Leadership Development of Japanese Undergraduates through Business Cases

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Abstract

The mission of Harvard Business School (HBS) may be paraphrased as follows: To educate leaders who make a positive difference by creating real value for others in their organizations. This paper illuminates how the mission and case method of HBS have influenced the approaches taken by a professor in Japan to develop his Japanese undergraduate students into leaders. As a reflective narrative of Knight's program development, the paper includes sections describing conceptualizations of leadership, the case method of HBS, and leadership development with the case method. The paper concludes with a discussion of leadership as a design problem. Throughout the paper, HBS is framed as the ideal model for how business education should be conducted. However, it is the HBS case method that Knight argues may be adapted and used creatively to meet the needs of his L2 learners in his EMI classes in Japan.

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1. Introduction

The mission of Harvard Business School (HBS) is to "educate leaders who make a difference in the world," and Nitin Nohria (HBS dean, 2010-2020) clarifies the meaning of the statement (https://www.hbs.edu/about/Pages/mission.aspx):

> [Leaders means] people who embody a certain type of competence and character—both the competence that comes from the general manager's perspective the School cultivates and the character to understand the difference between being self-interested and self-centered. It goes far beyond knowing that it's not right to lie, cheat, or steal. It involves recognizing that you are a true leader only when you have earned the trust of others, and when others, whether in your organizations or your communities, recognize you as such….Making a difference means people who create real value for society, and who create value before claiming value….there are many ways of making a positive difference: as an investor, as a general manager, as an entrepreneur, as an active citizen of your community. Indeed, what distinguishes Harvard Business School is that our graduates provide leadership in all walks of life.

In sum, leaders make a positive difference by creating real value for others in their organizations, and HBS cultivates the ability to do so. This conceptualization of leadership is contextually bound and needs to be viewed as a part of Nohria's explanation of the mission of HBS.

Knight's (2013, 2015) conceptualizations of leadership as "communicating to create and achieve visions" and "making real a vision in collaborations with others" are also contextually bound and need to be viewed as the outcome of a study on the discourses of leadership and as a means to empower undergraduate students at Kanda University of International Studies in Chiba, Japan to understand leadership, create leadership experiences, and talk about leadership accomplishments in English. Nohria explains that making a difference means a "positive difference," and similarly, the "visions" in Knight's conceptualizations of leadership are for achieving "social good." HBS Professor Michael

Porter (2013) explains that his own students understand how to make a positive difference and create social good when he defines (in a TED Talk) the concept of shared value as "addressing a social issue with a business model":

> Shared value is when we can create social value and economic value simultaneously. It's finding those opportunities that will unleash the greatest possibility we have to actually address these social problems because we can scale.

Porter's description of shared value is reflected in Nohria's explanation of another part of the HBS mission.

> "In the world" reflects our understanding of a rapidly changing, dynamic environment, and the fact that many of the world's most challenging issues will require a global perspective. Moreover, it involves embracing the view that the world desperately needs more leaders to address its most urgent and challenging problems, and that virtually none of these problems can be addressed without business leaders playing a vital role.

Knight introduces the concept of shared value together with business cases and related projects to prepare his undergraduate students in Japan for their leadership roles. The case method from HBS has been adapted for teaching his students how to create and to achieve visions.

Knight's educational activities are also reflected in Nohria's interpretation of the HBS mission.

> …the first component of the mission is educating, which we do in many ways— through our educational programs, through the ideas our faculty produce and disseminate, and through the influence we achieve by being close to leaders of all types, and of organizations all across the world….what we do extends far beyond the

people who come to our campus. Although we can touch only a few thousand directly each year, we can indirectly influence many more by remaining the most trusted and admired leader in business education.

This paper is an example of how HBS in the United States has influenced the approaches taken by a professor in Japan to develop his Japanese undergraduate students into leaders. Specifically, the paper is a reflective narrative of program development, and the next three sections describe conceptualizing leadership (section 2), the case method of HBS (section 3), and leadership development with the case method (section 4). The paper concludes with a discussion of leadership as a design problem. Throughout the paper, HBS is framed as the ideal model for how business education should be conducted. However, it is the HBS case method that Knight argues may be adapted and used creatively to meet the needs of his L2 learners in his EMI classes in Japan.

2. Conceptualizing leadership

Alvesson and Spicer (2012, p. 373) write that "critical studies try to denaturalize leadership (by showing it is the outcome of an ongoing process of social construction and negotiation), study it reflexively (by reflecting on how the researcher and her methods are implicated in producing the phenomena of leadership), and treat it non-performatively (by breaking away from attempts to optimize leadership)." Knight (2015) focuses on how leadership is discursively constructed and illuminates that "a key to understanding leadership is to recognize that leadership is itself a conceptualization drawing on a number of positions, experiences, practices and ideologies" (p. 84), and his study investigates how ideas about leadership emerged and re-emerged in semi-structured research interviews with self-identified leaders where leadership was not defined a priori. Kelly (2014, pp. 914-915) argues that

…leadership as a term is an empty signifier, the very purpose of which is not to provide a single meaning, but to create a space through which possible meanings can be negotiated and navigated….the empty signifier 'leadership' provides the space for an exercise of power in the form of deciding whose interpretation matters most….For Laclau and Mouffe (2001)…working within and around empty signifiers is an essential and unavoidable part of everyday life.

Clifton, Schnurr, & Van De Mieroop (2020, p. 67) add to Kelly (2014) in their volume on analyzing leadership narratives:

…as various leadership scholars (e.g. Grint et al., 2016; Ford, Harding, & Learmonth, 2008, p. 10) have pointed out, leadership may be an empty signifier that has an indeterminate, ambiguous, mutable, and non-essential signified. Consequently, "leadership", rather than having a definable existence that is "out there" somewhere waiting to be revealed, has innumerable potential definitions, meanings, and interpretations that may be invoked in any particular situation in order to achieve a variety of actions. Leadership, from this perspective, can indeed be all things to all people, as Bresnen (1995) suggests. Moreover, if leadership is an empty signifier, then, as Kelly (2014, p. 910) argues, it has no ontological foundation of its own; rather, 'it is always epistemological; a second order construct through which judgements about persons, processes and outcomes can be arrived at post-hoc'. Consequently, leadership must always be reified...we investigate how the empty signifier of leadership is filled and what filling this empty signifier in a particular way achieves. More specifically, we investigate how stories used by a leadership trainer set up a normative example of what leadership should be.

In contrast to the view that leadership is an empty signifier, Hackman (2010, p. 207) in the *Handbook of leadership theory and practice: An HBS centennial colloquium* writes that he is:

…tempted to suggest…that our focal concept is little more than a semantic inkblot, an ambiguous word onto which people project their personal fantasies, hopes, and

anxieties about what it takes to make a difference. That would be more provocative that constructive, however, because there really *is* something there. The challenge is to find it, tame it, and set it off on a course that generates knowledge about leadership that is more robust, cumulative, and useful than what we collectively have produced so far.

Hackman reflects the HBS mission insofar as he conceptualizes leadership as "what it takes to make a difference."

Knight's conceptualizations of leadership resulting from his research empowered his Japanese students to talk about their own leadership experiences in a way that highlighted how they had made a difference in their communities and their workplaces. His role as a researcher was influenced by his roles as an ESP (English for specific purposes) practitioner and MBA program admissions consultant. As a consultant, he had introduced his clients to a framework widely used for sharing stories about accomplishments, especially in response to behavioral questions such as "Tell me about a time that you led a group to achieve success." The framework may be seen in various acronyms including STAR and CAR, and in the career manual (Triton Career Guide, p. 24) of the University of California at San Diego (https://career.ucsd.edu/_files/TritonCareerGuide.pdf), the STAR is described:

01/ SITUATION: What is an example of a situation you were involved in that resulted in a positive outcome?
02/ TASK: What were the tasks involved in that situation?
03/ ACTION: What were the various actions involved in the situation's task?
04/ RESULTS: What results directly followed because of your action?

In an interview for an internship, job, or MBA admissions, STAR could become START where the final T is Takeaway; i.e., what was learned from the experience? Knight's conceptualizations of leadership facilitate the teaching of the English language as a

communication tool for creating and achieving specific goals (i.e., ESP) and were used in four different courses for undergraduates: 1) a business case study course, 2) a business communication course, 3) a leadership communication course, and 4) a leadership seminar. In the leadership seminar, the conceptualizations were applied to project leadership, and the students worked alone and in teams to create and achieve their visions. The students then learned to tell their leadership stories using the STAR framework. In a business case study course, the students learned to see that the Situation in STAR was provided in a case, but the students were responsible for taking the role of the leader in the case and filling in the Task and Action. A description of how this was done via the case method is given in the next section.

3. Harvard Business School case method[2]

In Knight's English-medium instruction (EMI) business case study courses for undergraduate students in the International Business Career (IBC) major at Kanda University of International Studies (KUIS) in Japan, the objective is to teach business content through the English language in a way that develops the students into leaders. Lasagabaster (2022, p. 15) writes that:

> …lecturers on EMI courses see themselves as instructors who teach content in English but not the English language itself, and this is a finding recurrent in the literature irrespective of the country. Not only do EMI content lecturers show a clear tendency to align themselves with their respective academic disciplines, but they also firmly reject the role of language lecturers and present themselves as 'lecturers who just happen to teach some of their subjects in English' (Block, 2021: 402).

In contrast, as a native speaker of English with graduate degrees in business administration

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[2] Parts of this section are replicated from Knight's (2022b) recorded presentation for RILAE 2022 at KUIS.

(MBA), Pacific international affairs (MPIA), and linguistics (PhD), Knight teaches all of his classes in English and views himself as both a content specialist and a language specialist. He uses the case method to teach business cases in the way that he was taught business cases in graduate school. In his classes, he is not intentionally teaching English for specific purposes (ESP) because his objective is not to prepare his students to participate in a business case study course with a "mainstream program subject" teacher in English (in Japan or abroad). However, his EMI business courses (in which he uses the case method) prepare his students for business case-centered courses in Japan or abroad, and a few of his students have participated in such courses at universities in the United States and the Republic of Korea. His case teaching has not only been influenced by his own experiences as a graduate student pursuing professional degrees (MBA, MPIA) but also as a professor looking to HBS for ways to improve the learning experiences of his students, and he successfully completed the Harvard Business School (HBSP) certificate program titled "Teaching with Cases: Engage, Energize, and Challenge Your Students."

Business cases are taught with the case method, which requires the students to think of themselves as the protagonist (i.e., leaders) in the case, analyze (individually and in teams) the content in the case, and identify whether a problem needs to be solved, a decision needs to be made, or someone or something needs to be evaluated. A case is a story without an ending, and the students must provide the ending to the story as they discuss and debate (in their teams and as a class) the action that should be taken based on evidence and reasoning. (See Ellet, 2007, 2018.)

Nohria (2021) highlights the importance of the case method when writes that his favorite question to ask HBS alumni was "What was the most important thing you learned from your time in our MBA program?"

Most often…alumni highlighted a personal quality or skill like "increased self-

confidence" or "the ability to advocate for a point of view" or "knowing how to work closely with others to solve problems." And when I asked how they developed these capabilities, they inevitably mentioned the magic of the case method.

Nohria explains that "Harvard Business School pioneered the use of case studies to teach management in 1921" and the case method benefits students in the following ways:

- Cases expose students to real business dilemmas and decisions.
- Cases teach students to size up business problems quickly while considering the broader organizational, industry, and societal context.
- Students recall concepts better when they are set in a case, much as people remember words better when used in context.
- Cases teach students how to apply theory in practice and how to induce theory from practice.
- The case method cultivates the capacity for critical analysis, judgment, decision-making, and action.

In addition, the following meta-skills are said to be "a benefit of case study instruction": Preparation, discernment, bias recognition, judgment, collaboration, curiosity, and self-confidence.

On the HBS website in a promotional video explaining how the case method works (https://www.hbs.edu/mba/academic-experience/Pages/the-hbs-case-method.aspx), the following steps are listed: "1. Read the case, 2. Discuss the case, 3. Engage in class, 4. Reflect." The first step is done alone. The second step is done in a small group of students. The third step is done in a class discussion with many students. The fourth step is done alone, and the narrator in the video sums up the benefits of the case method: "The case method prepares you to be in leadership positions where you will face time-sensitive decisions with limited information. Reflecting on each class discussion will prepare you to face these situations in your future roles."

In a description of the heart of the case method (HBP editors, 2021), "students begin learning actively only when they step into the shoes of the case protagonists" and ask the following questions:

- To decide what to do, what information do I need?
- What information is in the case?
- How can I assemble this information along with my other knowledge to develop new insights regarding my decision?
- What capabilities and resources do I have for influencing this situation?

The biggest gain from the case method is learning from others.

> First, students who augment their preparation by meeting in study groups benefit greatly from the opportunity to test their understanding of a case against the perceptions of others, particularly of those who are different from themselves. Second, these study groups prepare students for the many directions that the subsequent class discussion can go. Having already worked through the case and accounted for others' feedback increases students' flexibility in adjusting to the flow of discussion and building on or attempting to shape it. Even reticent students may become more willing to test their insights in a large group...

From this perspective, Knight's (2013) conceptualization of leadership is relevant insofar as the participants in case discussions are communicating to create visions, which is discussed in the following section (4).

4. Leadership development with the case method

Gee's (1999, pp. 6-7) idea of "big D" Discourses (or ways of being in the world) implies that leadership involves "pulling off" being a leader in various contexts. For those readers unfamiliar with the concept, the following may be helpful:

…we, as "applied linguists" or "sociolinguists," are interested in how language is used "on site" to enact activities and identities. Such language-in-use, I will call "discourse" with a "little d." But activities and identities are rarely ever enacted through language alone. To "pull off" being an "X" doing "Y" (e.g. a Los Angeles Latino street-gang member warning another gang member off his territory, or a laboratory physicist convincing colleagues that a particular graph supports her ideas, or, for that matter, a laboratory physicist warning another laboratory physicist off her research territory) it is not enough to get just the words "right," though that is crucial. It is necessary, as well, to get one's body, clothes, gestures, actions, interactions, ways with things, symbols, tools, technologies (be they guns or graphs), and values, attitudes, beliefs, and emotions "right," as well, and all at the "right" places and times. When "little d" discourse (language-in-use) is melded integrally with non-language "stuff" to enact specific identities and activities, then, I say that "big D" Discourses are involved. We are all members of many, a great many, different Discourses, Discourses which often influence each other in positive and negative ways, and which sometimes breed with each other to create new hybrids. When you "pull off" being a culturally-specific sort of "everyday" person, a "regular" at the local bar, a certain type of African-American or Greek-Australian, a certain type of cutting-edge particle physicist or teenage heavy-metal enthusiast, a teacher or a student of a certain sort, or any of a great many other "ways of being in the world," you use language and "other stuff" – ways of acting, interacting, feeling, believing, valuing, together with other people and with various sorts of characteristic objects, symbols, tools, and technologies – to recognize yourself and others as meaning and meaningful in certain ways. In turn, you produce, reproduce, sustain, and transform a given "form of life" or Discourse. All life for all of us is just a patchwork of thoughts, words, objects, events, actions, and interactions in Discourses.

One approach to leadership development therefore is training individuals in such a way that they recognize themselves to be leaders, and others also recognize them to be leaders. For such training, Fairhurst's (2011) six rules of reality construction are relevant, especially the fifth rule:

1. Leaders often cannot control events, but they can control the context under which events are seen *if* they recognize a framing opportunity. (p. 2)
2. At its most basic level, framing reality means defining "the situation here and now" in ways that connect with others. (p. 3)
3. "Reality" is often contested. Framing a subject is an act of persuasion by leaders, one imbued with ethical choices. (p. 5)
4. It is the uncertainty, confusion, and undecidability of "the situation here and now" that opens it up for interpretation and provides an opportunity for the more verbally skilled among us to emerge as leaders. (p. 7)
5. Ultimately, leadership is a design problem. Leaders must figure out what leadership is in the context of what they do and, through their framing and actions, persuade themselves and other people that they are doing it. (p. 8)
6. Effective framing requires that leaders be able to control their own spontaneous communications. (p. 12)

All of the rules seem to be applicable to a class discussion in which the case method is being used.

The case method shapes the way in which leadership is conceptualized. Specifically, the students are preparing themselves for their future leadership roles in private and public sector organizations where they will participate in meetings. Such meetings (small and large) are simulated in their activities in the small learning teams and in the large class discussions. During these team and class activities, the students need to fill the roles of leaders, entrepreneurs, and business consultants. In these roles, the students apply the first part of Knight's (2013) conceptualization of leadership: "Leadership [is] a communication process consisting of two parts: 1) communicating to create a vision and 2) communicating to achieve a vision." Specifically, the students create "visions" of the solutions to the business challenges with which they are engaged and persuade their classmates and the instructor that their ideas are the best. In this way, the students are learning the language of leadership. Further, they are learning and displaying how to be leaders in the world. In effect, leadership becomes a persuasive communication activity.

It is the instructor's role to create the stages on which the students can perform, and this image of the case method reflects the TED Talk of HBS Professor Linda Hill who talks about the innovation creation processes at companies worldwide including Pixar and Google (Hill, 2015):

> Leading innovation is not about creating a vision, and inspiring others to execute it. But what do we mean by innovation? An innovation is anything that is both new and useful. It can be a product or service. It can be a process or a way of organizing. It can be incremental, or it can be breakthrough. We have a pretty inclusive definition….What we know is, at the heart of innovation is a paradox. You have to unleash the talents and passions of many people and you have to harness them into a work that is actually useful. Innovation is a journey. It's a type of collaborative problem solving, usually among people who have different expertise and different points of view….We found that innovative organizations are communities that have three capabilities: creative abrasion, creative agility and creative resolution. Creative abrasion is about being able to create a marketplace of ideas through debate and discourse. In innovative organizations, they amplify differences, they don't minimize them. Creative abrasion is not about brainstorming, where people suspend their judgment. No, they know how to have very heated but constructive arguments to create a portfolio of alternatives. Individuals in innovative organizations learn how to inquire, they learn how to actively listen, but guess what? They also learn how to advocate for their point of view. They understand that innovation rarely happens unless you have both diversity and conflict….Leading innovation is about creating the space where people are willing and able to do the hard work of innovative problem solving….[Our] role as leaders is to set the stage, not perform on it. If we want to invent a better future, and I suspect that's why many of us are here, then we need to reimagine our task. Our task is to create the space where everybody's slices of genius can be unleashed and harnessed, and turned into works of collective genius.

From this perspective, the instructor of a case discussion class seems to fill the role of the leader who has the responsibility to elicit "everybody's slices of genius" so that the class can create "works of collective genius." In this way, new knowledge is created and new

insights are gained. The HBS system itself has been designed in a way that elicits slices of genius in the learning team discussions, which occur before the class discussion, and as one HBS MBA student explains in a promotional video (HBS, 2007), "I've found that I learn a ton from my professors, but I really learn the most from my fellow section mates." It raises the question of whether the students are aware that 1) the design of the learning system and 2) the role of the instructor of a case discussion may be two models that the students can apply in their future roles of building and leading communities that excel in innovation.

The top ten tips for teaching cases online (Harvard Business Publishing, 2020, p. 16) reflect the actions that Knight has been taking with his students. It is worthwhile to consider whether these steps are designed to elicit from students their slices of genius in order to create a collaborative work of genius.

1. Understand the pros and cons of synchronous and asynchronous teaching and plan your course around the two methods.
2. Calibrate your materials and online approach to the kinds of students that will attend your class.
3. Select cases that energize your students before you start class discussion.
4. Introduce cases with some context to motivate students to prepare; be transparent about why you're using them.
5. Familiarize yourself with the pros and cons of the different whiteboard technologies to optimize their use in a synchronous discussion.
6. Engage students with cases by sharing your enthusiasm for them and by creating tension and drama in classroom discussion.
7. Consider the potential linguistic and cultural challenges facing students who are nonnative speakers in a particular classroom.
8. Use clear and straightforward language when posting questions in an asynchronous context.
9. Debrief cases using many approaches and avoid suggesting there was only one right answer.
10. Embrace the advantages of online tools such as quantitative tracking of

participation and online breakout rooms.

The 10 steps describe the instructor's efforts to create and manage the stages on which the students perform and to motivate them to give their best performances.

The cases that Knight used with his students varied from what would be labeled vignettes to what would fall into the category of an HBS-style case. When vignettes are designed as success stories, they can be models for students to tell their own success stories with the STAR/CAR frameworks. However, such vignettes may not require the students to take on the role of the protagonist (if there is one), make sense of information, identify what needs to be done (e.g., solve a problem, make a decision, or evaluate someone or something), and argue persuasively for a specific course of action. In order to transform a vignette into a stage on which students could perform as change-makers, Knight needed to frame a STAR/CAR success story into a problem for which the students needed to provide the solution. As one example, the story of the international expansion of Disney theme parks is told in an international business textbook (Daniels, Radebaugh, & Sullivan, 2004). In the case, the students are not introduced to a Walt Disney Company leader, but they are shown how external factors influenced the Walt Disney Company's actions in the construction of Disney theme parks in Japan, France, and Hong Kong.

In Knight's classes, the students were told that they would work in teams to create competitive proposals for the location and design of the next Disney theme park. The Tokyo Disney Resort was close to the university, and the students were very familiar with both Tokyo Disneyland and Tokyo DisneySea. The teams were told in advance that their ideas would be attacked by the professor and the members of the other teams, so they had to be prepared to defend their proposals. The students were encouraged to use Google Earth and Google Maps to prove that land was available on which the new theme park would be constructed. They had to make persuasive arguments for the size and design of

the new theme park, the anticipated number of visitors, and the pricing of admission. They needed to explain how the new theme park would promote and benefit from the other businesses of the Walt Disney Company. They were required to show how political, economic, environmental, educational, social/cultural, legal, political, and technological factors would affect the success of the new theme park in the proposed location. In addition, they needed to explain how any negative factors would be overcome. In effect, they had to use Aristotle's powers of persuasion (ethos - credibility, pathos - emotion, logos - logic) in their efforts to persuade the other class members that the new theme park would be a success. In a subsequent and similar activity, the students would again need to work in teams to create competitive proposals, but this time for new social businesses after being introduced to: 1) the example of Muhammad Yunus (who was awarded the Nobel Peace Prize) and Grameen Danone Foods Ltd. and 2) the ideas of Michael Porter about creating shared value. As in an HBS case, the students needed to take on roles that would prepare them for their future leadership roles in organizations.

5. Discussion and conclusions

Gebbia (2016) shares in a TED Talk what could be seen as a STAR/CAR story about the success of Airbnb. The challenge was to design a system in which strangers could build trust in each other. Online interactions (i.e., guided self-introductions) and a trustworthy review system on the Airbnb platform generated enough trust between strangers so that one stranger (the guest) would be willing to stay in another stranger's home (the host), and the host would be willing to accept the guest. He concludes his talk with how design overcame the stranger-danger (stranger means danger) bias:

Tonight, just on our service, 785,000 people in 191 countries will either stay in a stranger's home or welcome one into theirs….I've learned that you can take the

components of trust, and you can design for that. Design can overcome our most deeply rooted stranger-danger bias. And that's amazing to me….Now, we know design won't solve all the world's problems. But if it can help out with this one, if it can make a dent in this, it makes me wonder, what else can we design for next?

Design also seems to be the key to the leadership development of Japanese undergraduates through business cases.

When considering the best design, something may be learned from viewing the creation of genre as a means to an end (Bhatia, 2019). In the case of Airbnb, the website and the review system were the means to overcome the stranger-danger bias and create guest-host relationships between strangers. Ellet (2007, p. 97) at HBS recognizes the importance of socializing outside of the classroom as the means to an end when he writes:

Classmates who get to know each other outside the classroom can change the atmosphere inside it. A group of strangers competing for grades can become a group of acquaintances and friends who recognize that they're competing but also understand they're collaborating for the benefit of everyone who takes part.

The business case is a means for enabling the students to fill the social roles of leaders, and it is certainly advantageous for students to create a professional network during the time they are in business school.

Knight applies his conceptualizations of leadership (of creating and achieving visions) to building the stages on which his students can perform in leadership roles. When the case is defined as a business situation in which there is a leader who needs to make a decision, solve a problem, or evaluate someone or something, there are numerous options for creating such stages. In the classroom, as described in the previous section of this paper, such stages may take the form of a competition to make the best proposal for a new Disney theme park or a new social business. Other stages that Knight has created include team

projects to create Kickstarter crowdfunding campaigns and business plans (Knight, 2021). In a business internship program, Knight has asked his students to work in teams and to act as business consultants. The consulting teams compete to make the best proposal to improve an organization affiliated with the university; i.e., British Hills in Japan (Knight, 2012). In traditional case discussions, HBR articles such as The Unmanageable Star Performer (Goel, 2013) and MIT cases such as Nike Considered (Henderson, Locke, & Lyddy, 2019) may provide the challenges to which the students respond. The key is to see where the students should be taken and how to use the resources available to get them there.

In response to Gebbia's (2016) question asking what else we can design for next, leadership development is an interesting option. Knight's leadership seminar student (Nakabeppu, 2022) recently presented her idea for a role-playing game for a pc (Leadership Gokko) in which a KUIS student acts as a project leader to set up a booth at the annual school festival (Hamakaze). In addition, Knight's leadership insights were applied to strategically design interview questions in which: 1) leadership was defined as a creative activity, and 2) English for specific purposes (ESP) practitioners and researchers were framed as leaders in academic and occupational settings. The design of the interview prompts was the key to the creation of a professional development resource; i.e., the ESP Project Leader Profiles feature 55 leaders with projects on 6 continents (Knight, 2022a).

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