.64	Agree

5. Research and Development

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has a strategic and operational plan to integrate its mission, vision, values and objectives into teaching & learning and research & development.	4.67	0.58	Strongly Agree	3.67	0.82	Agree
2. My MBA school encourages us to be more innovative and creative administrator.	4.67	0.58	Strongly Agree	3.67	0.67	Agree
3. My MBA school has a good reputation in conducting research both inside and outside the country.	4.67	0.58	Strongly Agree	3.44	0.68	Neutral
4. My MBA school allocates sufficient time for our faculty members to conduct research within their workload.	4.67	0.58	Strongly Agree	3.33	0.82	Neutral
5. My MBA school has policy to develop innovation, new technologies, and new modes.	4.67	0.58	Strongly Agree	3.22	0.63	Neutral
6. We try to inculcate more research culture in our school.	4.33	0.58	Agree	4.11	0.87	Agree
7. We have an explicit monitoring and assessment criteria.	4.67	0.58	Strongly Agree	3.78	1.03	Agree
8. Our faculty members contribute the research findings to the relevance and quality of the school program.	4.67	0.58	Strongly Agree	3.78	0.79	Agree
Average	4.63	0.54	Strongly Agree	3.63	0.58	Agree

6. Contribution to the Community

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school is committed to the ethically and socially responsible governance.	5	0	Strongly Agree	3.7	0.67	Agree
2. My MBA school curriculum design and contents include social responsibilities aspects.	4.33	1.15	Agree	3.8	0.63	Agree
3. My MBA school has a social and global responsibility to the society.	4.33	1.15	Agree	3.8	0.92	Agree
4. My MBA school does contribute to the community where the school is placed, such as giving some business counseling service, learning support, ...etc.	4.33	1.15	Agree	3.1	0.99	Neutral
5. My MBA school encourages the faculty members to do intellectual contributions to the society (giving talks, seminars, publications, etc).	4.67	0.58	Strongly Agree	3.22	0.92	Neutral
6. My MBA school encourages students to conduct some seminars and workshops to serve their own society.	4.33	1.15	Agree	2.9	1.1	Neutral
7. My MBA school curriculum design and contents include social responsibilities and contributions aspects.	4.67	0.58	Strongly Agree	3.3	0.82	Neutral
8. My MBA school takes initiative to enhance ethical behavior and corporate responsibility.	4.67	0.58	Strongly Agree	3.3	0.82	Neutral
Average	4.54	0.79	Strongly Agree	3.39	0.72	Neutral

7. Resource and Administration

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has a good and appropriate technology support for students and faculties.	4.67	0.58	Strongly Agree	3.5	0.85	Agree
2. My MBA school has sufficient resources to conduct courses and activities.	4.67	0.58	Strongly Agree	3.7	0.95	Agree
3. My MBA school has a good and appropriate technology support for students and faculty members.	4.67	0.58	Strongly Agree	3.2	0.79	Neutral
4. My MBA school has an effective quality assurance mechanism to monitor overall performance.	4.67	0.58	Strongly Agree	3.3	0.95	Neutral
5. My MBA school has an effective internal organizational structure.	4.33	0.58	Agree	3.33	0.82	Neutral
6. My MBA school program clearly state objectives and learning out comes both in documents and on-line.	4.67	0.58	Strongly Agree	3.6	1.26	Agree
7. We have a very good financial management system.	4.67	0.58	Strongly Agree	2.7	0.95	Neutral
8. We have a systematic reviewing, promotion, and rewarding process that was evaluated by students, faculty members and stakeholders.	4.67	0.58	Strongly Agree	3	1.15	Neutral
Average	4.63	0.54	Strongly Agree	3.29	0.64	Neutral

8. Internationalization

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has very internationalized governance, culture and strategies.	4.67	0.58	Strongly Agree	3.4	0.97	Neutral
2. My MBA school an international credibility.	4.67	0.58	Strongly Agree	3.5	0.97	Agree
3. My MBA school has an excellent connection with top international business organizations.	5	0	Strongly Agree	3.4	1.07	Neutral
4. My MBA school intend to integrate global responsibility, and sustainable development in its' curriculum.	4.67	0.58	Strongly Agree	3.3	0.95	Neutral
5. My MBA school encourages students to join international exchange programs outside the country.	5	0	Strongly Agree	3.6	1.17	Agree
6. My MBA school has an international marketing team to welcome international students.	4.67	0.58	Strongly Agree	3.3	1.06	Neutral
7. We have many external internationally well-known visiting professors to conduct special lectures and involved in the school activities.	5	0	Strongly Agree	3.3	1.16	Neutral
8. Our faculty members have a strong links to the corporate world and international level.	4.67	0.58	Strongly Agree	3.2	1.03	Neutral
Average	4.79	0.26	Strongly Agree	3.38	0.86	Neutral

9. Corporate Connection

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school welcomes corporate involvement in its' governance and strategy.	5	0	Strongly Agree	3.4	0.84	Neutral
2. My MBA school is very much capable of delivering the programs in collaboration with corporate worlds at international level.	5	0	Strongly Agree	3.3	0.67	Neutral
3. My MBA school often invites alumnae who are working at internationally globalize organization to give talks to our students.	4.67	0.58	Strongly Agree	3	0.82	Neutral
4. My MBA school always invites top business leaders at the top international business organizations as speakers and to conduct workshops.	4.67	0.58	Strongly Agree	3.6	1.07	Agree
5. My MBA school often joins international business forum, seminars and exhibitions.	5	0	Strongly Agree	3.5	1.08	Agree
6. My MBA school provides business forum for various business corporations.	4.33	1.15	Agree	3.4	0.84	Neutral
7. My MBA school has business clients all over the world.	4.67	0.58	Strongly Agree	2.5	1.08	Neutral
8. Our faculty members have a strong links to the corporate world at international level.	4.67	0.58	Strongly Agree	3.3	0.95	Neutral
Average	4.75	0.43	Strongly Agree	3.25	0.69	Neutral

MBA Faculty Member**1. School Context, Governance and strategy**

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school's mission is clearly understood through out the institution.	3.67	1.53	Agree	3.90	1.10	Agree
2. My MBA school has a good learning environment with attracting campuses including restaurants, cafeterias, and other students' common facilities.	4.33	1.15	Agree	3.70	0.82	Agree
3. My MBA school integrate international dimension into the school's governance, strategy and culture.	4.67	0.58	Strongly Agree	3.80	0.92	Agree
4. My MBA school has an effective and strong finance management system.	4.43	0.99	Agree	3.60	0.70	Agree
5. My MBA school has an internal process to make strategic plans from school mission.	4.33	1.15	Agree	3.90	0.74	Agree
6. My MBA school mission is clearly stated and implemented in our MBA curriculum.	4.67	0.58	Strongly Agree	4.20	0.63	Agree
7. My MBA school is committed to have the ethically responsible governance.	4.67	0.58	Strongly Agree	3.50	0.85	Agree
8. My MBA school has a defined school philosophy	4.33	1.15	Agree	4.00	1.05	Agree
Average	4.39	0.96	Agree	3.83	0.66	Agree

2. Quality of MBA Program

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school uses English as the medium of the instruction.	5.00	0.00	Strongly Agree	3.50	0.97	Agree
2. My MBA school has a systematic revised procedure to check my lesson how the mission statement is implemented in my teaching.	4.33	1.15	Agree	3.40	0.84	Neutral
3. My MBA school implements the national system to pre-determine the features of MBA programs.	4.10	1.01	Agree	3.70	0.48	Agree
4. My MBA school has an appropriate infrastructure to accommodate campus-based learning, distance learning, research and executive learning.	4.67	0.58	Strongly Agree	3.40	1.07	Neutral
5. My MBA school offers an up-dated and high quality program design, delivery methods and materials.	5.00	0.00	Strongly Agree	3.80	0.79	Agree
6. My MBA school aims to develop intellectual skills along with managerial skills (team work, interpersonal skills, presentation skills, project management, leadership skills ... etc).	5.00	0.00	Strongly Agree	3.70	0.67	Agree
7. My school has a systematic revised procedure to check my lesson how the mission statement is implemented in my teaching.	4.33	1.15	Agree	3.70	0.82	Agree
8. My MBA school seeks us to instill well-thought out descriptions of attitudes, knowledge skills, behaviors and values.	4.67	0.58	Strongly Agree	3.70	0.82	Agree
Average	4.64	0.36	Strongly Agree	3.61	0.53	Agree

3. Quality of students

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school encourages the interaction between students and faculty members to meet the unique needs of individual students.	4.67	0.58	Strongly Agree	4.30	0.48	Agree
2. My students are committed and motivated to learn.	5.00	0.00	Strongly Agree	4.10	0.57	Agree
3. My students are come from various parts of the world.	5.00	0.00	Strongly Agree	3.70	1.06	Agree
4. My students are aware of business ethics and corporate social responsibilities.	4.67	0.58	Strongly Agree	3.70	0.48	Agree
5. My students have diversified back grounded.	5.00	0.00	Strongly Agree	4.10	0.74	Agree
6. My students receive a professional support for personal development.	4.67	0.58	Strongly Agree	3.90	0.74	Agree
7. My students have a good corporate support link from the school.	4.33	1.15	Agree	3.56	0.68	Agree
8. I care about the students' selection and admission process.	5.00	0.00	Strongly Agree	4.40	0.70	Agree
9. I set a high target for graduating students in terms of intellectual and managerial skills, values and ethics, professional competences, and entry level to business corporation.	5.00	0.00	Strongly Agree	4.00	0.94	Agree
Average	4.79	0.36	Strongly Agree	3.97	0.37	Agree

4. Quality of faculty

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. I intend to teach my students to be ethically and socially responsible business leaders.	5.00	0.00	Strongly Agree	4.60	0.52	Strongly Agree
2. I integrate school values into my teachings.	4.33	1.15	Agree	4.00	0.94	Agree
3. I always self evaluate myself to keep up dating with World class, major trends and significant innovation in similar program around the world.	5.00	0.00	Strongly Agree	4.10	0.88	Agree
4. I aim to train my students to be the leading business managers and professionals.	5.00	0.00	Strongly Agree	4.10	0.74	Agree
5. I am satisfied with the over all out come of my integration of school mission. Vision, values, goals and objectives in my activities at school.	4.33	1.15	Agree	4.20	0.79	Agree
6. I design my program portfolio based on the school's strategic objectives.	4.00	1.00	Agree	3.60	0.84	Agree
7. I give my students consultancy and research skills.	4.67	0.58	Strongly Agree	4.40	0.70	Agree
8. I use lectures, case studies, business games, group work, project-based learning, tutorials and other various teaching methods.	5.00	0.00	Strongly Agree	4.20	0.63	Agree
Average	4.67	0.38	Strongly Agree	4.15	0.55	Agree

5. Research and Development

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has a strategic and operational plan to integrate its mission, vision, values and objectives into teaching & learning and research & development.	4.00	1.00	Agree	3.80	0.63	Agree
2. My MBA school has policy to develop innovation, new technologies, and new modes.	4.33	0.58	Agree	3.50	0.71	Agree
3. My MBA school has a sufficient number of faculty members to oversee the curriculum development, course development, course delivery, and other activities to support the faculty member.	4.33	0.58	Agree	3.20	0.92	Neutral
4. My MBA school allocates sufficient time for my research within my workload as a faculty member.	4.33	0.58	Agree	3.50	0.71	Agree
5. My MBA school has international recognition in the field of research and development.	5.00	0.00	Strongly Agree	3.70	0.48	Agree
6. I contribute the research findings to the relevance and quality of the school program.	4.67	0.58	Strongly Agree	3.89	0.74	Agree
7. I have research funding support for from My MBA school.	4.67	0.58	Strongly Agree	3.90	0.88	Agree
8. I feel the existence of research culture in the school.	4.67	0.58	Strongly Agree	3.60	0.70	Agree
Average	4.50	0.45	Strongly Agree	3.64	0.44	Agree

6. Contribution to the Community

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school curriculum design and contents include social responsibilities and contributions aspects.	4.00	1.00	Agree	4.00	0.67	Agree
2. My MBA school management encourages the faculty members to do intellectual contributions to the society (giving talks, seminars, publications, etc).	5.00	0.00	Strongly Agree	3.90	0.88	Agree
3. My MBA school has community outreach activities.	3.33	2.08	Neutral	3.56	0.68	Agree
4. My MBA school takes initiative to enhance ethical behavior and corporate responsibility.	4.33	1.15	Agree	3.70	0.82	Agree
5. I do mind to help my community by giving a special guidance as service.	4.67	0.58	Strongly Agree	3.70	0.67	Agree
6. I give my community counseling service and learning support.	4.33	1.15	Agree	4.10	0.32	Agree
7. I should do more community service by using my knowledge.	4.33	1.15	Agree	3.60	1.07	Agree
8. I feel my school has a responsibility to the society.	5.00	0.00	Strongly Agree	4.10	0.74	Agree
Average	4.38	0.54	Agree	3.83	0.49	Agree

7. Resource and Administration

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has a good technology support for students and faculties.	5.00	0.00	Strongly Agree	3.80	0.63	Agree
2. My MBA school clearly state objectives and learning outcomes both in documents and on-line.	4.33	1.15	Agree	3.80	0.63	Agree
3. My MBA school has sufficient resources to conduct courses and activities.	5.00	0.00	Strongly Agree	3.80	0.79	Agree
4. My MBA school has an explicit monitoring and assessment criteria.	4.67	0.58	Strongly Agree	3.40	0.70	Neutral
5. My MBA school evaluates its' program by students, faculty, administrators and stakeholders regularly.	4.67	0.58	Strongly Agree	3.80	0.63	Agree
6. My MBA school management reasonably distributes the school workload from all activities across all faculty members.	4.00	1.00	Agree	3.30	0.82	Neutral
7. My MBA school has a systematic reviewing, promotion, and rewarding process that was evaluated by students and/or administrators.	4.33	0.58	Agree	3.50	0.71	Agree
8. I am satisfied with my school promotion and providential fund systems.	4.00	1.00	Agree	3.40	0.84	Neutral
Average	4.50	0.57	Strongly Agree	3.60	0.40	Agree

8. Internationalization

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. I often join international business forum, seminars and exhibition to widen my knowledge.	3.67	1.15	Agree	3.80	1.03	Agree
2. I include many international business contents in my teaching.	5.00	0.00	Strongly Agree	3.80	0.79	Agree
3. I encourage my students to join international exchange programs outside the country.	4.67	0.58	Strongly Agree	3.80	1.23	Agree
4. I invite top business leaders at the top international business organizations into my class.	4.33	0.58	Agree	3.20	1.14	Neutral
5. I intend to do joint research with schools in other countries.	4.33	0.58	Agree	3.90	0.74	Agree
6. I integrate global responsibility, and sustainable development in my MBA program.	4.67	0.58	Strongly Agree	3.90	0.74	Agree
7. We have many external internationally well-known visiting professors to conduct special lectures and involved in the school activities.	5.00	0.00	Strongly Agree	3.60	0.97	Agree
8. Our faculty members have renowned name in their specialization throughout world.	5.00	0.00	Strongly Agree	3.40	0.97	Neutral
Average	4.58	0.38	Strongly Agree	3.68	0.80	Agree

9. Corporate Connection

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has a corporate partner.	3.00	2.00	Neutral	2.89	0.99	Neutral
2. My MBA school often provides seminars at business organizations.	4.67	0.58	Strongly Agree	3.90	0.88	Agree
3. My MBA school has business clients all over the world.	5.00	0.00	Strongly Agree	2.60	1.07	Neutral
4. Our faculty members have a strong links to the corporate world at international level.	5.00	0.00	Strongly Agree	3.10	1.37	Neutral
5. Our faculty members have a strong links to the corporate world at national level.	4.67	0.58	Strongly Agree	3.80	1.23	Agree
6. Our faculty members have a strong links to the local corporate world.	4.67	0.58	Strongly Agree	3.44	1.07	Neutral
7. I invite alumnae who are working at internationally globalize organization to give talks to our students.	4.67	0.58	Strongly Agree	3.30	0.95	Neutral
8. I am capable of delivering the programs in collaboration with corporate worlds.	4.67	0.58	Strongly Agree	3.70	1.16	Agree
Average	4.54	0.40	Strongly Agree	3.34	0.79	Neutral

MBA Student**1. School Context, Governance and Strategy**

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school's mission is clearly understood through out the institution.	4.67	0.58	Strongly Agree	3.50	1.08	Agree
2. My MBA school has a good learning environment with attracting campuses including restaurants, cafeterias, and other students' common facilities.	5.00	0.00	Strongly Agree	3.20	0.79	Neutral
3. My MBA school integrate international dimension into the school's governance, strategy and culture.	5.00	0.00	Strongly Agree	3.50	0.85	Agree
4. My MBA school has an effective and strong finance management system.	4.00	1.73	Agree	3.10	1.20	Neutral
5. My MBA school an internal process to make strategic plans from school mission.	4.33	1.15	Agree	3.00	0.94	Neutral
6. My MBA school mission is clearly stated and implemented in our MBA curriculum.	4.33	1.15	Agree	3.50	1.08	Agree
7. My MBA school is committed to have the ethically responsible governance.	4.33	1.15	Agree	3.70	0.67	Agree
8. My MBA school has a defined school philosophy.	4.67	0.58	Strongly Agree	3.70	1.06	Agree
Average	4.54	0.79	Strongly Agree	3.40	0.74	Neutral

2. Quality of MBA Program

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school uses English as the medium of the instruction.	5.00	0.00	Strongly Agree	2.80	1.48	Neutral
2. My school has a systematic revised procedure to check my lesson how the mission statement is implemented in my teaching.	4.00	1.73	Agree	3.00	1.05	Neutral
3. My MBA school implements the national system to pre-determine the features of MBA programs.	4.33	1.15	Agree	3.20	1.03	Neutral
4. My MBA school has an appropriate infrastructure to accommodate campus-based learning, distance learning, research and executive learning.	4.67	0.58	Strongly Agree	3.70	0.82	Agree
5. My MBA program offers an up-dated and high quality program design, content, delivery methods and materials.	4.00	1.73	Agree	3.60	0.52	Agree
6. My MBA school aims to develop intellectual skills along with managerial skills (team work, interpersonal skills, presentation skills, project management, leadership skills...etc).	4.33	1.15	Agree	3.80	0.63	Agree
7. My school has a systematic revised procedure to check my lesson how the mission statement is implemented in my teaching.	4.33	1.15	Agree	3.10	0.74	Neutral
8. My MBA school seeks us to instill well-thought out descriptions of attitudes, knowledge, skills, behaviors and values.	4.33	1.15	Agree	3.70	0.67	Agree
Average	4.38	1.08	Agree	3.36	0.58	Neutral

1. Quality of Students

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school encourages the interaction between students and faculty members to meet the unique needs of individual students.	5.00	0.00	Strongly Agree	4.00	0.82	Agree
2. We have many international students from various countries in our school.	5.00	0.00	Strongly Agree	3.70	1.06	Agree
3. We are taught to be ethically and socially responsible business leaders.	5.00	0.00	Strongly Agree	3.80	1.03	Agree
4. We are aware of business ethics and corporate social responsibilities.	5.00	0.00	Strongly Agree	4.20	0.63	Agree
5. We learn about the business consultancy and research skills.	5.00	0.00	Strongly Agree	3.90	0.74	Agree
6. We receive a professional support for personal development.	4.00	1.73	Agree	3.50	0.71	Agree
7. I am motivated and committed to learn at my class.	5.00	0.00	Strongly Agree	4.30	0.48	Agree
8. I felt a strong bond between students and lectures.	4.00	1.73	Agree	3.70	0.95	Agree
Average	4.75	0.43	Strongly Agree	3.89	0.40	Agree

2. Quality of Faculty

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. Our lecturers intend to teach students to be ethically and socially responsible business leaders.	4.67	0.58	Strongly Agree	3.90	0.57	Agree
2. Our lecturers do not mind to help students by giving a special tutorial, coaching and guidance as extra curricular-activities.	5.00	0.00	Strongly Agree	3.40	0.70	Neutral
3. Our lecturers do counseling service learning support willingly.	5.00	0.00	Strongly Agree	3.50	0.71	Agree
4. Our lecturers integrate many international business contents in their teachings.	4.00	1.73	Agree	3.70	0.82	Agree
5. Our lecturers integrate global responsibility, and sustainable development in their teachings and teaching contents.	4.67	0.58	Strongly Agree	3.70	0.48	Agree
6. Our lecturers are capable of delivering the programs in collaboration with international corporate worlds.	4.67	0.58	Strongly Agree	3.50	1.08	Agree
7. Our lecturers give students consultancy and research skills.	4.67	0.58	Strongly Agree	3.30	0.95	Neutral
8. Our lecturers use case studies, business games, group work, project-based learning, tutorials and other various teaching methods.	4.67	0.58	Strongly Agree	4.40	0.52	Agree
Average	4.67	0.58	Strongly Agree	3.68	0.47	Agree

3. Research and Development

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has a strategic and operational plan to integrate its mission, vision, values and objectives into teaching & learning and research & development.	4.33	1.15	Agree	3.70	0.48	Agree
2. My MBA school has policy to develop innovation, new technologies, and new modes.	4.33	1.15	Agree	3.30	0.67	Neutral
3. My MBA school has a sufficient number of faculty members to oversee the curriculum development, course development, course delivery, and other activities to support the instructional school goals.	4.33	1.15	Agree	3.10	0.88	Neutral
4. My MBA school allocates sufficient time for my research within my workload as a faculty member.	4.00	1.73	Agree	3.40	0.70	Neutral
5. My MBA school has international recognition in the field of research and development.	5.00	0.00	Strongly Agree	3.00	0.94	Neutral
6. Our lecturers contribute the research findings to the relevance and quality of the school program.	5.00	0.00	Strongly Agree	3.30	0.67	Neutral
7. Our lectures intend to do joint research with schools or colleagues in other countries.	5.00	0.00	Strongly Agree	3.60	0.97	Agree
8. I feel the existence of research culture in the school.	5.00	0.00	Strongly Agree	3.70	0.82	Agree
Average	4.63	0.65	Strongly Agree	3.39	0.50	Neutral

4. Contribution to the Community

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school curriculum design and contents include social responsibilities and contributions aspects.	4.67	0.58	Strongly Agree	3.70	0.48	Agree
2. My MBA school management encourages the faculty members to do intellectual contributions to the society (giving talks, seminars, publications, etc).	4.33	1.15	Agree	3.40	1.17	Neutral
3. My MBA school has community outreach activities.	4.33	1.15	Agree	3.20	0.79	Neutral
4. My MBA school takes initiative to enhance ethical behavior and corporate responsibility.	4.67	0.58	Strongly Agree	3.50	0.85	Agree
5. I do not mind to help my community by organizing a business seminars as service.	4.67	0.58	Strongly Agree	3.60	0.70	Agree
6. I give my community counseling service and learning support.	4.33	1.15	Agree	3.20	0.79	Neutral
7. I should do more community service by using my knowledge.	4.67	0.58	Strongly Agree	4.00	0.67	Agree
8. I feel my school has a responsibility to the society.	4.67	0.58	Strongly Agree	4.30	0.67	Agree
Average	4.54	0.79	Strongly Agree	3.61	0.46	Agree

7. Resource and Administration

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has a good technology support for students and faculties.	4.67	0.58	Strongly Agree	3.20	0.63	Neutral
2. My MBA school clearly state objectives and learning outcomes both in documents and on-line.	4.67	0.58	Strongly Agree	3.50	0.71	Agree
3. My MBA school has sufficient resources to conduct courses and activities.	4.67	0.58	Strongly Agree	3.40	0.70	Neutral
4. My MBA school has an explicit monitoring and assessment criteria.	4.67	0.58	Strongly Agree	3.30	0.82	Neutral
5. My MBA school evaluates its' program by students, faculty, administrators and stakeholders regularly.	4.67	0.58	Strongly Agree	3.30	0.82	Neutral
6. My MBA school management reasonably distributes the school workload from all activities across all faculty members.	4.33	1.15	Agree	3.10	0.74	Neutral
7. My MBA school has a systematic reviewing, promotion, and rewarding process that was evaluated by students and/or administrators.	4.33	1.15	Agree	2.70	0.82	Neutral
8. I think the students' admission criteria and selection process are fair.	3.67	2.31	Agree	3.20	0.79	Neutral
Average	4.46	0.94	Agree	3.21	0.57	Neutral

8. Internationalization

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school encourages us to attend some international business forum, seminars and exhibition to widen our knowledge.	4.00	1.73	Agree	3.40	0.84	Neutral
2. My MBA school is well known among international business circles.	4.33	1.15	Agree	2.80	1.03	Neutral
3. My MBA school encourages students to join international exchange programs outside the country.	4.00	1.73	Agree	3.50	1.43	Agree
4. My MBA school invites top business leaders at the top international business organizations into our classes.	4.00	1.73	Agree	3.40	0.84	Neutral
5. Our lecturers do joint research with schools in other countries.	4.67	0.58	Strongly Agree	3.00	1.25	Neutral
6. Our lecturers have renowned name in their specialization throughout world.	4.33	1.15	Agree	3.40	0.84	Neutral
7. Our lecturers integrate global responsibility, and sustainable development in my MBA program.	4.67	0.58	Strongly Agree	3.40	0.70	Neutral
8. We have many external internationally well-known visiting professors to conduct special lectures and involved in the school activities.	4.33	1.15	Agree	3.40	1.07	Neutral
Average	4.29	1.22	Agree	3.29	0.59	Neutral

9. Corporate Connection

Item	Best practice MBA			Japanese MBA		
	Mean	SD	Opinion	Mean	SD	Opinion
1. My MBA school has a corporate partner.	4.33	1.15	Agree	2.56	1.42	Neutral
2. My MBA school often provides seminars at business organizations.	4.00	1.73	Agree	3.44	0.96	Neutral
3. My MBA school has business clients all over the world.	4.33	1.15	Agree	2.56	1.17	Neutral
4. My MBA school invites alumnae who are working at internationally globalize organization to give talks.	4.00	1.73	Agree	3.11	0.74	Neutral
5. My MBA school often organizes joint seminars with business organizations.	4.00	1.73	Agree	3.78	0.63	Agree
6. My MBA school often conducts short courses for businessmen from various organizations for a specific period of time.	4.00	1.73	Agree	3.22	1.03	Neutral
7. My MBA school grants certificate for the seminar attendants from corporate world.	4.00	1.73	Agree	2.56	0.50	Neutral
8. Our faculty members have a strong to the corporate world at international level.	4.00	1.73	Agree	3.56	0.83	Agree
Average	4.08	1.59	Agree	3.10	0.59	Neutral

APPENDIX H

Stakeholders of Japanese and Best Practice MBA Programs.

Item	Japanese MBA Program					Best Practice MBA Program		
	admin	faculty	student	parent	company	admin	faculty	student
1. Sex								
- Male	7	8	10	7	22	1	2	1
- Female	3	2	-	3	2	2	1	2
2. Nationality								
- Japan	10	8	6	4	24	-	-	-
- US	-	1	-	-	-	1	-	-
- Singapore	-	-	1	1	-	2	-	1
- England	-	1	-	-	-	-	-	-
- Brazilian	-	-	-	-	-	-	1	-
- Indian	-	-	-	-	-	-	2	1
- Thai	-	-	1	2	-	-	-	-
- Malaysia	-	-	1	-	-	-	-	-
- Korean	-	-	1	-	-	-	-	-
- Australia	-	-	-	-	-	-	-	1
- China	-	-	-	3	-	-	-	-
3. Highest Degree								
- Bachelor	8	-	NA	NA	18	2	-	NA
- Master	2	4			4	1	-	
- Doctor	-	6			-	-	2	
- Other	-	-			1	-	1	
4. Country obtained my degree								
- USA	1	5	NA	NA	NA	1	3	NA
- Japan	9	2				-	-	
- Asia	-	-				2	-	
- Europe	-	3				-	-	
5. Major								
- Accountant	-	-	-	NA	-	1	-	-
- Business	1	2	-		2	1	3	-
- Management	2	4	5		-	-	-	2
- Finance	1	-	2		-	-	-	-
- Law	1	-	-		-	1	-	-
- Social Science	4	1	-		1	-	-	-
- Economy	-	3	-		8	-	-	-
- Administration	-	-	3		-	-	-	-
- Art	-	-	-		2	-	-	-
- Science	-	-	-		1	-	-	-
- Other	-	-	-		10	-	-	1
6. I am in/student? parent is in								
- First year	NA	NA	4	5	NA	NA	NA	-
- Second year			6	3				3
- Third year			-	-				-
- Fourth year			-	1				-
7. years of working								
- less then 3 years	8	-	NA	NA	4	-	-	NA
- 3-5 years	1	3			2	-	1	
- 5-10 years	1	3			6	2	1	
- 10-15 years	-	-			-	1	-	
- 15-20 years	-	4			4	-	1	
- more then 20 years	-	-			8	-	-	

Item	Japanese MBA Program					Best Practice MBA Program		
	admin	faculty	student	parent	company	admin	faculty	student
graduation								
- Yes	NA	NA	7	NA	NA	NA	NA	3
- No			3					-
17. I would like to work at the business organizations as								
- consultant	NA	NA	5	NA	NA	NA	NA	2
- Expert			-					1
- Member			2					-
- Specialist			2					-
- Other			1					-
18. My expected monthly income in US Dollars is								
- 2000-3000	NA	NA	1	2	NA	NA	NA	-
- 3000-4000			2	2				1
- 4000-5000			2	1				-
- 5000-6000			3	4				-
- More than 6000			2	-				2
19. I/student' parent would like to work in								
- USA	NA	NA	2	1	NA	NA	NA	-
- Asia			4	3				3
- Pacific			4	2				-
- Japan			-	3				-
20. I would like my child to work at the well-kNAwn international organization after his/her graduation								
- Very much	NA	NA	NA	6	NA	NA	NA	NA
- Much				4				
21. My company prefers to employ Bachelor degree holders								
- Very much	NA	NA	NA	NA	4	NA	NA	NA
- Much					9			
- Fair					10			
- Little					1			
- Least					-			
22. My company likes to employ MBA degree holders								
- Very much	NA	NA	NA	NA	1	NA	NA	NA
- Much					7			
- Fair					9			
- Little					4			
- Least					3			
23. My company intends to employ more for foreigners near future								
	NA	NA	NA	NA	4	NA	NA	NA

Item	Japanese MBA Program					Best Practice MBA Program		
	admin	faculty	student	parent	company	admin	faculty	student
- Very much					12			
- Much					6			
- Fair					1			
- Little					1			
- Least					-			
24. My company use English as medium								
- Very often	NA	NA	NA	NA	9	NA	NA	NA
- Sometime					9			
- Seldom					3			
25. My company has a corporate university								
- Yes	NA	NA	NA	NA	5	NA	NA	NA
- No					19			

APPENDIX I

Classified by Degree, Bachelor and Master Degree

In order to get a deeper and clear picture of this study, all data collected from twenty-four business industries were classified into seven different groups. The classification was done by the respondents' degree, working years, preference to employ Bachelor degree holders, preference to employ MBA holders, intend to employ more foreigner, use English as medium of communication at the company and use English as an individual at work. The table below shows the data classified by degrees; Bachelor and Master Degrees.

Data Classified by Degrees

Item	Degree								F-test
	Bachelor				Master and more				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.1	18	3.54	0.78	Agree	6	4.17	0.75	Agree	2.98
P2.2	18	3.33	0.44	Neutral	6	3.22	0.40	Neutral	0.29
P2.3	18	4.06	0.87	Agree	6	4.17	0.75	Agree	0.07
P2.4	18	3.65	0.76	Agree	6	3.50	1.05	Agree	0.14
P2.5	18	4.58	0.49	Strongly Agree	6	4.33	0.52	Agree	1.14
P2.6	18	4.39	0.76	Agree	6	4.83	0.41	Strongly Agree	1.84
P2.7	18	3.65	0.76	Agree	6	4.17	0.75	Agree	2.04
P2.8	18	4.30	0.67	Agree	6	4.67	0.52	Strongly Agree	1.50
P2.9	18	4.48	0.61	Agree	6	4.83	0.41	Strongly Agree	1.78
P2.10	18	4.52	0.61	Strongly Agree	6	4.17	0.98	Agree	1.14
P2.11	18	3.82	0.86	Agree	6	3.83	1.60	Agree	0.00
P2.12	18	4.11	0.83	Agree	6	3.67	1.03	Agree	1.14
P2.13	18	3.70	0.82	Agree	6	3.17	1.17	Neutral	1.52
P2.14	18	4.17	0.62	Agree	6	3.50	0.84	Agree	4.40
P2.15	18	3.99	0.77	Agree	6	3.17	0.75	Neutral	5.18
P2.16	18	4.15	0.94	Agree	6	4.33	0.52	Agree	0.21
P2.17	18	3.65	0.59	Agree	6	3.67	0.52	Agree	0.01
P2.18	18	3.65	0.48	Agree	6	3.50	1.05	Agree	0.22
Average		3.98	0.70	Agree		3.94	0.78	Agree	1.77

From the above table we know that between these two groups, the biggest opinion differences occurred on the item p 2.15 (My company's training courses are very unique). For the Bachelor, Mean (3.99) and SD (0.77), and for Master and more, Mean (3.17), SD (0.75), the differences were 0.82. The smallest opinion differences occurred was on item p 2.11 (My company has future global business leaders). For Bachelor, Mean (3.82), SD (0.86), for Master and more, Mean (3.83), SD (1.60), the differences were 0.01. This suggests that business managers with Bachelor degree believe that their company's training courses are very unique more than those with Master degree, and both of them have almost similar opinion about their company's future global leaders.

Classified by Working Years

The below table is data classified by working years; less than 10 years and more than ten years.

Classified by Working Years

Item	Working Years								F-test
	Less than 10 years				More than 10 years				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.1	12	3.56	2.98	Agree	12	3.83	0.83	Agree	0.69
P2.2	12	3.33	0.29	Neutral	12	3.28	0.45	Neutral	0.08
P2.3	12	4.09	0.07	Agree	12	4.08	0.90	Agree	0.00
P2.4	12	3.63	0.14	Agree	12	3.58	0.67	Agree	0.02
P2.5	12	4.63	1.14	Strongly Agree	12	4.42	0.51	Agree	1.06
P2.6	12	4.42	1.84	Agree	12	4.58	0.51	Strongly Agree	0.32
P2.7	12	3.90	2.04	Agree	12	3.67	0.49	Agree	0.52
P2.8	12	4.45	1.50	Agree	12	4.33	0.65	Agree	0.19
P2.9	12	4.38	1.78	Agree	12	4.75	0.45	Strongly Agree	2.63
P2.10	12	4.04	1.14	Agree	12	4.83	0.39	Strongly Agree	10.71*
P2.11	12	3.74	0.00	Agree	12	3.92	0.67	Agree	0.17
P2.12	12	3.58	1.14	Agree	12	4.42	0.67	Agree	6.63*
P2.13	12	3.05	1.52	Neutral	12	4.08	0.51	Agree	10.72*

Item	Working Years								F-test
	Less than 10 years				More than 10 years				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.14	12	3.83	4.40	Agree	12	4.17	0.39	Agree	1.29
P2.15	12	3.73	5.18	Agree	12	3.83	0.72	Agree	0.09
P2.16	12	4.31	0.21	Agree	12	4.08	0.67	Agree	0.42
P2.17	12	3.72	0.01	Agree	12	3.58	0.51	Agree	0.35
P2.18	12	3.38	0.22	Neutral	12	3.83	0.39	Agree	3.22
Average		3.88	0.83	Agree		4.07	0.58	Agree	0.05

The table above illustrates that between these two groups, the biggest opinion differences occurred on the item p 2.13 (My company has internationalized governance). For “Less than 10 years”, Mean (3.05) and SD (0.97), and for “More than 10 years”, Mean (4.08), SD (0.90), the differences were 0.82. The smallest opinion differences occurred was on item p 2.3 (I would like to select MBA School in USA or Europe, if I am given a chance to study MBA). For “Less than 10 years”, Mean (4.09) and SD (0.79), and for “More than 10 years”, Mean (4.08), SD (0.90), the differences were 0.01. The findings indicate that those who have more than 10 years working experiences feel that their companies have international governance more than those with less than 10 years working experiences. However, both groups share similar opinions regarding where to study MBA, if they were given a chance.

Classified by preferring to employ Bachelor degree holder

The below table is data classified by preferring to employ Bachelor degree holders; the groups answered to this fair and less, and much and very much.

Classified by preferring to employ Bachelor degree holder

Item	Prefer to employ Bachelor holders								F-test
	Fair or Less				Much & Very Much				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.1	11	3.61	1.02	Agree	13	3.77	0.60	Agree	0.23
P2.2	11	3.15	0.31	Neutral	13	3.43	0.48	Neutral	2.87
P2.3	11	3.92	0.95	Agree	13	4.23	0.73	Agree	0.85
P2.4	11	3.69	1.01	Agree	13	3.54	0.66	Agree	0.20
P2.5	11	4.59	0.49	Strongly Agree	13	4.46	0.52	Agree	0.40
P2.6	11	4.32	0.90	Agree	13	4.65	0.47	Strongly Agree	1.36
P2.7	11	3.71	0.90	Agree	13	3.85	0.69	Agree	0.18
P2.8	11	4.13	0.71	Agree	13	4.62	0.51	Strongly Agree	3.89
P2.9	11	4.51	0.50	Strongly Agree	13	4.62	0.65	Strongly Agree	0.21
P2.10	11	4.31	0.64	Agree	13	4.54	0.78	Strongly Agree	0.59
P2.11	11	3.89	0.94	Agree	13	3.77	1.17	Agree	0.08
P2.12	11	4.27	0.79	Agree	13	3.77	0.93	Agree	2.02
P2.13	11	3.51	0.81	Agree	13	3.62	1.04	Agree	0.08
P2.14	11	4.00	0.63	Agree	13	4.00	0.82	Agree	0.00
P2.15	11	4.07	0.84	Agree	13	3.54	0.78	Agree	2.61
P2.16	11	4.52	0.97	Strongly Agree	13	3.92	0.64	Agree	3.26
P2.17	11	3.79	0.60	Agree	13	3.54	0.52	Agree	1.18
P2.18	11	3.87	0.55	Agree	13	3.38	0.65	Neutral	3.89
Average	3.99		0.75	Agree	3.96		0.70	Agree	0.40

From the table we know that between these two groups, the biggest opinion differences occurred on the item p 2.16 (My company's policy is based on Japanese philosophy). For "Fair or Less" group, Mean (4.52) and SD (0.97), and for "Much and Very much" group, Mean was (3.92) and SD (0.64), and differences of these two Means were 0.6. There were no difference in their opinion on the item p 2.14 (My company has various original training courses to meet our goals), for "Fair and Less", Mean (4.00) and SD (0.63), and for "Much and Very Much", Mean (4.00), SD (0.82). The finding suggest that they shared the same opinion regarding their organizations' various training courses to meet their goal, but had different opinions on their policy whether their policy was based on Japanese philosophy or not.

shared the same opinion regarding their organizations' various training courses to meet their goal, but had different opinions on their policy whether their policy was based on Japanese philosophy or not.

Classified by preferring to employ MBA degree holder

The below table is data classified by preferring to employ MBA degree holder; Fair or Less, Much and Very Much.

Data classified by preferring to employ MBA holders

Item	Prefer to employ MBA holders								F-test
	fair or less				much & very much				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.1	16	3.67	0.87	Agree	8	3.75	0.71	Agree	0.05
P2.2	16	3.16	0.34	Neutral	8	3.58	0.47	Agree	6.06*
P2.3	16	4.19	0.75	Agree	8	3.88	0.99	Agree	0.78
P2.4	16	3.48	0.81	Neutral	8	3.88	0.83	Agree	1.28
P2.5	16	4.60	0.49	Strongly Agree	8	4.38	0.52	Agree	1.04
P2.6	16	4.50	0.80	Strongly Agree	8	4.50	0.53	Strongly Agree	0.00
P2.7	16	3.80	0.91	Agree	8	3.75	0.46	Agree	0.02
P2.8	16	4.40	0.61	Agree	8	4.38	0.74	Agree	0.01
P2.9	16	4.54	0.62	Strongly Agree	8	4.63	0.52	Strongly Agree	0.12
P2.10	16	4.34	0.79	Agree	8	4.63	0.52	Strongly Agree	0.85
P2.11	16	3.68	1.14	Agree	8	4.13	0.83	Agree	0.97
P2.12	16	3.88	0.96	Agree	8	4.25	0.71	Agree	0.96
P2.13	16	3.47	1.09	Neutral	8	3.75	0.46	Agree	0.47
P2.14	16	3.94	0.85	Agree	8	4.13	0.35	Agree	0.35
P2.15	16	3.86	0.88	Agree	8	3.63	0.74	Agree	0.42
P2.16	16	4.23	0.95	Agree	8	4.13	0.64	Agree	0.08
P2.17	16	3.73	0.57	Agree	8	3.50	0.53	Agree	0.88
P2.18	16	3.66	0.70	Agree	8	3.50	0.53	Agree	0.33
Average		3.95	0.78	Agree		4.02	0.62	Agree	1.91

According to the table above the biggest opinion differences occurred on the item p 2.11 (My company has many future global business leaders). For “Fair or Less” group, Mean (3.68) and SD (1.14), and for “Much and Very much” group, Mean was (4.13) and SD (0.83), and differences of these two Means were 0.45. There was no difference in their opinion on the item p 2.6 (I am willing to increase numbers of non-Japanese staff, if it is needed). For “Fair and Less”, Mean (4.50) and SD (0.80), and for “Much and Very Much”, Mean (4.50), SD (0.53). Based on this, we can say that they shared the same opinion regarding their opinion of increasing non-Japanese staff, but for the regarding having future global leaders in their organization differed respectively.

Classified by intending to employ foreign workers

The table below shows the data classified by intending to employ foreign workers.

Classified by Intending to Employ Foreign Workers

Item	Intend to employ more foreign workers								F-test
	fair or less				much & very much				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.1	8	3.71	0.88	Agree	16	3.69	0.79	Agree	0.00
P2.2	8	3.08	0.14	Neutral	16	3.41	0.48	Neutral	3.72
P2.3	8	3.89	0.64	Agree	16	4.19	0.91	Agree	0.69
P2.4	8	3.70	0.70	Agree	16	3.56	0.89	Agree	0.15
P2.5	8	4.44	0.50	Agree	16	4.56	0.51	Strongly Agree	0.31
P2.6	8	4.25	1.00	Agree	16	4.63	0.50	Strongly Agree	1.53
P2.7	8	3.60	0.91	Agree	16	3.88	0.72	Agree	0.67
P2.8	8	4.05	0.55	Agree	16	4.56	0.63	Strongly Agree	3.84
P2.9	8	4.20	0.66	Agree	16	4.75	0.45	Strongly Agree	5.98*
P2.10	8	4.05	0.77	Agree	16	4.63	0.62	Strongly Agree	3.86
P2.11	8	2.98	1.05	Neutral	16	4.25	0.77	Agree	11.36*
P2.12	8	3.38	0.74	Neutral	16	4.31	0.79	Agree	7.75*
P2.13	8	2.95	1.02	Neutral	16	3.88	0.72	Agree	6.72*

Item	Intend to employ more foreign workers								F-test
	fair or less				much & very much				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.14	8	3.50	0.76	Agree	16	4.25	0.58	Agree	7.33*
P2.15	8	3.47	0.91	Neutral	16	3.94	0.77	Agree	1.72
P2.16	8	4.21	1.19	Agree	16	4.19	0.66	Agree	0.00
P2.17	8	3.33	0.47	Neutral	16	3.81	0.54	Agree	4.54*
P2.18	8	3.20	0.66	Neutral	16	3.81	0.54	Agree	5.86*
Average		3.67	0.75	Agree		4.13	0.66	Agree	4.02

According to the table above the biggest opinion differences occurred on the item p 2.11 (My company has many future global business leaders). For "Fair or Less" group, Mean (2.98) and SD (1.05), and for "Much and Very much" group, Mean was (4.25) and SD (0.77), and differences of these two Means were 1.27. The smallest differences occurred on the item p2.1, and p.2.16. On the item p2.1 (I agree that MBA programs have a good potential to develop new business leaders in general), for "Fair or Less" group, Mean (3.71) and SD (0.88), and for "Much and Very much" group, Mean was (3.69) and SD (0.79), and differences of these two Means were 0.02. On the item p 2.16 (My company's policy is based on Japanese philosophy), for "Fair or Less" group, Mean (4.21) and SD (1.19), and for "Much and Very much" group, Mean was (4.19) and SD (0.66), and differences of these two Means were 0.02. The findings suggest that they shared almost same opinion regarding MBA programs have good potential to develop new business leaders, and their company's policy is based on Japanese philosophy, but has quite significant different opinion on having future global business leaders within their organizations.

Classified by using English at the company

Table below show the data classified by using English at company.

Classified by Using English at The Company

Item	Uses English (company)								F-test
	sometime or less				very often				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.1	14	3.48	0.85	Neutral	10	4.00	0.67	Agree	2.63
P2.2	14	3.26	0.42	Neutral	10	3.36	0.46	Neutral	0.33
P2.3	14	3.94	1.00	Agree	10	4.30	0.48	Agree	1.14
P2.4	14	3.40	0.74	Neutral	10	3.90	0.88	Agree	2.28
P2.5	14	4.68	0.46	Strongly Agree	10	4.30	0.48	Agree	3.78
P2.6	14	4.21	0.78	Agree	10	4.90	0.32	Strongly Agree	6.89*
P2.7	14	3.70	0.91	Agree	10	3.90	0.57	Agree	0.38
P2.8	14	4.39	0.62	Agree	10	4.40	0.70	Agree	0.00
P2.9	14	4.33	0.61	Agree	10	4.90	0.32	Strongly Agree	7.36*
P2.10	14	4.17	0.77	Agree	10	4.80	0.42	Strongly Agree	5.38*
P2.11	14	3.56	1.22	Agree	10	4.20	0.63	Agree	2.30
P2.12	14	3.79	0.89	Agree	10	4.30	0.82	Agree	2.06
P2.13	14	3.18	0.95	Neutral	10	4.10	0.57	Agree	7.31*
P2.14	14	3.93	0.92	Agree	10	4.10	0.32	Agree	0.32
P2.15	14	3.77	0.89	Agree	10	3.80	0.79	Agree	0.01
P2.16	14	4.26	0.93	Agree	10	4.10	0.74	Agree	0.21
P2.17	14	3.55	0.50	Agree	10	3.80	0.63	Agree	1.21
P2.18	14	3.47	0.75	Neutral	10	3.80	0.42	Agree	1.56
Average		3.84	0.79	Agree		4.16	0.57	Agree	4.28*

According to the table above the biggest opinion differences occurred on the item p 2.13 (My company has very international governance). For "Sometime or Less" group, Mean (3.18) and SD (0.95), and for "Very Often" group, Mean was (4.10) and SD (0.57), and differences of these two Means were 0.99. The smallest differences occurred on the item p 2.18 (My company's mission is practice through our daily work in our organization). For "Sometime or Less" group, Mean (4.39) and SD (0.62), and for "Very Often" group, Mean was (4.40) and SD (0.70), and differences of these two Means were 0.01. The findings suggest that they shared almost same opinion regarding their companies' mission were practiced through daily work in their organizations, but shared significant differences on having very international governance at their companies.

Classified by using English at individual level

Table below shows the data classified by using English at individual level.

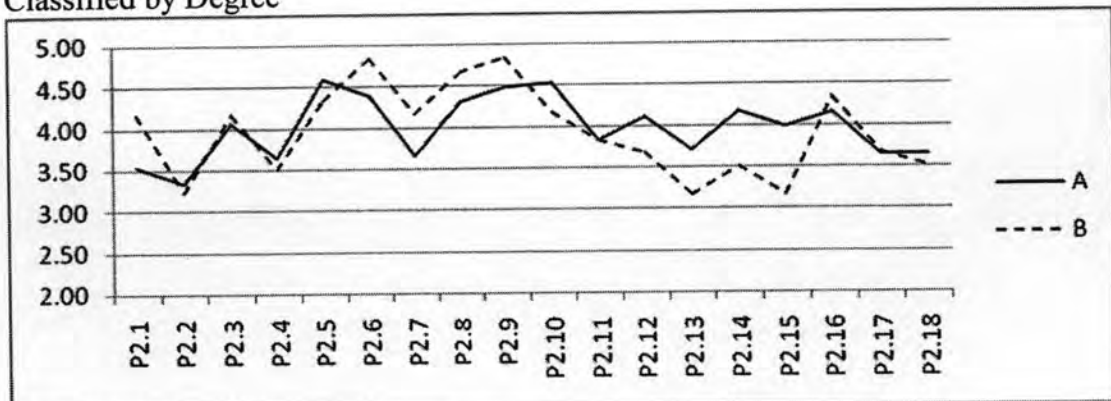
Classified by using English at individual level

Item	Uses English (Individual)								F-test
	sometime or less				very often				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.1	11	3.27	0.79	Neutral	13	4.054	0.649	Agree	7.12*
P2.2	11	3.30	0.46	Neutral	13	3.30	0.42	Neutral	0.00
P2.3	11	4.09	1.04	Agree	13	4.08	0.64	Agree	0.00
P2.4	11	3.55	0.69	Agree	13	3.66	0.94	Agree	0.12
P2.5	11	4.73	0.47	Strongly Agree	13	4.35	0.47	Agree	3.87
P2.6	11	4.23	0.88	Agree	13	4.73	0.44	Strongly Agree	3.33
P2.7	11	3.82	0.75	Agree	13	3.75	0.83	Agree	0.04
P2.8	11	4.36	0.50	Agree	13	4.41	0.76	Agree	0.04
P2.9	11	4.36	0.67	Agree	13	4.74	0.44	Strongly Agree	2.67
P2.10	11	4.27	0.79	Agree	13	4.57	0.64	Strongly Agree	1.05
P2.11	11	3.45	1.29	Neutral	13	4.14	0.69	Agree	2.74
P2.12	11	3.64	1.03	Agree	13	4.31	0.63	Agree	3.86
P2.13	11	3.18	1.08	Neutral	13	3.89	0.65	Agree	3.95

Item	Uses English (Individual)								F-test
	sometime or less				very often				
	N	Mean	SD	Opinion	N	Mean	SD	Opinion	
P2.14	11	4.00	1.00	Agree	13	4.00	0.41	Agree	0.00
P2.15	11	3.91	0.94	Agree	13	3.68	0.75	Agree	0.46
P2.16	11	4.00	0.63	Agree	13	4.36	0.98	Agree	1.10
P2.17	11	3.64	0.50	Agree	13	3.67	0.62	Agree	0.02
P2.18	11	3.45	0.69	Neutral	13	3.74	0.60	Agree	1.18
Average		3.85	0.79	Agree		4.08	0.64	Agree	2.22

According to the table above, the biggest opinion differences occurred on the item p 2.13 (My company has very international governance). For "Sometime or Less" group, Mean (3.18) and SD (1.08), and for "Very Often" group, Mean was (3.89) and SD (0.65), and differences of these two Means were 0.71. There was no difference on their opinions on the item p 2.2 and p 2.14. On the item p.2.2 (I feel that present Japanese MBA programs are irrelevant to the business practice), for "Sometime or Less" group, Mean (3.30) and SD (0.46), and for "Very Often" group, Mean was (3.30) and SD (0.42). On the item p 2.14 (My company has various original training courses to meet our goals), for "Sometime or Less" group, Mean (4.00) and SD (1.00), and for "Very Often" group, Mean was (4.00) and SD (0.41). The findings suggest that they shared almost same opinion regarding the relevance on Japanese MBA programs and business practices, and their companies' various original training courses to meet their goals, but significant differences on their companies having very internationalized governance.

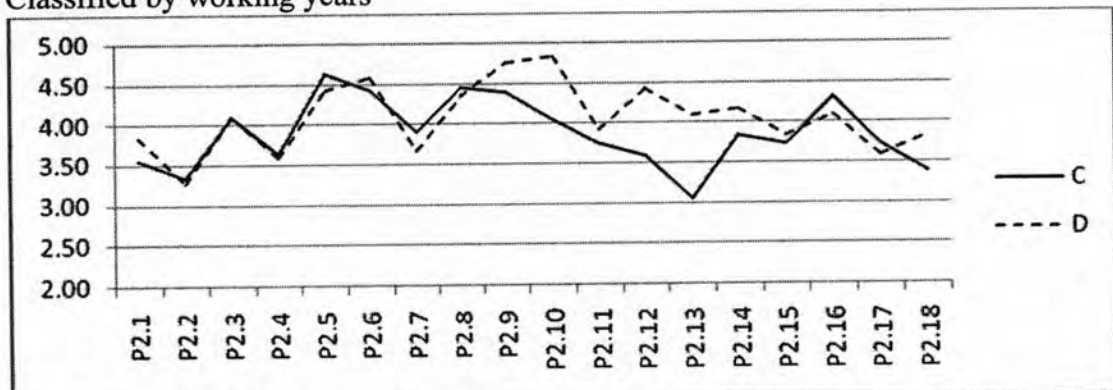
Classified by Degree



A = Bachelor degree holder

B = Master degree holder

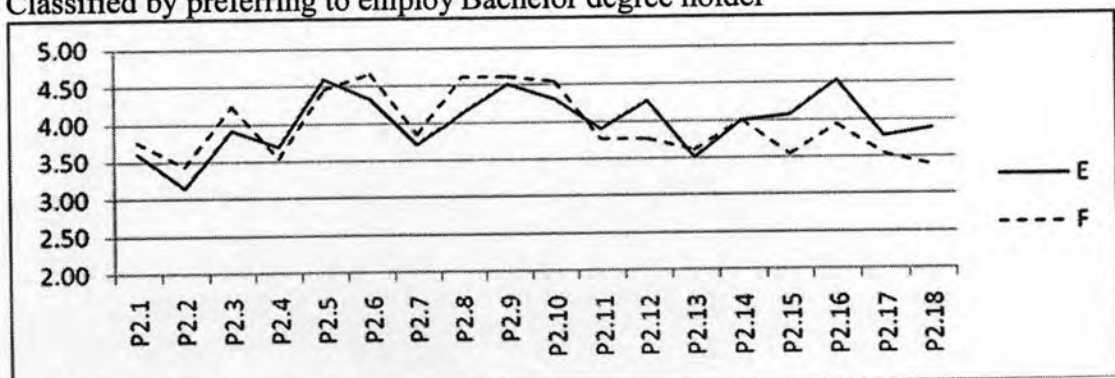
Classified by working years



C = Less than 10 years

D = more than 10 years

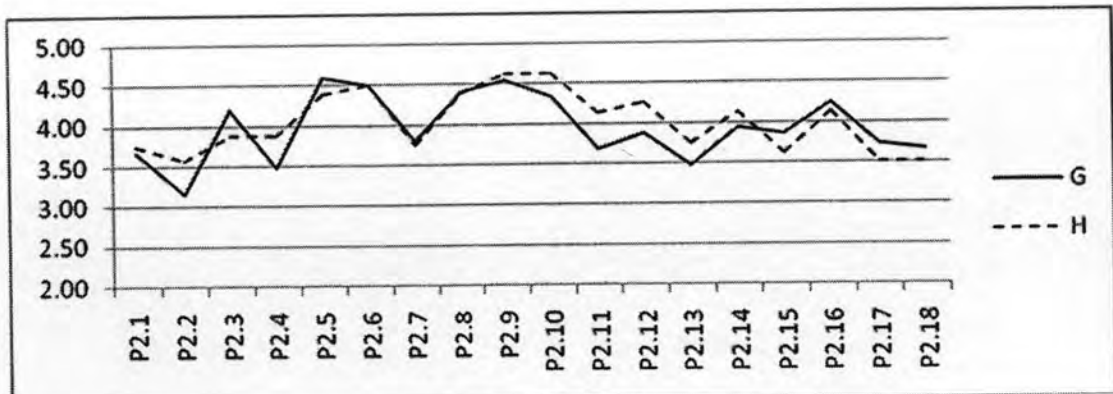
Classified by preferring to employ Bachelor degree holder



E = Prefer less

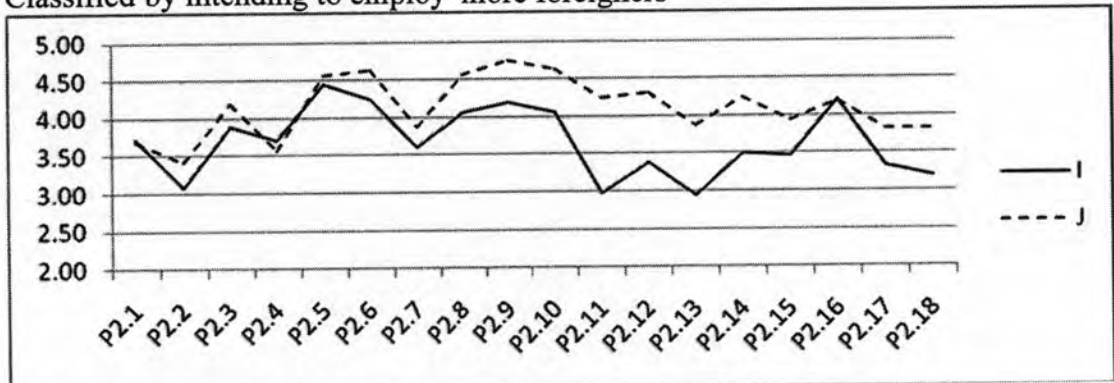
F = Prefer much & very much

Classified by preferring to employ MBA degree holder



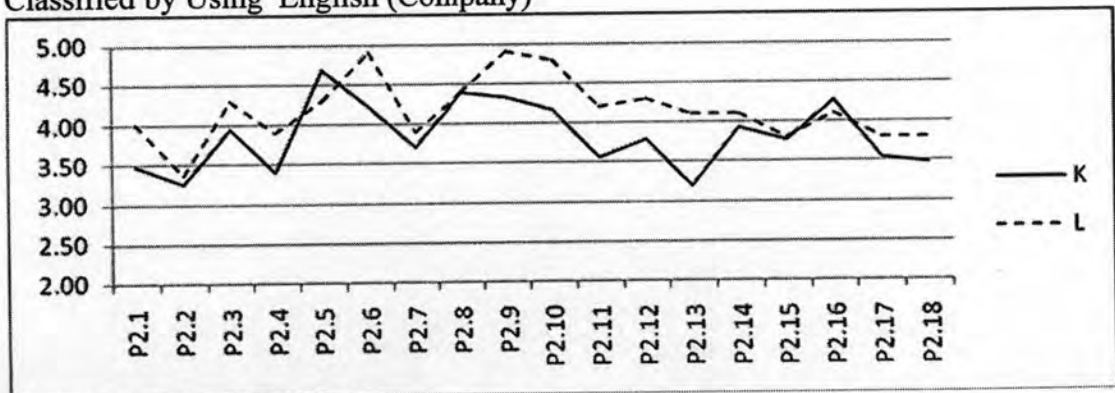
G = Prefer less
 H = Prefer much & very much

Classified by intending to employ more foreigners

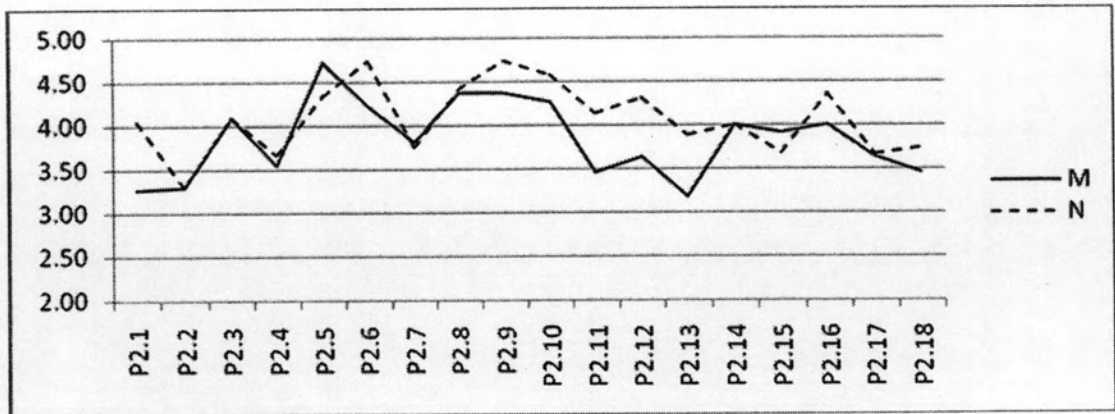


I = Intend to employ less
 J = Intend to employ much & very much

Classified by Using English (Company)



K = Using sometime or less
 L = Using very often
 Classified by Using English (Individual)



M = Using sometime or less

N = Using very often

RegressionDependent Variable: p2.1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
-------	---	----------	-------------------	----------------------------

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

Dependent Variable: p2.2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
-------	---	----------	-------------------	----------------------------

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

Dependent Variable: p2.3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
-------	---	----------	-------------------	----------------------------

1	.792a	0.63	0.29	0.70
---	-------	------	------	------

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	-0.41	1.69		-0.24	0.81
p2.8	-0.02	0.27	-0.02	-0.08	0.94
p2.9	0.67	0.63	0.47	1.07	0.31
p2.10	0.14	0.53	0.12	0.26	0.80
p2.11	-0.01	0.30	-0.01	-0.02	0.98
p2.12	-0.06	0.29	-0.06	-0.20	0.85
p2.13	-0.26	0.27	-0.29	-0.97	0.35
p2.14	0.28	0.50	0.25	0.57	0.58
p2.15	0.33	0.35	0.33	0.94	0.37
p2.16	-0.23	0.20	-0.24	-1.17	0.26
p2.17	0.52	0.37	0.35	1.41	0.18
p2.18	-0.33	0.35	-0.26	-0.97	0.35

a. Dependent Variable: p2.3

Dependent Variable: p2.4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
-------	---	----------	-------------------	----------------------------

1	.682a	0.47	-0.02	0.83
---	-------	------	-------	------

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	4.47	2.00		2.24	0.05
p2.8	-0.09	0.32	-0.07	-0.28	0.79
p2.9	-1.27	0.75	-0.90	-1.71	0.11
p2.10	1.18	0.63	1.03	1.88	0.09
p2.11	0.09	0.35	0.11	0.24	0.81
p2.12	-0.16	0.34	-0.17	-0.46	0.65
p2.13	0.09	0.32	0.10	0.27	0.79
p2.14	-0.45	0.59	-0.39	-0.76	0.46
p2.15	-0.34	0.42	-0.34	-0.81	0.44
p2.16	0.20	0.24	0.20	0.83	0.42
p2.17	0.73	0.43	0.50	1.69	0.12
p2.18	-0.10	0.41	-0.07	-0.23	0.82

a. Dependent Variable: p2.4

Dependent Variable: p2.5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
-------	---	----------	-------------------	----------------------------

1	.687a	0.47	-0.01	0.50
---	-------	------	-------	------

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	1.84	1.21		1.52	0.16
p2.8	0.33	0.20	0.42	1.66	0.12
p2.9	0.36	0.45	0.41	0.79	0.44
p2.10	-0.21	0.38	-0.29	-0.54	0.60
p2.11	-0.12	0.21	-0.24	-0.55	0.60
p2.12	0.13	0.21	0.23	0.63	0.54
p2.13	-0.14	0.19	-0.27	-0.75	0.47
p2.14	-0.02	0.36	-0.03	-0.07	0.95
p2.15	0.40	0.25	0.66	1.57	0.14
p2.16	0.02	0.14	0.03	0.12	0.91
p2.17	-0.13	0.26	-0.15	-0.49	0.63
p2.18	-0.01	0.25	-0.01	-0.04	0.97

a. Dependent Variable: p2.5

Dependent Variable: p2.6

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699a	0.49	0.02	0.70
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	1.88	1.69		1.12	0.29
p2.8	-0.12	0.27	-0.11	-0.42	0.68
p2.9	0.23	0.63	0.19	0.37	0.72
p2.10	0.03	0.53	0.03	0.06	0.95
p2.11	0.18	0.30	0.27	0.61	0.55
p2.12	-0.52	0.29	-0.65	-1.81	0.10
p2.13	0.42	0.27	0.56	1.59	0.14
p2.14	-0.09	0.50	-0.09	-0.18	0.86
p2.15	-0.03	0.35	-0.03	-0.08	0.94
p2.16	0.12	0.20	0.14	0.61	0.55
p2.17	0.30	0.37	0.24	0.81	0.43
p2.18	0.19	0.35	0.17	0.54	0.60
a. Dependent Variable: p2.6					

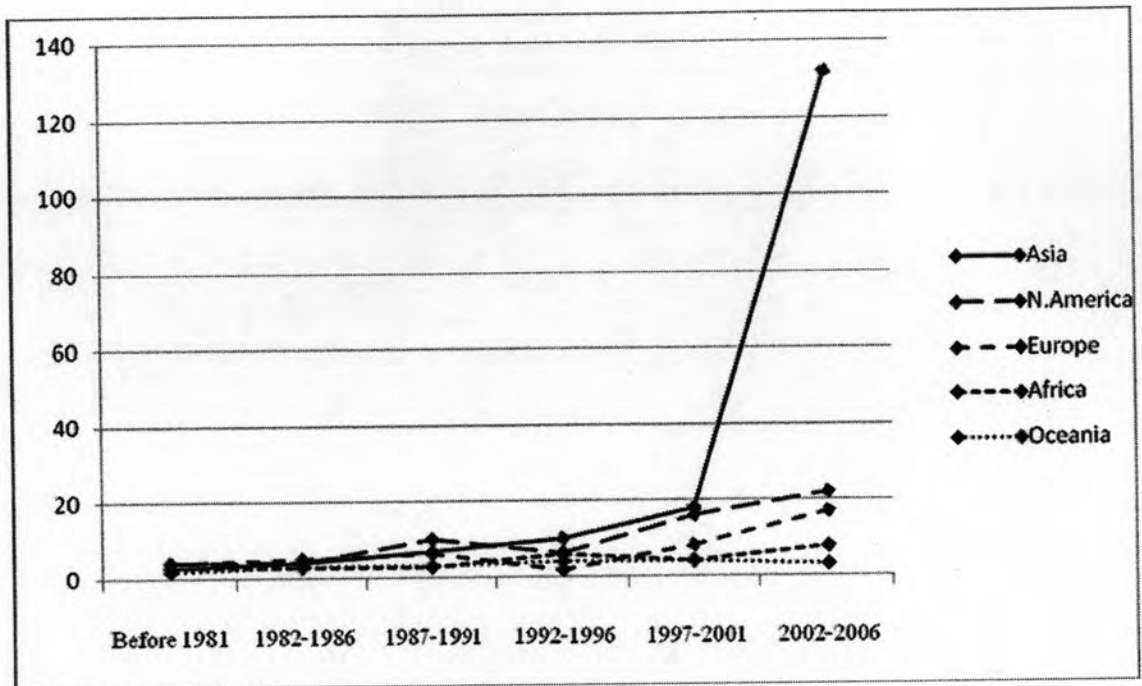
Dependent Variable: p2.7

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724a	0.52	0.09	0.74
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				

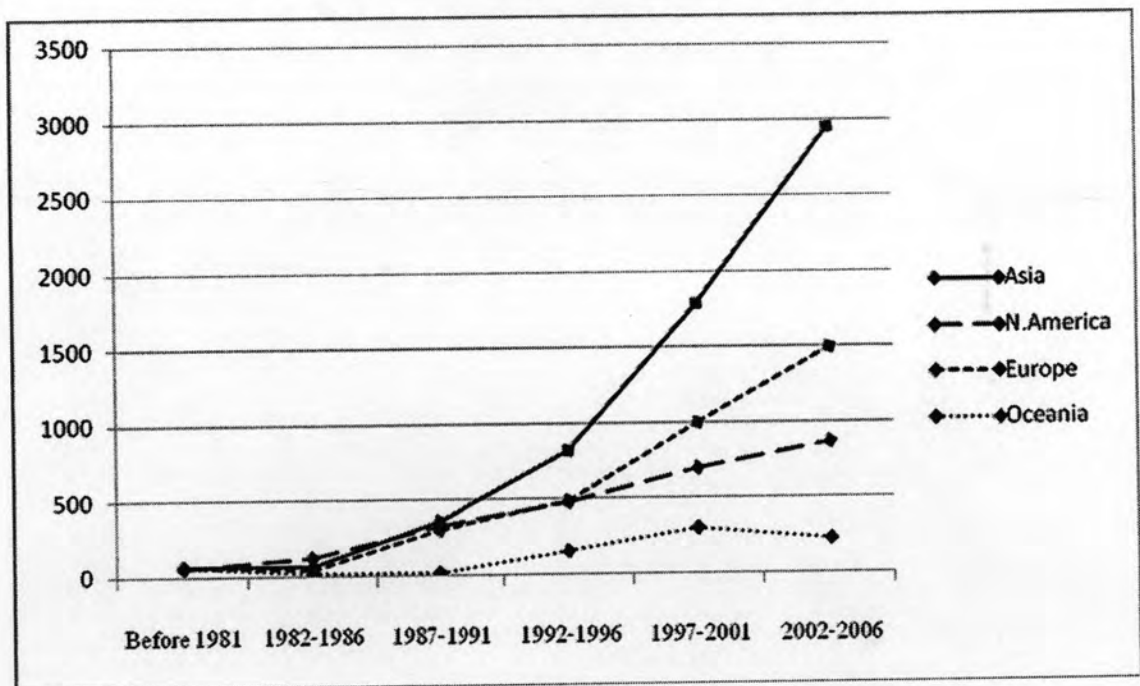
Coefficient					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	1.69	1.79		0.94	0.37
p2.8	0.04	0.29	0.04	0.15	0.88
p2.9	0.79	0.67	0.59	1.18	0.26
p2.10	-1.02	0.57	-0.93	-1.80	0.10
p2.11	-0.45	0.31	-0.61	-1.43	0.18
p2.12	-0.12	0.31	-0.14	-0.39	0.71
p2.13	0.30	0.28	0.36	1.07	0.31
p2.14	0.62	0.53	0.57	1.17	0.27
p2.15	-0.36	0.37	-0.39	-0.97	0.35
p2.16	0.13	0.21	0.14	0.62	0.55
p2.17	0.58	0.39	0.42	1.50	0.16
p2.18	0.04	0.37	0.03	0.11	0.91
a. Dependent Variable: p2.7					

APPENDIX J

Japanese University Branch Offices Abroad by Regions



Inter - University Agreements (Japan)



APPENDIX K

Experts' Name List

Dr. Natee Phupoosakul: Jaica gas pollution specialist, a part time lecturer at Hiroshima University.

Associate Professor Dr. Piman Limpaphayom: Head of MBA Program at Sasin Graduate School of Business, Thailand

Associate Profesoor Dr. Pusadee Polsaram: MBA lecturer at Chamber Commerce University, Thailand

Assistant Professor Dr. Suchart Tantanadaecha: A lecturer at Higher Education department, Chulalongkorn University

Dr. Vachira Larbboonsarp: C.I.O of Gol Mints Products Co., Ltd, guest lecture in contemporary management at MBA course, department of accountancy, Chulalongkorn University

Biography

Masako Tsuruta came to Thailand to teach underprivileged children at Lopburi province in 1998, under the guidance from Dr. Art-ong Jumsai Na Ayudya. Since then she has conducted many seminars and workshops throughout the country and outside the country: Singapore, India, Hawaii and Japan. She also gives free tuitions to slam children from time to time.

She holds Bachelor of Arts from Ravensbourne College of Art and Communication, UK, Master of Education from Assumption University, Thailand. Adding to this, she also obtained an advance diploma from well-known fengshui institute, YCH academy, Malaysia.

