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バレスチナの平和を考える会 メンバー
京都大学大学院 人間・環境学研究科 修士課程
（2008年3月1日現在）
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Title:  32 Capabilities of Highly Effective People in Any Field  Towards Defining Customer Requirements for Educational Institutions, Corporate Universities, and Personal Careers

Abstract:  

Research Questions:
1. What prevents colleges, of all sorts, corporate, public, and private, from turning out effective people as grads?
2. What is a scientifically valid way to define “effectiveness”, those components of it shared across diverse fields/professions?
3. What are domain general effectiveness capabilities as defined by people in diverse fields/professions who are known as highly effective people?
4. What distinguishes educatedness, creativity, and effectiveness?
5. How do models of effectiveness from research literatures differ from models from highly effective people, given interviews and questionnaires?

Managers in industry typically find it takes two or more years before MBAs from the world’s best universities become effective in fundamental ways (Bok, 1990). Hiring organizations, public and private, find humanities and social science graduates of the world’s best universities are missing brainstorming, teamwork, editing, political, neurosis self management, and time management skills essential for effective work (Soundings, 2003). Employers find engineering and science graduates woefully lacking in the social, political, and psychological skills, and most importantly in the verbal expressiveness skills essential to teamwork in modern organizations (Soundings, 2003). Highly educated people, in terms of degrees earned, and highly creative people in terms of maverick dispositions and really accomplishments typically are ineffective in modern work organizations, many of them throughout their entire careers (Xerox, 1992). Even the most famous corporate universities privately admit that they continually retrain employees and managers in the same or similar skills because even slight changes of context confuse employees and cause them to fail to map previous skills to new task areas. Since modern business amounts to continual change of customer, market, and product, employees and managers end up re-training, re-re-training, and re-re-re-training in the same skills (Motorola, 1995). Many decades ago, research already demonstrated that to the extent that colleges emphasized intellectual success they stunted lifetime good outcomes of their students (Heath, 1977): it was psychic maturity achieved in college that predicted good lifetime outcomes, not grades, DREs, or the like (and treatment of such maturity as a goal of educating was happenstance where it existed at all, including a great deal of imprecision about just what it was). It could not be more apparent that colleges and corporate universities are either unable or unwilling to graduate people capable of operating effectively in modern organizations. Apparently they either do not know what effectiveness requires or, if they know it, they do not wish to provide it. Five explanations of this refusal of making grads into effective people are explored: culture gap, goal gap, specialty plethora, context sensitivity, and mystification. Several of these causes of ineffective grads can be blunted if a consensus on what effectiveness consists of, across fields, is obtained in a valid and reliable manner. That is the task this paper undertakes. We are all more likely to create effective people if we know what effectiveness consists of, based on a scientifically valid study of who the world’s most effective people are and what it is that makes them capable of such effectiveness.

Research Method:
1. Double stage recommendations of 315 eminent people nominating 150 "highly effective people" half US, half global, in 63 diverse strata of society
2. The 150 people nominated as highly effective, given questionnaires and interviews, asking what makes them effective and what makes others effective

To this end an artificial intelligence technology approach combined with a total quality approach to defining “effectiveness” was pursued by asking 315 (5 per each of 63 parts of US society) eminent people in a stratified sample of 63 parts of society, half American, half global, to nominate “ highly effective people”. These eminent nominators were asked who was the most effective person in their lives and in their particular discipline/profession, what behaviors were unique to such highly effective people, and how they distinguished highly effective behaviors/responses from highly educated and highly creative ones. They were also asked what, exactly, they expected of highly effective people in various roles around them in their career and work (using certain total quality customer satisfaction dimensions). Their answers were used to add items to an interview given to the highly effective people that they nominated in the same of 63 parts of US society they were from. A total of 150 such nominated people were given interviews and questionnaires that resulted from interviewing the people who nominated them.

Data Analysis:
1. Thousands of statements in questionnaires and interviews given by 150 subjects nominated as "highly effective people" categorized by similarity on one level then those results categorized to form another level, till a top level of 8 overall concepts is attained
2. Literature of various kinds of effectiveness similarly categorized in a bottom up manner to produce models of effectiveness to be compared with the model from the 150 "highly effective people"

Analysis of questionnaires and interview transcripts was done, marking behaviors unique to effectiveness, marking distinctions of effectiveness from educatedness and creativity, naming marked ideas, grouping similar such ideas, ordering them, resulting in a hierarchical model having 8, 32, 96, 288 dimensions of "effective person behavior" (each dimension at the 96 item layer in the model was mentioned by at least 30 nominees) and 288 step by step procedures, 1 for each of the 288 smallest scale dimensions. The results were put into a Fractal Concept Model format (where different hierarchical layers of ideas, each with the same "branching factor" follow the same ordering principle), and a book explaining each of 96 domain-general effectiveness methods. 32 general capabilities of highly effective people were thusly identified, then information processing models of each general capability were formed. Component functions of effectiveness for each of the 32 capabilities were articulated from components of each in the dataset. The resulting model was compared with models of effective behaviors in 8 fields developed by academic researchers. Explanations of particular gaps between these models and this paper’s model are offered as hypotheses for testing in later research.

Results:
32 capabilities, 96 methods, 288 functions, and 288 procedures of highly effective people produced from categorization of questionnaire and interview results

Use of this paper’s effectiveness model to assess the degree of effectiveness produced by various institutions and instructors, and to specify exact solutions, for certain hard-flaws to correct in business persons, that any manager encounters, is described.
Abstract

A One Sentence Overall Synopsis: This paper presents 60 models of creativity, organized as ten sets of six each, found in the minds and work procedures of 150 highly creative people, half US, half global, from 63 diverse strata of society. Models of creativity from academic research corresponding to some of these models were used to change model terminology to reflect common concepts and ideas between them.

Research Questions:

Primary Questions:
A. What are the various models of creativity in any way now operative in the minds of all creators? How do these differ from academic models of creativity?
B. What distinguishes creativity from effectiveness, educatedness and the other 52 orthogonal disciplines—ones cutting across traditional ones and determining who rises to their tops?
C. What relationally and representationally define “creativity” as one of those orthogonal fields?

Secondary Questions:
1. Is creativity one thing or many diverse things? Is creativity one process or many diverse processes?
2. How much of creativity is domain dependent and how much is domain independent?
3. Is the quite general impression and assumption that creativity is one thing not diverse things a result of people going to and depending on the psychology literature too much and missing research on creativity in mechanical engineering, fine arts, performance, media, systems bio and other fields?
4. If creativity is diverse things or processes, are they in trade-off relations to each other so that supports for one or a few, hinder a few or many others?
5. Would creativity improve more by perfecting one’s existing model of creating or by adding new models one does not now use or know about?
6. How do scholar models of creativity differ from creator models of their own creativity?
7. Do knowledge models found in experts have an analog found in creators?
8. Does meta-cognition in cognitive psychology have an analog in creativity, namely, some sort of meta-creation?
9. Do creators who are more meta-creative out-create creators who are less meta-creative?
10. How many models of creating are there, if creativity turns out to be diverse things not one thing?
11. How do the models of creativity published by academics differ from the models of creativity we obtain from creators via categorical modeling of interview and questionnaire results?

The primary reason this study of creativity models was done was to answer the above questions. The questions above are linked. If creativity is plural not things in a single thing, then how you “support” and “encourage” it will be much more complex than if it is merely one thing that one simple environment can “support.” The results of this study show that when experts measure how well organization environments support “creativity”, unless they distinguish which of the 60 different modes of “being creative” found in the research that this paper reports, they end up assessing very thoroughly how such environments support 1/60th or 3/60ths of the modes of being creative actually there— that is, they miss how well many other modes of being creative are supported, how many such modes are actually there, and how much creativity might improve if being creative not there now to be installed in the future. This paper provides an important tool for assessing just how many types of being creative any one organization has and then, how well each is supported by particular environments.

Furthermore, the results of this study show that models of creativity, that creators have, influence how they create and how their ability to create evolves. Therefore, finding models of creating that creators have, as done in this study, adds value missed when we instead just depend on models of creativity from scholars studying it. Knowledge models found in experts, in artificial intelligence research, have their analogs in creation models in creators, in creativity research. Meta-cognition, in psychology in general, has an analog in meta-creation, in creativity, where a creator notices the models of creativity he/she has and how he/she uses them. Since meta-cognition in general improves intelligence and work performance, we can suppose that meta-creation, that is, creators noticing and using creation models in their work, would improve creativity. To test this we need to know what models of creativity any particular creator uses compared to such models used by other creators (and compared to models of creating from academic research).

Research Method:

1. My strategy is to use what artificial intelligence “expert systems” research found about determining models inside minds of experts to model models of creating inside minds of creators and combine those results with using what total quality found about “pleasing” and “satisfying” customers to understand how creators “please” and “satisfy” customers of their creations.
2. A dual recommendation system (from artificial intelligence expert systems research) of 315 eminent people (5 in each of 63 categories) was used to determine who 150 “highly creative people” in their own fields were.
3. Total quality customer satisfaction and artificial intelligence protocol analysis combined to make interviews and questionnaires given to these 150 creators (the interviews were mainly to motivate creators to fill in the questionnaires completely), asking them how they create, how that evolves, how much they know about how they create, and encounters with each of these in creators they know.
4. Bottom up grouping of similar items in both questionnaires and interview transcripts produces successively smaller, more abstract levels of creativity models.
5. The resulting model of 60 models of creativity compared with models of the research literature on creativity and edited to reflect common ideas.

A stratified sample of 150 creative people, half American, half global, in 63 widely different fields of endeavor were interviewed, using techniques modified from “protocol analysis” techniques of artificial intelligence expert systems building, to obtain models, explicit or implicit in practices, of what “creation” was for each creator. The interview used had twelve specially designed “doorways” intended to be diverse approaches to getting beyond unthinking, mystifying, automatic, and stereotyped ideas about “creation” to actual key factors in models the creators themselves used. Content analysis of transcripts produced 111 creation models that, when categorized by similarity, reduced to 60 creation models organized in ten groups of six models each. Where similar models in the research literature on creativity were found, terminology in the models was modified to make such similarities evident, and elaborations on key concepts from research literature were added to the models. A book summarizing all 60 models was built, with one chapter per model, all chapters using the same format of headings and subheadings.

Results:

1. A model of 60 models of creativity, with each model having at least 10 variables defining it...
Japanese view on nature is closely related to the forests in Japan. Without a doubt Japanese mentality and religions (above all, Shinto and Buddhism) are influenced by the forest. Many thinkers, for example Takeshi UMEHARA and Yoshinori YASUDA, have already pointed out this relationship. It is essential for today's environmental ethics to overcome the Cartesian view. Therefore a new idea of nature is in need, which is meant to show a way, how humans and nature can coexist. Looking at the Japanese view on nature, is it possible to find an answer to the question of how this coexistence can be accomplished in harmony? Hayao MIYAZAKI's masterpiece "Princess Mononoke" questions the optimistic opinion about the coexistence supposed to be offered by the Japanese attitude. The movie deals with a tragic conflict between human beings and nature, in which neither hero nor villain appears and where no line can be drawn between god and evil. By that Miyazaki suggests the destiny of every living being. One lives at the cost of the other. Such violence is as inherent in nature as in human beings. Unfortunately in Japan this subject has not often been pointed out yet.

By a philosophical interpretation of the movie this article examines the problems of the Japanese view on nature.
Abstract
We conducted an on-the-spot investigation in the Okinawa Yanbaru areas for the purpose of examining the impact caused by the construction of three forest roads. The three forest roads are the Tiibana, Iebaru and Sosunakao lines. While the Iebaru line has been almost completely completed and provided for public use, the other two roads are now under construction. To be more accurate, the Tiibana line is almost completely with the remaining work being the installation of one bridge across Zatsu river, and the construction of the Sosunakao line has just been launched with the rate of accomplishment of less than 10 percent. The problem is that unnecessary public projects have been enforced without any environmental impact assessment. As a result, our investigation predictably revealed much environmental destruction, some of which is introduced in this article with site specific pictures. Given that Yanbaru areas are the last remaining precious habitats for many endangered indigenous species, the above construction projects need to be stopped and/or reversed in order for the species not to be extinct. In addition, as much of the Yanbaru area is expected to be nominated as a world natural heritage site, its sub-tropical forests and mountain streams environment must remain intact. We believe that this article is enough to indicate the stupidity of Japan’s unnecessary public works called "Kokyoujigyou" now world-widely known. This is why we depicted destruction sites as visually as possible.

● Commentary on Judicial Judgement

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Title
森林整備事業の環境法社会学（1）一チバナ・Iebaru・ソスナカオの三森林整備事業をめぐる諸問題一
Environmental Law Sociology of Forest Improvement Public Works “Various Problems Regarding Three Forest Roads Construction Projects to Tiibana, Iebaru and Sosunakao Lines”

Abstract
The day of January 23, 2008, turned out to be a memorable day for Okinawa dugongs. On this day, the Judge Marilyn Hall Patel, U.S. District Court Judge Northern District of California, ruled in favor of Okinawa dugongs in the case that was brought by 3 Okinawa individual residents and 6 Japan/U.S. environmental organizations against the U.S. Department of Defense (hereinafter "DOD") for the purpose of preserving Okinawa dugongs as a Japanese national monument and their habitats in Henoko areas.

As a conclusion, the judge holds: “In sum, the current record reflects a failure by the DOD to comply with NHPA section 402. This failure constitutes agency action that is unreasonably delayed and unlawfully withheld as provided by the APA. Defendants have failed to produce, gather, and consider information necessary for taking into account the effects of the Futenma Replacement Facilities on the Okinawa dugong and for determining whether mitigation or avoidance measures are necessary and possible. Therefore, the court’s “CONCLUSION”, on the last page of its judgment is as follows:
1. Defendants have failed to comply with the requirements of the NHPA section 402, 16 U.S.C. sec.470a-2, and this failure to comply is agency action that is unreasonably delayed and unlawfully withheld, 5 U.S.C. sec. 706 (1).
2. Defendants are ordered to comply with NHPA section 402 and this case is held in abeyance until the information necessary for evaluating the effects of the FRF on the dugong is generated, and until defendants take the information into account for the purpose of avoiding or mitigate adverse effects to the dugong.
3. Defendants are ordered, within ninety (90) days of the date of this order, to submit to the court documentation describing what additional information is necessary to evaluate the impacts of the FRF on the dugong; from what sources, including relevant individuals, organizations, and government agencies, the information will be derived; what is currently known or anticipated regarding the nature and scope of Japan’s environmental assessment and whether that assessment will be sufficient for meeting defendants’ obligations under the NHPA; and identifying the DOD officials with authorization and responsibility for reviewing and considering the information for purposes of mitigation.
4. If plaintiffs desire to respond to this submission, they shall file their response within forty-five (45) days of the defendants’ filing. At the end of this summary, it is worth noting the following warning which the court dared to make clear: “Satisfaction of defendants’ obligation under section 402, therefore cannot be postponed until the eve of construction when defendants have made irreversible commitments making additional review futile or consideration of alternatives impossible.” This is exactly why the NHPA requires the take into account process “prior to approval of an undertaking,” at the time early in the planning stages of a federal undertaking when there is still a meaningful opportunity to consider adverse impact and mitigation measures.
### Policy Topics

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