《研究ノート》

Diversity in Leadership Development: A Case Study of Japanese Young People's Attitudes Towards Diversity and Uncertainty Avoidance

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Abstract

With fewer workers and fewer resources in a changing global economy and more challenging diverse world, diversity management is even more important and more challenging This study explores the connections between the values of uncertainty avoidance as part of diversity management of young Japanese university students and their views of Japanese society. Results suggest that young Japanese university students who participated in this research may not be as high on uncertainty avoidance as those Japanese who Hofstede and others originally studied. However, in light of their preference for, or pressure to conform to follow rules and leaders, the next step is to examine ways in which young Japanese can develop transformational leadership skills to become leaders and allies to help their organizations, society and cultural groups become more innovative and, in turn, empower others to ultimately transform organizations and society. It is hoped that the results of this study will provide motivation for future research and lead to creation of leadership development programs that focus on diversity management and inclusion.

There is recognition that traditional views of leaders as charismatic individuals who stand at the front and take charge is not the only type of leadership. Moreover, leaders are not born, but are people who have abilities and skills that have been nurtured and developed. In fact, most literature about organizational development and leadership point out the necessity to encourage leadership development in order to transform organizations and social systems (Simons, Vázquez, & Harris, 1993, p. 159). Rao and Kelleher state that for transformation work, it is not about the person doing the transformation so much as the actions the person is taking to influence transformations (2000, p. 76). Furthermore, Rao and Kelleher (2000) contend that a transformational leader is one who is able to question existing ways of doing things, able to take risks, and be innovative.

In addition, Rao and Kelleher state that it is necessary to have a systems outlook, to see connectedness and how different parts influence the whole. This ability to view the larger picture can give power of knowledge and relations for collaboration to any individual, not only those at the top in a hierarchy (p. 77). Dodd (2007) supports Rao and Kelleher's idea, stating that the ability to build interpersonal relationships and skills to negotiate various cultures are important for leadership in a global environment (p. 5). This is particularly true with an ever

growing diverse population and workforce. Japanese companies are now hiring more non-Japanese employees and doing business with companies in other countries. The number of opportunities for Japanese company workers to engage with people from diverse backgrounds is becoming more and more of a reality. This has both advantages as well as disadvantages.

Regarding diversity, researchers contend that the main advantages of having a diverse workforce are the likely increase in creativity and innovation resulting from an influx of different views and values. This often results in more effective problem-solving as well as more creative work teams (Schedlitzki & Edwards, 2014; Adler, 1991). Furthermore, Hewitt et al. (2013), point out that diversity is a major factor in innovation, which results in more successful business market growth for companies. In spite of the advantages, there are several factors that hinder people and companies from embracing diversity. Marris (1974) explained how the conservative impulse, the concept that people dislike change and make efforts to retain what they are familiar with, is one factor in the unwillingness to change and welcome differences. In addition, Riordan (2014) contends that leaders in organizations often unknowingly hire those who are similar to themselves; those who have similar backgrounds, attitudes, values, and beliefs, and who are of the same gender. Furthermore, Riordan argues that simply hiring people from diverse backgrounds is not enough. Giving minority group members places at the top, where their ideas and input can have power and meaning, is imperative. Inclusiveness is necessary for innovation and critical thinking, leading to more efficient problem solving and business success. This requires a more inclusive leadership style and diversity management skills as well as more research related to leadership skills and development of those skills. This study explores the connections between the values of uncertainty avoidance and creativity of young Japanese university students and their views of Japanese society in the hopes that it will provide motivation for future research and lead to creation of leadership development programs that focus on diversity management and inclusion.

Review of Literature

In spite of the term leadership being commonly used and studied today, there is no one definition of leadership. For this study, the definition used by the GLOBE (Global Leaders and Organizational Behavior Effectiveness) Research Program has been adopted. The researchers in GLOBE define it as the ability to motivate, influence and inspire others to contribute to successes of their organizations to be effective (House & Javidan, 2004, p. 15). In addition, leadership results from interactions in which an individual or individuals are successful in influencing others to frame and define the reality of others; in other words, to influence them to create a worldview (Smircich & Morgan, 1982, p. 258).

Effective leadership includes the ability to know oneself in order to know and aid others and understand other cultures, the ability to communicate effectively, diversity management skills,

and conflict management skills. In order to become a competent leader, it is necessary to examine some of the underlying values of how people view the world, cultural influences on communication styles and diversity management and conflict management skills (Schein, 1997, p. 401). However, early on, there was recognition that these skills could not be universally applied, but that it was necessary to be adaptive according to the culture in which the leader was attempting to interact. Two models have become iconic due to their extensive groundbreaking research in identifying culturally relevant values orientations that are currently being applied to leadership. One of them is Hofstede's cultural values orientations (1997), and the other is the GLOBE study (1999).

Hofstede's study was first conducted with over 116,000 IBM employees all over the world between 1967 and 1973 (Matic, 2006). As a result, he identified four cultural dimensions: power distance, uncertainty avoidance, individualism/collectivism, and masculinity/femininity. More recently, two more orientations, long term orientation and indulgence, have been added (Hofstede, Hofstede, & Minkov, 2010). Hofstede defined power distance as the amount of inequal distribution, or power inequality, less powerful members of the cultural group accept. Uncertainty avoidance is the degree to which cultural members feel comfortable with ambiguity and unfamiliar situations. The individual/collectivist orientation is characterized by the importance members place on the individual or place on the group. Masculinity and femininity is the value members of a culture place on characteristics considered to be more masculine, such as achievement, or feminine, such as valuing relationships more than achievement. The long term orientation is the value culture group members place on traditions as opposed to short term future elements. Finally, the indulgence orientation is characterized by free gratification and natural human drives in contrast to restraint and suppression of gratification. This study focuses on the uncertainty avoidance value orientation to examine attitudes of young Japanese university students towards diversity management issues (Hofstede, 1997; Hofstede, 2009; Hofstede, Hofstede, & Minkov, 2010).

In addition to Hofstede's values orientations, the GLOBE study's cultural orientation values (COV) dimensions are based on Hofstede's earlier research. It includes nine core global dimensions. These are a performance orientation, future orientation, gender orientation, assertiveness, institutional collectivism, in-group collectivism, power distance, humane orientation, and uncertainty avoidance. The performance orientation is the degree to which cultural group members reward members for performance improvement and excellence; that is to say on merit and what members have earned through efforts. Future orientation is the degree to which individuals engage in future-orientated behaviors, such as saving money. Gender orientation is characterized by the degree to which the group as a whole minimizes gender inequality. Assertiveness is the degree to which individuals show assertive and aggressive behavior when interacting with others. Institutional and in-group collectivism, like

Hofstede's individualist and collectivist orientations, incorporate the degree to which members of the group exhibit practices which focus on the group in either an organizational setting or outside the organization. The humane orientation is the degree to which members of the group show fair, altruistic, and generous behavior toward others. The last two COVs are similar to Hofstede's original orientations. However, the uncertainty avoidance aspect includes the extent to which social norms, rules, and procedures are relied upon to lesson unpredictability (Sully de Luque & Javidan, 2004, p. 607). The GLOBE questions use a lickert-like scale to determine how strongly survey participants agree with an idea contained in a statement (House et al., 2010; House et al., 1999).

While both of these studies provide the groundwork for studies on cultural values, and their influence on behavior such as leadership, they do have some limitations. One limitation that both models have is that, while both instruments have high levels of validity, they are lenses to examine groups, such as national groups, and how individuals display values associated with those group members and assume that the language in the instruments have the same understandings of the concepts across cultures. Another criticism is that the instruments simplify culture while ignoring the ever-changing nature of cultures (Schedlitzki & Edwards, 2014, p. 179). There are other criticisms such as the fact that Hofstede did research with employees of IBM all over the world and yet seems to show a stereotypical view since in some cases, a typical member from a particular country might not usually work for a company such as IBM, an international manufacturer of computers and computer software (Sully de Luque & Javidan, 2004, p. 610). The criticism aimed at the GLOBE studies point out the fact that it did not study subgroup members, such as women or ethnic minorities, helping to perpetuate a stereotypical view of the societies being studied (Chin, 2013; Schedlitzki & Edwards).

Purpose of the Research

The purpose of this research was to discover the degree to which Japanese university students viewed the importance of diversity and their attitudes towards uncertainty, both considered important for leadership. The Merriam-Webster online dictionary defines diversity as "the condition of having or being composed of differing elements: variety; *especially*: the inclusion of different types of people (as people of different races or cultures) in a group or organization" (http://www.merriam-webster.com/dictionary/diversity). Trompenaars and Hampden-Turner (2012) and others describe how international and multinational companies continue to attempt to manage diversity and train leaders to manage diversity in order to gain competitive advantage in an increasingly global market. However, corporations cite an inadequate number of leaders in their organizations who have the ability to manage global human resources (House et al., 2004, p. 5). According to Schwarmer, (2009), one of the biggest barriers to successful leadership is fear of the unknown and fear of what to do in uncertain

situations. Japanese companies are also increasingly hiring non-Japanese employees to compete and expand into broadening global markets. Like other global companies based in other countries, they are finding it increasingly necessary to find ways to successfully manage these global human resources.

Methodology

Study of Uncertainty Avoidance

A study was conducted regarding the attitude university students have towards uncertainty avoidance and its relation to managing diversity from 2014 to 2016, (a Grants-in-Aid for Scientific Research project "Diversity Factors in Leadership"). This project was a mixed methods study, incorporating a quantitative survey component as well as a qualitative element at two universities in Kyoto. Mixed methods research combines both quantitative and qualitative research to collect data so that more than one type of analysis can be conducted to reach a deeper understanding of what is being examined, (Creswell, 2014). One university was an all-women's Christian university, while the other university was a co-educational Buddhist university. Students from the women's college were all in a special academics in English program, and the students from the Buddhist school were all Economics majors. These two universities were chosen not only for convenience, but also to gather data from universities with differing values in hopes of having students from a wider range of organizations and to better represent the population being studied than Hofstede's seminal study with IBM employees. This was in recognition that organizational cultures, national cultures, and individuals within organizations are intertwined and influence human interactions and values (Schien, 1997; Stephan & Stephan, 1996; Trompenaars & Hampden-Turner, 2012). This paper examines the quantitative data gathered in this study.

Participants

As part of the quantitative data collection, 174 students were surveyed from Doshisha Women's College of Liberal Arts, an all-women's Christian college and a Buddhist co-educational university, University A, located in Kyoto. Students between the ages of 19-22 were asked to participate in doing an online survey, with 156 completing the survey via SurveyMonkey (https: //jp.surveymonkey.com/r/1-Diversity-and-Leadership and https: //jp.surveymonkey.com/r/JP-ENG). 77 of 83 students from the Christian all-women's college, and 76 of 88 students from the Buddhist college responded, 106 female and 47 male students, answering all seventeen questions from the English and Japanese versions of Hofstede's Values Survey Module (VSM) 2013 questionnaire (2013), and all items from the GLOBE study to preserve validity. In addition, twenty participants were either interviewed or asked to keep journals to gain further insight into young Japanese university student attitudes towards

diversity and reactions to uncertain situations.

Quantitative Study

To gather quantitative data from study participants, questions from Hofstede's survey and the GLOBE study were utilized. The results for three questions regarding uncertainty avoidance were focused on. They were 1) How important is it to have security of employment? (あなたにとって雇用の安定性があることはどれくらい重要ですか。), 2) How often do you feel nervous or tense?（どれくらいの頻度で神経質になりますか。), 3) Do you agree that a company's or organization's rules should not be broken - not even when the employee thinks breaking the rule would be in the organization's best interest?（あなたはどれくらい会社が得することでも，会社の規則は破るべきではないとおもいますか。) In addition, students were asked questions from the GLOBE study to discern the strengths of their views of following a leader and rules in Japanese society. Responses with choices on a ranking scale from 0 to 7 were given for the following items: 1) In this society,（Japan), societal requirements and instructions are given clearly in detail so citizens know what they are expected to do.（この社会では，社会が求めていることがわかるように，社会が必要としていることや指示は詳細に説明されている。), and 2)（in Japan), followers are expected to question their leader on the one hand, or followers are expected to obey their leaders even when they do not agree with them, without question on the other hand（この社会では，部下が求められていることはリーダーに異議を唱える又同意しない時も異議を唱えずリーダーに従う)。In addition, a question from the GLOBE study regarding views of innovation and rules was asked. The question "In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation.（この社会では，新手法や革新を犠牲にしても秩序を守ることや一貫性が強調される。)"（House et al., 2004), was asked to discern how strongly young Japanese students generally thought that Japanese society valued orderliness, rules and rituals and creativity and innovativeness.

Results and Findings

Hofstede's Uncertainty Avoidance

In examining students' attitudes towards being comfortable with uncertainty, Hofstede's three questions are beneficial. The question of the importance of job security shows an inclination to wish for steady employment and income. This is shown in Table 1. 33% survey participants answered employment stability was "of the utmost importance" and 52% answered "very important", totaling 85%. Another 13% said it was "moderately important". Few respondents, only 3%, replied that it was of little importance, and none answered that it was not important. Looking at the data by gender, 55% of the female students answered that job security was very important compared to 45% of the male participants, 36% and 28%

Table 1. Total data for the question How important is it to have security of employment?

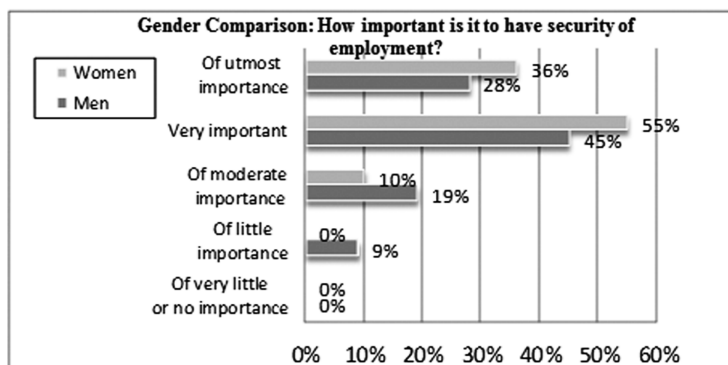| Response	Number of responses	Percentage
Of Utmost Importance	51	33%
Very Important	81	52%
Moderately Important	20	13%
Of Little Importance	4	3 %
Very Little/no Importance	0	0
Total Respondents	156	100%

Figure 1. Comparison of respondents by gender to the question How important is it to have security of employment?

respectively chose "of utmost importance", while merely 10% of female students and 19% of male students replied it was moderately important, and even fewer, merely 9% of the men, said it was hardly important at all (see Figure 1).

The question "How often do you feel nervous or tense?" showed how comfortable the study participants were with their environment in their daily lives and can also be an indicator of how much uncertainty they feel in their everyday lives. Table 2 shows merely 2% felt they always were nervous or tense, 22% usually felt that way, and 51% and 24% felt either sometimes or seldom tense, respectively. Only 2% answered that they never felt tense. If one compares female participants with male participants, shown in Figure 2, those who answered "always" or "never" were men. In addition, the responses for "seldom" and "usually" did not show a great discrepancy, with 21% and 22% for women and 26% and 30% respectively for men; however, the number of female students who replied "sometimes" was noticeably larger, at 60%, compared to men, at 32%.

The final question used from Hofstede's dimensions related to uncertainty addressed breaking social rules even for the benefit of their organization. Approximately 12% strongly felt that breaking company rules should never be done, 42% agreed that company rules should never be broken, and 30% were undecided. Furthermore, 13% disagreed, believing that there are times when it might be necessary to break rules, and 3% strongly disagreed with the idea

Table 2. Data for the question How often do you feel nervous or tense?

Response	Number of responses	Percentage
Always	3	2 %
Usually	34	22%
Sometimes	79	51%
Seldom	37	24%
Never	3	2 %
Total	156	100%

Gender Comparison: How often do you feel nervous or tense?

- Women
- Men

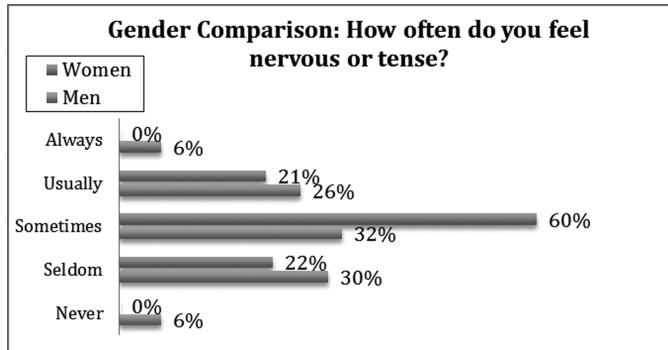|	Women	Men
Always	0%	6%
Usually	21%	26%
Sometimes	60%	32%
Seldom	22%	30%
Never	0%	6%

Figure 2. Comparison of respondents by gender to the question How often do you feel nervous or tense?

Table 3. Summary of responses for the question Do you agree that a company's or organization's rules should not be broken - not even when the employee thinks breaking the rule would be in the organization's best interest?

Response	Number of responses	Percentage
Strongly Agree	18	12%
Agree	66	42%
Undecided	47	30%
Disagree	21	13%
Strongly disagree	4	3 %
Total	156	100%

Gender Comparison: Importance of not breaking rules

- Women
- Men

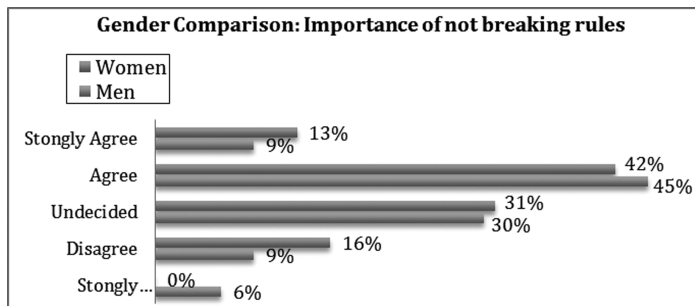|	Women	Men
Stongly Agree	13%	9%
Agree	42%	45%
Undecided	31%	30%
Disagree	16%	9%
Stongly...	0%	6%

Figure 3. Comparison of respondents by gender to the question Do you agree that a company's or organization's rules should not be broken - not even when the employee thinks breaking the rule would be in the organization's best interest?

that rules in companies should never be broken, (Table 3). Figure 3 shows how female and male participants compared regarding their responses to this question. None of the female students and merely 6% of the men strongly disagree, while 16% of the female students disagreed and 9% of the men disagreed, showing the belief that there were times when breaking company rules could be necessary. 31% of women participants and 30% males were unsure. 42% of female participants and 45% of the males agreed, and 13% and 9% respectively strongly agreed.

GLOBE Views of Society

While Hofstede's questions examine how individuals behave within a certain cultural group, the GLOBE study can be used to examine the way members of the group see the society they live and work in as well as expectations of leaders. Two items from the GLOBE research project are especially helpful in understanding uncertainty; the questions asking survey participants to rank how they see the value placed on orderliness and rules and on innovation and creativity as well as valuing clear directions so people know what to expect. Responses to these questions can show how strong the preferences members of cultures have for relying on rituals, rules and orderliness to control the amount of uncertainty members in society experience (House et al., 1999; House et al., 2004). Table 4 shows a summary of all respondents. The first item was "In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation." 35.9% of all survey participants replied that they "strongly disagreed", "disagreed", or "somewhat disagreed" that Japan valued orderliness and rules at the expense of innovation. 33.3% were undecided, and 29.5% answered they "somewhat agreed", "agreed", or "strongly agreed" that society valued them more than innovation and creativity. However, for the statement "In this society, societal requirements and instructions are given clearly in detail so citizens know what they are expected to do," there was a stronger view that society does not value clear instructions that will lead to clear expectations. 49.4% strongly disagreed, disagreed, or somewhat disagreed. 29.5% were undecided, and 19.9% responded that they

Table 4. Summary of GLOBE items related to uncertainty avoidance.

Response	Orderliness and rules at expense of innovation	Prefer Clear Instructions for expectations
1 Strongly disagree 2 Disagree 3 Somewhat Disagree	35.9%	49.4%
4 Undecided	33.3%	29.5%
5 Somewhat Agree 6 Agree 7 Strongly Agree	29.5%	19.9%
No Response	1.3%	1.2%

Table 5. Summary of GLOBE item related to views on Japanese willingness to follow a leader.

Response	Would not question a leader before following
Question the leader	46.8%
Undecided	18.6%
Would follow the leader without question	33.3%
No response	1.3%

"somewhat agreed", "agreed", or "strongly agreed" that there is a preference for clear instructions.

One last item from the GLOBE study for which participants responded relevant to this study was leadership. The question concerning how willing survey participants would be to question a leader before following them on some task or to follow a leader blindly is related to efforts to innovate and actively solve problems, especially related to diversity management. Table 5 shows a summary of responses to the question asking participants to respond to the degree to which followers are expected to question their leaders or to obey their leaders when in disagreement without question in Japanese society. 46.8% responded that they believe followers are expected to question the leader to some degree, 18.6% were undecided, and 33.3% felt that Japanese followers would more likely follow, or were expected to follow, the leader without question even when there is a disagreement.

Discussion

While the number of respondents included was small, and the students from one university were in a voluntary program with courses taught by non-Japanese, the Career and Academic Studies in English (CASE) program, the results are helpful in showing a profile of some attitudes students at Japanese universities show towards uncertainty avoidance issues and diversity. According to research carried out by Hofstede, Japanese people as a group generally prefer to avoid uncertainty and ambiguity (Hofstede, 2001; Hofstede, Hofstede, & Minkov, 2010). Members of cultural groups high on uncertainty avoidance tend to follow rules and conduct rituals and ceremonies. Moreover, there is emphasis on licenses and test scores, and there is much pressure to conform in society to ease stress and lessen possibilities of unknown situations that might result in embarrassment and conflict (Stephan & Stephan, 1996). Figure 4 shows a summary of characteristics Hofstede (2011) describes that help identify weak and strong uncertainty avoidance tendencies.

Of the responses to the survey questions, the importance placed on having security of employment, shown by 85% of all respondents answering it was of utmost or very important, can be viewed as an example of a need for clarity and structure and attempts to fight uncertainties that are inherent in life. These are characteristics of strong uncertainty avoidance.

Ten Differences Between Weak- and Strong- Uncertainty Avoidance Societies	
Weak Uncertainty Avoidance	**Strong Uncertainty Avoidance**
The uncertainty inherent in life is accepted and each day is taken as it comes	The uncertainty inherent in life is felt as a continuous threat that must be fought
Ease, lower stress, self-control, low anxiety	Higher stress, emotionality, anxiety, neuroticism
Higher scores on subjective health and well-being	Lower scores on subjective health and well-being
Tolerance of deviant persons and ideas: what is different is curious	Intolerance of deviant persons and ideas: what is different is dangerous
Comfortable with ambiguity and chaos	Need for clarity and structure
Teachers may say "I don't know"	Supposed to have all the answers
Changing jobs no problem	Staying in jobs even if disliked
Dislike of rules – written or unwritten	Emotional need for rules – even if not obeyed
In politics, citizens feel and are seen as competent towards authorities	In politics, citizens feel and are seen as incompetent towards authorities
In religion, philosophy and science: relativism and empiricism	In religion, philosophy and science: belief in ultimate truths and grand theories

Figure 4. Summary of characteristics of weak and strong uncertainty avoidance (Hofstede, 2011, p. 10).

For feeling nervous, an indicator of stress and anxiety, 24% said they usually or always feel nervous, while 51% said they sometimes feel stress. However, 26% answered they seldom or never feel nervous, indicating some have a weak uncertainty avoidance tendency. The final question from the survey, indicating breaking rules is not acceptable, is perhaps the most compelling example of strong certainty avoidance in which 54%, (55% for young Japanese female participants and 54% for young men), agreed that rules should not be broken at any cost. Stephan and Stephan and Hofstede explain that emotional need for rules, conforming to society and clarity and structure show strong uncertainty avoidance. Taken together, these results show that the groups of Japanese university students have a tendency for strong uncertainty avoidance. However, it may not be as high as mainstream Japanese society overall. Hofstede (n.d.) argued that Japanese people are some of the most likely people in the world to avoid uncertainty, and his country summary based on his research, (https: //geert-hofstede.com/japan.html), shows Japan with an overall uncertainty avoidance score of 92 out of 100. Except for the importance of job security, at 85%, the responses for questions of nervousness, (81% for women and 64% for men), and breaking rules was just over 50%. The results from the GLOBE study items debunked the view that Japanese prefer structure and rules. This is shown by the fact that merely 19.9% of respondents agreed with the statement "In this society, societal requirements and instructions are given clearly in detail so citizens know what they are expected to do." 49.4% disagreed. Furthermore, for the GLOBE study question "In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation," 29.5% agreed. It should be noted, however, that for both the

questions, almost 30% were undecided, meaning that there was not more than 50% who disagreed either. Nevertheless, it is safe to say that the study groups of young Japanese university students had a tendency to be weaker in uncertainty avoidance tendencies than those who Hofstede studied.

Upon examining responses by gender, there was not a significant difference in tendencies, except for perhaps the question of nervousness. More women replied that they sometimes felt nervousness compared to male participants, as high as 81%. On the other hand, both men and women in this study were virtually the same for attitudes towards breaking rules, with a total of 55% of women saying they agreed or strongly agreed that breaking rules was not acceptable, while for men it was 54%. However, without additional in-depth examination, we cannot generalize to all young Japanese women or all young Japanese men, or even discern whether this is a characteristic of a particular university and influenced by organizational values or other factors. It is also impossible to make any clear conclusions related to responses according to gender without further study.

On the other hand, the quantitative results of this study may be more similar to the GLOBE project results (House et al., 2004). The Globe study shows uncertainty avoidance societal values to be medium to relatively high and actual societal practices from relatively low to relatively high (GLOBE Foundation for Research & Education, n.d.). Hofstede's uncertainty avoidance score of 92 for Japan as one of the highest in the world would place it in the high to very high range on the GLOBE study scale. Thus, we can conclude that the results for young Japanese students in this study would more likely be in the GLOBE range of relatively low to relatively high.

Without further research, the reasons the group of Japanese students at these two universities were closer to the GLOBE study results than Hofstede's results is unclear. It is also unclear whether this can be generalized to a broader population of Japanese university students. However, knowing the level of uncertainty avoidance can be valuable in understanding interactions in Japanese society. In addition, there was an unforeseen outcome of the study. There is a strong possibility that doing the actual survey and interviews may have influenced students to be more aware of diversity and their own ideas and actions in the face of diversity. Some might have become aware that they already have some diversity management skills. This could possibly lead to personal transformation.

A high uncertainty avoidance tendency may seem to produce a peaceful society with all its members content; however, it has many disadvantages. The most obvious is the tendency of high uncertainty to lead to increased anxiety which then leads to avoidance hindering both individual, intergroup, intercultural, and international communication (Stephan & Stephan, 1996; Duronto, Nishida, & Nakayama, 2005). Uncertainty avoidance means avoiding diversity in many instances. According to Adler (1991), diversity increases the possibility of

miscommunication and conflict. On the other hand, Hofstede points out that groups which show a very high uncertainty avoidance orientation value a more simplistic, or "black and white" outlook, which may result in feelings of helplessness to influence events that affect them (2009). It may also result in devaluation of diversity and marginalization of members of groups who have less power than those in high positions of power, such as women, immigrants, and ethnic minority members. This in turn may lead to less innovation and creativity as well as effective problem-solving. Diversity and diversity management are seen to be highly beneficial for organizations and societies. It can lead to a larger variety of possible solutions to problems and new ideas as well as increased creativity, increased flexibility, and expanded alternatives and opportunities (Adler, 1996; Trompenaars & Hampden-Turner, 2010). Diversity raises fears people have, often paralyzing them to inaction. It makes real and imagined fears surface about those who are different: fears of favoritism, possibly losing privileges, fear of negative consequences, fear of misunderstandings, and fear of the unknown (Simons, Vázquez, & Harris, 1993; Stephan & Stephan, 1996). However, Vázquez and Harris insist that confronting these fears can be empowering and is necessary for today's leaders and future leaders (p. 194). The term empowerment is a buzzword used in relation to organizations and societies. Empowerment is about enabling people to be who they want to be and to have self-confidence in their ability to be contributing members working towards goals.

Conclusion

With fewer workers and fewer resources in a changing global economy and more challenging diverse world, the leadership skill of diversity management is even more important and more challenging (Simons, Vázquez, & Harris, 1993; Schedlitzki & Edwards, 2014, House et al., 2004). This study suggests that young Japanese university students who participated may not be as high on uncertainty avoidance as those Japanese who originally participated in Hofstede's study. In addition, few significant differences of responses by gender were found. On the other hand, the group of Japanese students seems to be closer to the results found by the GLOBE study. Nonetheless, in light of study participants' preference for, or pressure, to conform to follow rules and leaders, the next step is to examine ways in which young Japanese can develop transformational leadership skills to become leaders and allies to help their organizations, society and cultural groups to become more innovative and in turn empower others to do the work of ultimately transforming organizations and society (Rao & Kelleher, 2000).

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