

Alumni who completed the AGL in September 2018 and started their career shared their stories.

Lin Shenglei

Department of Environmental Science and Technology, Interdisciplinary Graduate School of Science and Engineering

2014 AGL Student
Graduated in September 2018
Doctor of Engineering



1. Why did you choose to participate in AGL?

I decided to apply for AGL after I learned that its purpose is to nurture students into leaders that are active not only in research but also in society. In AGL, you can meet students from diverse fields and even another university (Hitotsubashi University), which you may have not thought about before. All AGL students are hardworking and aim to be excellent global leaders. I value the opportunity to talk about leadership and my ideas while learning from others. AGL is a place where you can challenge different and interesting topics. I believe that this environment will allow for self-improvement, which is why I applied for AGL.

2. What are your fondest experiences in AGL?

The first group work in the Matsuki Dojo was [Reconstruction of market of Japanese timber]. I was a little bit late from the Thailand exchange and joined a 10-member team. All members were in high spirits, actively searching for unknown information. We researched knowledge for drastically different majors. After conducting countless interviews, we were finally able to hold discussions like professionals. As part of this project we gave a presentation to Mr. Suematsu, who is now the Minister of Agriculture, Forestry and Fisheries of Japan. For me, this was the first time I worked on a project outside my major or had a social influence. Additionally, it was the first time that I worked with Japanese students for at least six months.

In addition, I had a project on [Mental health of students] with students from Tanzania, Japan, and Australia. We invited professionals from outside of the university and held lectures on mental health problems/how to deal with them. We learned how to face mental health problems. I worked on this project for over a year with my global team members.

3. How did AGL impact you?

I used to be lost with regard to my career after initially failing the university entrance exam. When I decided to go to Japan, it was the first time that I embraced my future and moved forward by my own will. After entering AGL, I tried to share my ideas with other members, which helped build my confidence. With continuing self-reflection, I found that I enjoy surrounding myself with people who think objectively and that I love ideas that defy common sense. My strength is keeping my mind calm and curious to a lot of things. With AGL and my doctoral degree, I have at long last found my career, which seems like a divergence. No matter what I ultimately chose, I am trying to change the society by my own ideas.

4. What are your career plans?

Although still in the planning phase, I want to contribute to new product/market development and advanced technology development in the AGC Inc. AGC is a company with the ability and mindset to change society. I am willing to build a strong human network and cumulate social experiences. I believe society will change dramatically in next five years. It's unclear if I will still be doing this job in five years, but my dream about changing society and building ideal cities will not change.

5. Do you have any advice for someone who strives to be a global leader?

From my own experience, the most important point is always to challenge yourself. Sometimes you don't want to communicate, listen, or accept others' ideas, but evolution occurs from your acceptance and interactions with others. Keep watching others' work and conduct self-evaluations. After a while, you can find your strengths and weaknesses. It's not necessarily important to avoid or improve your weaknesses, but it's important that you understand yourself because the better you understand yourself, the more you learn from group work.

Another point is challenging common senses. Society is stable because of rules and common sense. However, these are also factors that can stop society from developing and evolving. Although we must understand the rules and the system of society well, we must also challenge common sense that should be changed.

Other Activities

Enrollment Ceremony 2018.9.26

The AGL enrollment ceremony was held on September 26 at the Tokyo Institute of Technology Library 1F Meeting Room.

This year, AGL welcomed six course students from Tokyo Tech, two course students and one semester student from the affiliated Hitotsubashi University as the eighth-stage students. Each student received a letter of acceptance to AGL from the AGL Director, Satoshi Nakamura.

These eighth-stage students renewed their resolution to learn leadership through Dojo and Off-campus Programs of the AGL as well as to refine skills and knowledge in their major academic fields.



AGL NEWS

Academy for Global Leadership

011

AGL Symposium 2018

Past and future of the Academy for Global Leadership

The Academy for Global Leadership (AGL), which was launched in FY 2011 as a program specific to the Tokyo Institute of Technology, was adopted one year later as part of the "Program for Leading Graduate Schools" promoted by the Ministry of Education, Culture, Sports, Science and Technology. We are now in the final fiscal year of the program. To this day, in close cooperation with Hitotsubashi University, we have engaged in the education of real "global leaders" required by society in both humanities and natural sciences. We believe that through these efforts, we have succeeded in turning out unique doctorate degree holders who, unlike our past graduates, do not limit their activity fields to administration and academia but are willing to innovate the world of industry.

On September 4, 2018, we held the AGL Symposium 2018, a public symposium that was intended to report on the achievements made by AGL. We have tried to create a space where students acquire by themselves the capacity, conscience, and attitude necessary to achieve their own dreams, instead of a place where teachers just simply teach something to students. In line with this philosophy, the entire process from planning to management was entrusted to AGL students. I hope that the audience could see the real aspects of their student life.

From FY 2019 onwards, after the end of the Program, AGL will remain as the Global Leader Educational Course and continue to offer opportunities for students to develop their activities. Moreover, the principle of the AGL will be handed over to the Tokyo Tech Academy for Leadership (ToTAL) as the foundation of our leadership education. Please watch as the roles by AGL and ToTAL students evolve in the future.

Satoshi Nakamura, Director of AGL

Isao Sato, Provost, Executive Vice President for Institute Strategy and former Director of AGL

Having held the AGL Symposium 2018

I am very proud to have been closely involved in this public event related to the summary of the program as a member of the AGL. I wanted to emphasize showing the students as they really are when preparing for the symposium. There are many aspects of what we study at the AGL that can be put into practice immediately. On the other hand, I have always felt that some of the academic achievements will bloom only in ten or twenty years. Based on that, we planned and managed the symposium hoping that the participants will pin hopes on the future of the AGL students rather than judge the strengths and weaknesses of the program at the present stage or just highlight the positive aspects.

Through the symposium, we felt how difficult it is to express what we have learned. Especially for the Poster exhibition, while it was not difficult to explain the activities conducted in the framework of the project, we found ourselves less capable of expressing the most important point, namely what we had really learned through such activities. In some cases, we were erroneously convinced that such things could be done by anyone. In other cases, we unconsciously desired to conceal negative aspects and make ourselves look better. We needed courage to show all aspects, including our shortcomings and frustrations. It is certain that there are numerous things that can be learned only through such uncool experiences. In my case, I regret having held onto the details of the themes and reaching a deadlock during the symposium preparations.

Moreover, as I write this passage, I still wonder whether AGL could have been introduced from different perspectives if someone other than I had taken initiative for this symposium. Although I am not pessimistic about my lack of ability, I surely feel that I could do better. I know I will be able to create something better on the next occasion. The most important benefit of having worked as the project director was that I obtained the confidence necessary to proceed to the next step, even if I make a lot of mistakes.

I am glad to see that many visitors came to the symposium and enjoyed the occasion. I would like to express my gratitude for the enormous support offered by many people.

Ayaka Hayashi, Project Director for the AGL Symposium 2018, 2016 AGL student

contents

AGL Symposium 2018

Report 01 Outline of the symposium

Report 02 The way to the day

Report 03 Lecture session

Report 04 Voice from visitors

The voice of a graduate

Other Activities

AGL NEWS 011 Issued on November 15, 2018
Edited and published by
Tokyo Institute of Technology
Academy for Global Leadership
Suzukakedai Office
J3-131, 4259 Nagatsuta-cho, Midori-ku,
Yokohama, Kanagawa, 226-8503 JAPAN
TEL: 045(924)5988 / FAX: 045(924)5627
Mail: agl.jim@agl.titech.ac.jp
URL: http://www.agl.titech.ac.jp/



Report 01 Outline of the symposium

On September 4, 2018, the AGL Symposium 2018 was held at Tokyo Tech Front. As this symposium highlighted the outcomes of AGL over the past seven years, we focused on the activities of each student and made it a place to show off individual "growth". These "outcomes" included the full student experience from changes in thinking and fun experiences to shortcomings and frustrations.

From planning to administration, the symposium was organized by AGL students. Events included a poster exhibiting past activities as well as a lecture with graduates and AGL's external evaluation committee members. Although the event was dampened by an approaching typhoon, 74 people from inside and outside the campus attended.



Report 02 The way to the day

Idea pitch

In developing the project, we learned what Program for Leading Graduate School is and how AGL was started. The 2015 and 2016 AGL students discussed the planning direction. In fact, we realized that we had no prior experience of working on a project with same admission year's students each other. In order to decide the format of the symposium, we held an idea pitch to share ideas. In the idea pitch, the sixth-term proposal was adopted "a project that interaction with an AGL students freely".



Theme decision

Theme selection was the most difficult task until we began concretizing the project. The more we grasp the overall picture of what AGL students have done so far, the more we learned that the types of learning are diverse. Therefore, we decided not to select one main topic. Instead we wanted to convey that each student belongs as part of AGL. This made it very difficult to select a unified message as AGL. We compared theme selection with the initial goal of "expressing individual learning." Ultimately, we decided on a symposium theme of "How to utilize AGL by AGL students". That is, we were going to tell visitors that AGL was a place for students to accept responsibility for what they want to do.



From the planning staff

I hosted a panel discussion at the AGL Symposium 2018. We set the theme to "objectively evaluate AGL". Other contents were based on the subjectivity of AGL students. We thought that an evaluation from an external viewpoint is also important to continue a program like AGL. After setting the theme, we began to select speakers. The selection criteria were the speaker was familiar with AGL but belonged to another agency. We began by asking AGL's external evaluation committee members and graduates. I was tenacious, and ultimately four people attended. On the day of the event, all of the guests exceeded my expectations. Thanks to this, the meeting got exciting.

It was great learning that we set up and operated our own AGL milestone projects. There were also many reflection points. Finally, I would like to extend my sincere gratitude to all the speakers for this occasion.

(Kentaro Matsuura, Panel Discussion Chairperson, 2016 AGL student)



Report 03 Lecture session

Part 1: Learning and career composition in AGL

In the first part, we greeted two graduates: Dr. Hitoshi Yoshiki (2013 AGL student) and Mr. Takanori Nishida (2014 AGL student). They gave a lecture on the impact of learning at AGL on career paths. Dr. Yoshiki fully utilized the characteristics of AGL. During his time, he designed a program by himself and even managed various projects while studying abroad. Taking advantage of the experiences at AGL, he is active with his policy of "keeping projects successful" and "working comfortably with everyone in the team". Mr. Nishida valued the experience of "encounter" gained by AGL. He raised his own mission to "create a world that meets people where they are" and is currently working as a researcher in a company.



Dr. Hitoshi Yoshiki



Mr. Takanori Nishida

Part 2: Environment of AGL and AGL student's potential

In the second part, we greeted Dr. Yoshimasa Kadoka (FUJITSU LABORATORIES LTD. / AGL's Completion Examination referee board members), Mr. Akira Kurabayashi (Draper Nexus Ventures / AGL's Completion Examination referee board members), Dr. Hiroyuki Kawasaki (2012 AGL student), and Ms. Mayu Watanabe (2013 AGL student). We talked about AGL from the outside and the inside viewpoints. AGL's Completion Examination referee board members frankly talked about not only the attractiveness of AGL and the goodness of AGL students but also the attitudes that students should acquire through this program. The experienced persons in AGL recalled their student days and talked about learning and leadership. In this panel discussion, "subjectivity" was raised as a keyword. It is important how students who "belong" are involved in the program with subjectivity. It was pointed out that it is also important to be able to express ideas appropriately. However, we rarely have a clear vision of what we want to do from the beginning. It is important to engage in continued learning through reflection and ingenuity while challenging various things in a positive manner.

A question from the floor was asked. "How can I make AGL a better program?" The AGL's Completion Examination referee board members answered that it is good to learn "philosophy" and to look into a unique world such as the personnel department of a large company. On the other hand, the experienced persons pointed out that it will be more exciting if the Dojo is more open by eliminating the barriers of affiliation to make it more attractive.



Poster Exhibition

At the symposium, we conducted a poster exhibition concurrently with lecture session. The symposium was a summary of the projects that AGL students have participated in with an emphasis on what individuals learned through activities, summarizing the history, and projecting the future of AGL. We put together exhibits at each booth. In the poster exhibition, we cherished the point of "meeting with AGL students directly and talking". The visitors were able to experience what it is like to learn as AGL students through dialog with the poster creators.



Report 04 Voice from visitors

We will introduce some of the voices received in the visitor's questionnaire.

- It was interesting to know first-hand how AGL experiences influence students' careers and how they view the world.
- It was a very meaningful symposium. Thank you very much. I felt that what was created by students alone was the result of AGL education.
- I was glad to hear the feelings inside and outside the AGL, but I wanted a more pointed opinion.
- I commend and respect the students and cooperating graduates as this symposium was realized by a student entity. One disadvantage of a student-based entity is that I could not ask the dojo staff who lead the AGL program questions or hear stories of the students from the dojo staff's perspective.