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ABSTRACT

Groupthink is characterized by inward-looking, self-regulating, and stereotypical behavior that can lead to distorted and defective decision making. Japanese socio-culture, and university socio-educational culture may contribute to the nurturing of groupthink within an educational organization. However, getting to the best quality policy decision is not necessarily one possible goal of group decision-making. If groupthink behavior and groupthink-like structures are a basic strategy of decision-making within an institution or organization, the main aim of that organization may be to maintain the status quo, arguably interpreted as an overriding concern for harmony, at the expense of a wider view towards educational change.