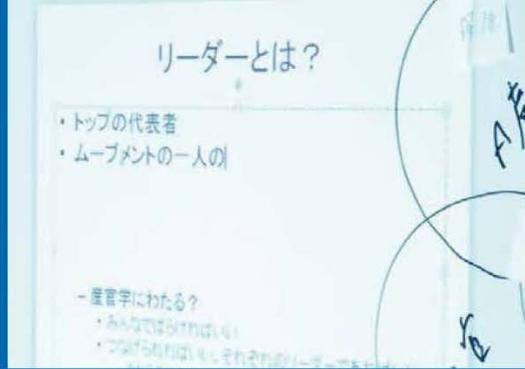




Academy for Global Leadership
Tokyo Institute of Technology

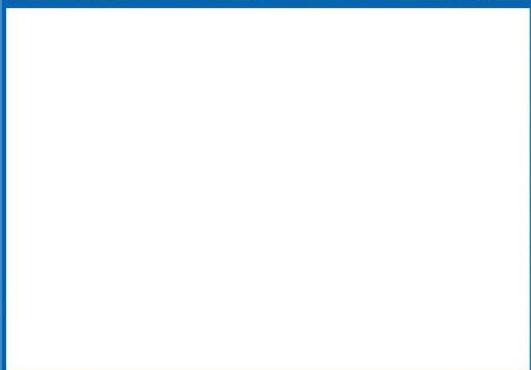


AGL Academy for Global Leadership

Ministry of Education, Culture, Sports, Science and Technology 2012 Adopted Project
PROGRAM FOR LEADING GRADUATE SCHOOLS



Our Goal is to Train the Next Generation of Global Leaders



東京工業大学
Tokyo Institute of Technology



What is the Academy for Global Leadership (AGL) ?

In the 21st century, the globalization of science, technology, and the world economy has accelerated. In Japan, political challenges are increasingly internationalized and businesses are accelerating overseas development. In such a context, talented leaders capable of playing active roles in diverse fields on a global scale are needed.

The Academy for Global Leadership (AGL) is an academy that takes full advantage of the strong expertise in science and technology at the Tokyo Institute of Technology (Tokyo Tech) to train individuals to be future global leaders. The academy was established in April 2011 with the support of the entire university. In 2012, it was designated as a "Program for Leading Graduate Schools" by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The Academy's main purpose is to train individuals, chosen from the entire range of post-graduate majors, to be true global leaders capable of: applying their skills based on the deep expertise in their majors to contribute to the development of other fields, understanding world cultures, communicating well with others, capturing overviews of situations, and taking action.

Admission Policy and Diploma Policy

Admission Policy

AGL aims to foster talented individuals to be global leaders who can lead the international society. Therefore, we expect students who enroll at our Academy to have the following motivations and qualities, in addition to the requirements listed in the Tokyo Tech's admission policy.

1. The spirit and positive attitude to lead in the future in the areas of politics, economy, science and technology, and in academic activities by utilizing their knowledge and abilities to benefit the public from a global perspective.
2. The capability to work together with others to accomplish tasks while respecting others' knowledge and capabilities and maintaining confidence in their own knowledge and abilities.

Diploma Policy

Students who have completed the AGL Curriculum are expected to play leading roles in diverse sectors in the future. Therefore, we require the AGL graduates to acquire the following abilities, in addition to advanced knowledge and skills in their majors, to complete the Curriculum.

1. An ability to have an overarching perspective, which allows them to see their own future clearly.
2. A sense of morals and the capability to impact society from a reasonable and public perspective by applying their expertise to broader fields.
3. The ability to analyze and gather information in order to make appropriate and timely decisions.
4. The leadership and magnetic personality to lead an organization while respecting others.

Education System

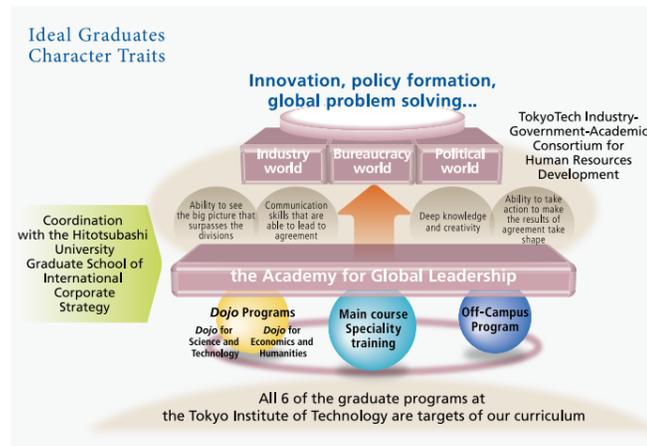
AGL provides its students with an integrated master-and-doctoral-course education program, in which students, within a specified timeframe, manage their own time to acquire both the outstanding expertise appropriate for earning a doctoral degree in their major and the qualities to become future global leaders.

Students who would like to apply for the AGL Curriculum must earn four or more credits from the graduate school subjects that are designated as "Basic Leadership Courses." Furthermore, to be qualified to enroll, students must pass the screening test conducted at a three-day camp.

Once enrolled, the students are assigned to the AGL *Dojo* Programs, in which students learn from each other and improve themselves. The Programs are composed of two components: the *Dojo* for Science and Technology, and the *Dojo* for Economics and Humanities. These two *Dojos* cultivate the students' personal leadership skills from the perspectives of science and technology, and society and economy, respectively. By having discussions and group seminars with students who have different directions and specialties at both of these *Dojos*, while acquiring advanced expertise and capabilities within their own majors, AGL students will acquire the ability to discuss various topics and form a consensus that can be applied to all aspects of society so that they will be able to exercise strong leadership skills. In 2013, a new *Dojo* was established in collaboration with Hitotsubashi University, resulting in students with more diversified specialties studying in the *Dojo* Programs.

Another characteristic of the AGL education program is the "Off-Campus education programs" in which students are enrolled in six-month projects in diverse entities such as businesses, international organizations, and research institutes in Japan and abroad. In these settings, students examine how their expertise, abilities, qualities, and leadership skills that are practiced in the *Dojo* Program are effective in the real world and identify what they should improve upon.

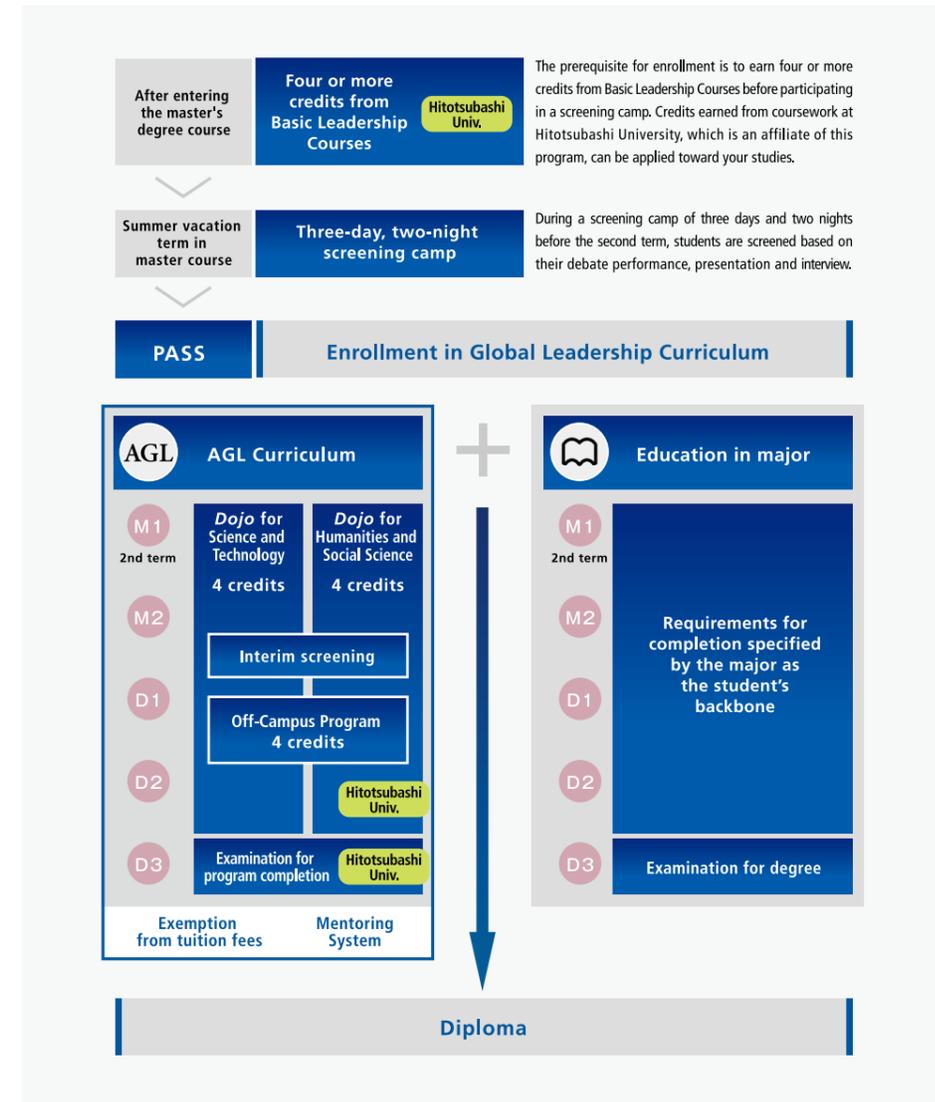
To support students who take such a demanding curriculum to improve their capabilities, tuition is completely waived after enrollment (however, the waiver period is limited to the standard period of the curriculum). Encouraging financial aid are also available. In addition, AGL provides students with financial support for research and education spending in order to support their research activities in their majors and their activities to improve their scholarly abilities at the *Dojos*, etc. Furthermore, through the use of mentors and career advisors, AGL has a mechanism that helps its students to mitigate their anxiety about the future by helping them secure their future career paths.



A Rigorous Educational Model Featuring Member Selection, Midterm and Final Screening

The Master's Program candidates who would like to apply for enrollment at AGL are required to earn four or more credits from the "Basic Leadership Courses," which are designed to train future global leaders by developing the students' personal leadership skills. Furthermore, to qualify to enroll at AGL, applicant students must participate and pass a screening test that is conducted at a three-day camp.

Master's students who pass the screening are eligible to enroll in the Doctoral Program of the Global Leadership Curriculum and then begin studying the Curriculum in the latter half of the year. After enrolling at AGL, students must pass a midterm AGL screening when they are ready to advance to the Doctoral Program in their own majors. This AGL screening strictly evaluates whether the students have shown enough performance and acquired abilities as those who belong in the AGL program. Any students who pass the AGL's midterm screening are permitted to continue studying in the doctoral program in AGL. Finally, only the students who complete the AGL programs and achieve their academic goals, including language skills, will receive the special diploma on which completion of the AGL Curriculum is also noted.



Fundamentals of Humanity

Prior to beginning the screening process for enrollment, students who would like to enroll at AGL must take the course "Fundamentals of Humanity" (a required course). This course will develop a student's ability to develop critical thinking, an independent point-of-view, and fundamental skills such as discussion, communication, and planning abilities necessary to study at AGL. In the classes, we seek to enhance students' basic capabilities that will be needed not only in the *Dojo*'s group seminars but also in diverse situations in their future career paths (e.g. research and business) while also developing their independent thinking and self-motivation. As such, we educate them about the basic principles needed to develop venues to share diverse ideas, as well as the way to learn others' opinions and explore them further. As individual needs and challenges are diversified, this course is flexibly designed by incorporating students' opinions.

Associate Professor Sawako Sigeto, Associate Professor Mitsuyo Toyoda



Five Major Features of AGL

Feature 01

An Academy that Brings Together the Resources of All of the Institute's Departments

The Global Leadership Curriculum provides a degree program that has been established to train future talented individuals who will play leading roles on a global scale in a variety of fields, by bringing together the resources of all of the Institute's departments. To this end, AGL takes full advantage of Tokyo Tech's strong expertise in science and technology. Additionally, in 2013, a new program was started in cooperation with Hitotsubashi University. AGL offers an educational environment that is increasingly enhanced so that students can acquire sophisticated abilities and qualities.

Feature 02

Dojo Programs

The *Dojo* Programs include the *Dojo* for Science and Technology and the *Dojo* for Economics and Humanities. Each *Dojo* Program is composed of three phases: Introduction, Group Work, and Completion Projects. In the Introduction, visiting lecturers from the wide-range of sectors hold lectures for the students and in the Group Work, the students have discussions around the theme of "What are the current challenges that our society faces?" In the last phase, the Completion Projects, the students practice proposing policy measures and concepts that will have an impact on real society, based on the broad knowledge and capabilities that they acquired in the preceding two phases. Additionally, the *Dojo* Program offers not only classes on campus but also On Site Study Tours that are held out in the community, in some cases in the international arena. The *Dojo* Programs use debates and group seminars to enhance the students' expertise and personal leadership skills that will be useful in actual society through discussions and mutual learning among students with diverse specializations.

《Examples of Introduction classes》

Dojo for Science and Technology

- Learn from the Fukushima nuclear plant disaster / The future of Japan viewed based on the *San-Gen-Shugi* principles, which emphasizes the importance of seeing three actuals: actual places, actual objects, and the actual situations.
- Open data and businesses creation

Dojo for Economics and Humanities

- Workshops on "Design Thinking" and "Future Foresights"
- Project management

《Examples of Group Work classes》

Dojo for Science and Technology

- Virtual simulation of the best mix of energy sources
- Big Data analysis of social media

Dojo for Economics and Humanities

- Workshop on creation and execution of new products, markets, and business models (Lean Launchpad)
- Discussion on ways to supply energy
- Utilization of forest resources (supply side), Usage of ligneous resources (demand side), and Realization of practical application of technologies (project profitability)

《Examples of Completion Projects classes》

- Invitation of the world-renowned "Startup Weekend" to Tokyo Tech in collaboration with the Cross Border Entrepreneur Cultivating Program. As an organizer of this entrepreneurial event, AGL students organized the event by finding sponsors and planning/managing the event.

《Examples of On Site Study Tours》

- Fukushima: students saw the current status of the reconstruction in Fukushima and identified the challenges being faced
- Stanford University / Hasso Plattner Institute of Design at Stanford (also known as "d.school"): students attended lectures and a workshop on the creation of innovation based on "Design Thinking"
- Indonesia: students discussed the future relationship between Indonesia and Japan
- China: students held discussions at Dalian on emerging businesses in China
- India: the focal point was the collaboration with the developing society of India
- Harvard University: Negotiation and Leadership Program

《Events related to the Dojo Programs》

- d.school comes to Tokyo Tech: lecture on Design Thinking and a two-day workshop were held: Project of "Redesign how it feels to be part of Jiyugaoka."



Feature 03

Off-Campus education programs

《Examples of past practice》 FY 2012-2014

- Project on promoting the understanding of Japanese culture at the University of Technology, Sydney
- Survey project on Environmental Policies at the Free University of Berlin
- Organic EL light source development project at an optical equipment manufacturer
- Research project on the science and technology policy based in the University of California, Berkeley
- Project for Capacity Development for Promoting Rural Electrification Using Renewable Energy in Kenya
- Research project on conflict resolution techniques at Stanford University
- New business development project in an international consulting firm
- Survey project on Venture financing at Goethe University Frankfurt
- New business development projects in a weather business company



《Voices of Experience》

My major is urban weather. Although I had studied weather with an emphasis on research, prior to making a decision about my career path following the Doctoral course, I thought that I would like to learn about the relationship between weather and the society from a business perspective. As such, I did a three-month internship at a private weather service company.

Although the themes of the data analysis were different from those of my research, the perspectives and techniques I used for my research activities could be applied to the analysis work because the data analysis was essentially the same as my research in the way to derive significant properties from complex data. Although the highly specialized knowledge that is acquired in the Doctoral Program cannot be specifically applied to this diverse field, I think that the ability to interpret things (the perspectives and the ways to organize information) that are acquired there are similar between research and business activities.

In this internship experience, I had a number of opportunities to understand the possibilities to use weather information in business scenarios, and how interesting it was to enhance such possibilities. I thank the company that gave me such valuable opportunities.

Trainee of the "New business development project at a weather service company"

《Voices of Experience》

For nearly three months from the end of September to December 2014, I participated in the Japan International Cooperation Agency (JICA)'s Rural Electrification Model Using Renewable Energy Project in Kenya. In this project, I conducted a feasibility study from social and economic perspectives of power generation by rice husk gasification.

Although I had visited nearly 20 foreign countries, including developing countries, in the past, I learned so much from this project both on and off the job due to the duration of my visit (the longest stay abroad I had ever experienced) and the area (I had not previously visited any Sub-Saharan African countries). During my stay, I tried to develop human networks proactively by, for example, participating in various events on the weekends. I met many people with wide ranging careers there, including representatives of private companies, the Japan Overseas Cooperation Volunteers (JOCV) sent by JICA who were near my age, personnel of the World Bank and international non-governmental organizations (NGOs), local employees, entrepreneurs, and freelancers. I was greatly impressed with their challenging and unique experiences and they helped overcome my stereotypical thinking.

I believe that it is significant that I stayed in Kenya, which is likely to have emergent development in the future, and directly experienced the Eastern African area's international relationships, food culture, religious views, and the experience of daily living that is impossible to describe in writing.

Trainee of the Project for Capacity Development for Promoting Rural Electrification Using Renewable Energy"

《Message from Off-campus Coordinator》

"Off-Campus education programs" provided in AGL are very similar to normal medium-to-long term internship programs. However, the Off-campus program has a unique feature in that the aim of the program is to "learn" outside of school whereas the aim of normal internship programs is to just "experience" being outside of the school. Therefore, AGL students must start their Off-campus program by clarifying their study goals and search for suitable organizations that will enable them to achieve their goals. This feature is quite important because if they are going to be active as global leaders in the future, it will be important for them to set their own goals, and act accordingly to achieve their goals, because it does not show strength of character for a global leader to strive for goals set by others. However, we understand that students do not have enough experience in pursuing such activities so we will support them in achieving their goals. Please talk to us.

Feature 04

Research and Training Funding

《Financial Support paid for Research and Training Activities in AGL》 FY 2012-2014

The number of applications:

Funding for Research, 29 and Funding for Training, 28

The number of funded applications:

Research, 13 and Training, 17



Feature 05

Mentoring and Career Consultation

《Message from mentors》

Students facing the challenge of studying both their own majors' curriculum, and AGL's curriculum at the same time may sometimes encounter unexpected difficulties.

If you have such difficulties, please consult the mentors, instead of keeping your problems to yourself. Mentors will listen to your concerns and provide you with support, and advise you of various approaches to resolving your challenges. Please consult us on any concerns about your daily life, research activities, or future career path. Please feel free to share your problems. We encourage you to think, find, judge, and make progress for yourself.

The "AGL Cafe" in our Mentor room is also open every afternoon. Students can ask for advice on their studies from senior students, or other AGL staff whilst seated on sofas in a relaxing atmosphere, as well as developing ideas for the *Dojo*'s curriculum. We encourage students to develop their human networks with both their peers, and more senior members, at AGL.

AGL mentors Keiko Yoshimoto, Naoko Kasai

Messages from the faculty



Director of AGL
Isao Satoh

Students who capitalize on AGL's ideal environment will benefit the most!

The Academy for Global Leadership (AGL) aims to train global leaders needed by society in both the humanities and sciences by marshaling the full resources of Tokyo Institute of Technology (Tokyo Tech), in close coordination with Hitotsubashi University and in close collaboration with industry, governments, and academia. To this end, AGL has an education system including "Dojo Programs" and "Off-campus education programs" to provide students with various venues to study. We are deeply committed to the students' successful timely achievement of the abilities to deal with the world.

However, AGL is not a venue to merely teach students in a unilateral way. We hope that the students themselves exploit AGL's environment in order to attain the qualities and careers necessary to become the leaders that they strive to be. When students pursue the AGL Curriculum while being mindful of the aforementioned aims of the *Dojo* and Off-campus Programs, their paths will open up. We provide such students with our full support and an ideal learning environment.

Science and Technology

The AGL *Dojos* are venues where students with diverse specialties learn together with the aim of fostering individuals to become global leaders. As such, the students studying at AGL are expected to progress as individuals. Man is a thinking reed, and the origin of thinking has a relationship with manufacturing. We can say that by manufacturing some tools or things, the human brain has dramatically evolved. The Japanese phrase "sessa-takuma," which means vigorous mutual learning among colleagues, also originated from manufacturing works. In this light, our *Dojo* provides students with a venue to have actual experiences and to learn the fundamentals of manufacturing, as well as to challenge themselves to develop specific products and business models.

Master of the *Dojo* for Science and Technology Professor Yoshio Saito



This *Dojo* provides students with opportunities to strengthen their mental core, knowledge and perspectives, and introduces various methodologies by inviting successful entrepreneurial leaders who have successfully created innovations with real world applications as instructors to give lectures and hold discussions. Furthermore, we develop students' skills on Big Data analysis which will further increase in importance in the future. In our *Dojo*, students acquire the methodologies to extract beneficial insights and meanings for business and social design from social media such as Facebook, blogs, and Twitter, just as businesses are able to search the Internet for solutions needed from users due to the emergence of Google.

Master of the *Dojo* for Science and Technology Professor Noriyoshi Osumi



Economics and Humanities

For leadership, what is important is what is achieved, not what is discussed. What is required of you is to create novel, sustainable values including brand-new theories, markets, and systems, not to just maintain those that already exist. This is the very essence of leadership. This can be applied to both research activities and social activities. You can brush up your creativity by being involved in society. We aim to foster individuals with global competitiveness by providing students with the latest, most advanced, world-class practical workshops in which students always think and act from an essential perspective. We await students who have the spirit to change society by themselves.

Master of the *Dojo* for Economics and Humanities Professor Keisuke Yamada



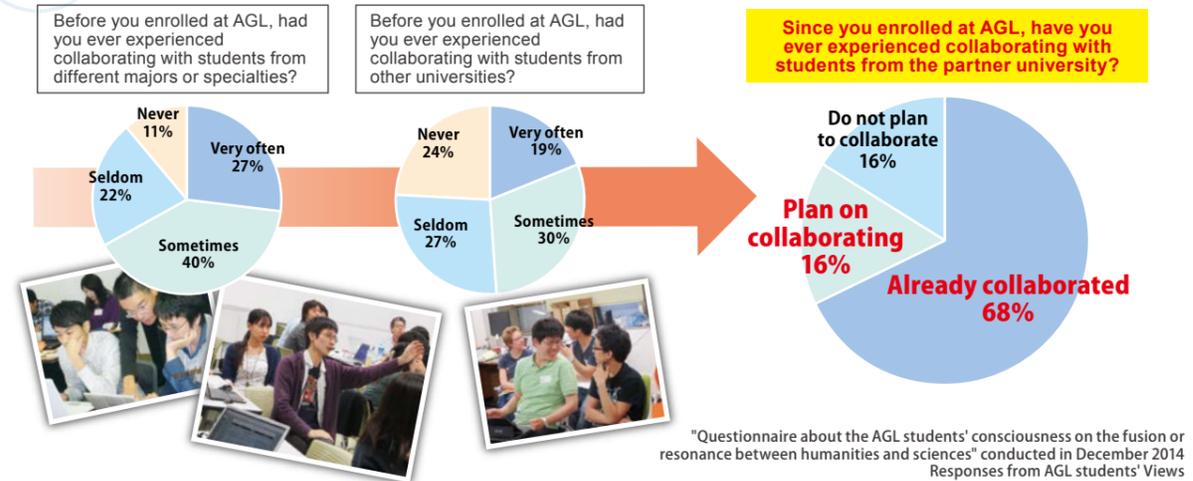
This *Dojo* aims to foster future leaders who can lead various organizations in academic, economic, and cultural fields. To enhance the students' specialties and the variety of group seminars, we established and operate our curriculum in cooperation with Hitotsubashi University. Leadership that can bring a desired consensus or outcome cannot be achieved merely if one has a language skill. Our *Dojo* trains students with the ability to grasp the overview of a situation, communicate with others, and take action through practical group seminars, projects, and Off-campus education programs. At the same time, we aim to make our *Dojo* a venue in which students learn, in a practical manner, the code of conduct for leaders and to be self-disciplined.

Master of the *Dojo* for Economics and Humanities Professor Nobuo Matsuki



Views of students studying at AGL

- Impact on students due to their enrollment at AGL, the benefits of integrating the humanities and sciences -



Diversity of Career Paths

Through the AGL activities, I gained an introductory knowledge of business. Because the subject was absolutely new to me, I was very interested in learning what I could.

I think studying at AGL broadens the students' career paths. By interacting with students from Hitotsubashi University, AGL students can identify their own strengths and weaknesses more clearly and consider where they can, or hope to, make the best use of their own abilities, based on having a broader perspective.

I think AGL enhances the possibilities of career choices. It might become possible to explore new career paths, particularly in interdisciplinary fields.

I believe that knowing how people around the world work and think, which is difficult for us to imagine, broadens our career opportunities.

I think an education in AGL impacts the students' choices for their career paths because due to the curriculum, they understand that they can choose not only career paths within their specialties, but also other careers to which they can apply their expertise.

Because in the business world, tasks cannot be resolved without a team composed of members with different specialties and personalities, I believe that the experiences in AGL, which has an organizational structure similar to that of the real world compared to universities, will greatly help students in their future career paths. In addition, for students who plan to start their own businesses, it is highly probable that a suitable partner may be found at AGL because great ideas are likely to be generated from the fusion of humanities and sciences. After studying at AGL, I have started to consider my career path beyond the bounds of my major, which is very narrow field.

Enhancement of Vision

In the AGL environment, the students become non-exclusive and their psychological hurdles for interaction with researchers from different fields are lowered. As such, they become capable of offering comprehensive resolutions for complex social challenges, through the collaboration with other researchers and stakeholders.

I had a lot of positive impact through the collaboration, during discussions and usual *dojos* and even outside the academic walls. Sharing personal ideas and opinions becomes interesting and puts a different spark into our discussion. I believe it is a good way to share my research ideas with individuals with different education background.

I think that experiencing interactions with others with diverse backgrounds will be a great help in the future when you will need to reach out to those in other fields.

In AGL, your vision will be enhanced through collaboration with those who have knowledge of different areas of society from you.

In AGL, students can conduct preparatory exercises for their future entrance into the real world, in which it is given that those of different backgrounds will be gathered together.

After working with Hitotsubashi Students, it turned out it's more effective for students from different backgrounds to solve one problem together because every student can use their own knowledge to look at the problem itself from different perspective.

I believe that interacting with others with different perspectives is expected to make us more tolerant about everything. In addition, this tolerance will benefit us in any activity that we perform in this human society.

Upskilling

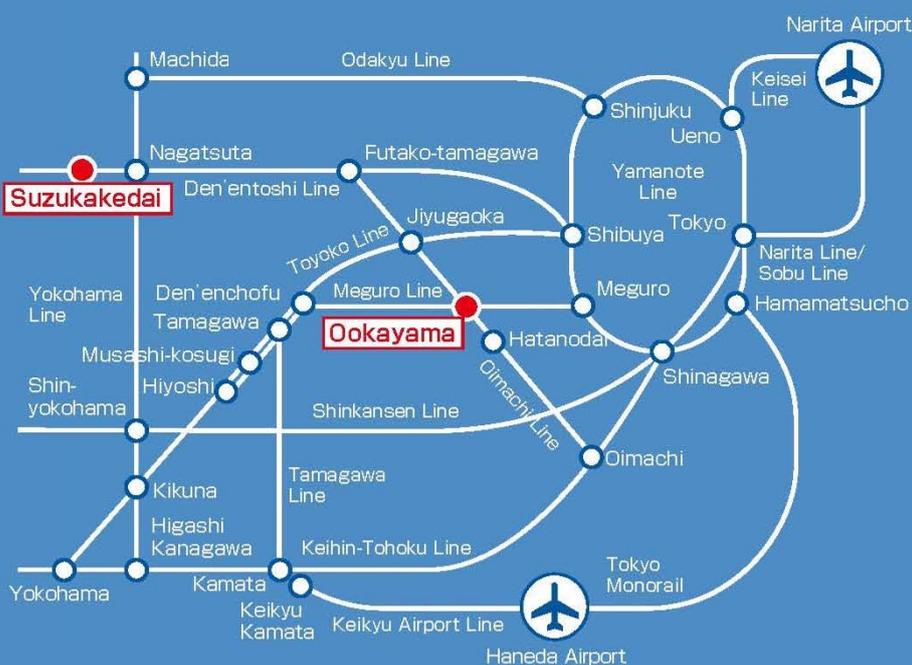
I think that learning at AGL is very effective from the perspective of the upskilling and changing our view of things.

At AGL, students can learn different perspectives, perceptions, and ways of communicating in a real environment. I believe that these abilities will help them to form a consensus in various situations.

My human network was enhanced in terms of both quality and quantity. And I now have new acquaintances, with whom I can discuss technical issues.

In order to be a leader, it is important to identify the interests and abilities of individuals with different specializations and skills, and to place the right person in the proper position according to their interests and talents in order to obtain the team's maximum performance and increase each person's satisfaction. I believe that it is very beneficial for students to conduct preparatory practice of such staffing work at AGL.

ACCESS



Ookayama Campus

Ookayama Station on the Tokyu Oimachi and Tokyu Meguro Lines
About 45 minutes from Haneda Airport.
About 100 minutes from Narita Airport.
About 30 minutes from Tokyo Station

Suzukakedai Campus

Suzukakedai Station on the Tokyu Den'entoshi Line
About 70 minutes from Haneda Airport.
About 130 minutes from Narita Airport.
About 55 minutes from Tokyo Station

[Contact]

Academy for Global Leadership (AGL)

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