

Report 5

Prototype development of resident monitoring system (tracking system) for the special nursing home for the elderly

I recently finished a half-year internship at a medical equipment manufacturer. My project involved system development for assisted living facilities. My accomplishments included: building consensus in a team with prototypes of UI & UX, interviewing to verify the values brought by the system, successfully negotiating an agreement for a feasible study with potential customers, and defining the system requirements. I'm very confident in these outcomes. Another fruit of the project was that I developed close personal relationships with the people in this company. I plan to keep in touch with them by participating in Hanami or playing golf together.

Hitoshi Yoshiki
1st year Doctoral Student, Department of Mechano-Micro Engineering



Report 7

Sustainable resource use and waste management - My experience at an institute for global environmental strategies

I worked as a policy researcher on Sustainable Consumption and Production. The focus of my research was how to enhance and mainstream informal initiatives that contribute to community sustainability. The goal was to bring the potential benefits of informal initiatives to the national policy and agenda (in my case Tanzania) in order to accelerate the movement toward sustainable development. I experienced a different work environment in Tanzania, especially with respect to leadership style and work attitude. The team was completely homogeneous, making it difficult to recognize the boss, affirming the team's excellent communication and strong desires to attain the goal. Because the team also worked more independently, time management was a prerequisite. I am inspired by their working style and look forward to implementing this in my country.

Mteki Nyandaro
1st Year Doctoral Student, Department of Environmental Science and Technology

Other activities

Report 9

FD Training 2015.12.25

AGL FD (Faculty Development) Training was held on Friday, December 25, 2015, at West Building 9, Ookayama Campus, Tokyo Institute of Technology. This event gathered AGL relevant parties, including members of AGL Committees and academic supervisors of the students, to review the AGL program and to discuss future efforts.

The attendees were divided three groups. These groups discussed topics of "Training the ability to see the big picture that surpasses the divisions", "Career path construction with industry-government-academia cooperation", and "Training global vision and ability". Each group exchanged opinions actively.



Program for Leading Graduate Schools All round 7 universities symposium 2016 2016.1.14 ~ 1.15

Program for Leading Graduate Schools All round 7 universities symposium 2016 was held on January 14 - 15, 2016 organized by AGL at the Tokyo Conference Center Shinagawa, and 111 participants from industry-government-academic attended.

The program coordinator and students from Kyoto University, Oosaka University, Keio University, Tokyo Institute of Technology, Nagoya University, The University of Tokyo, and Kyushu University presented their efforts and achievements in Leading Program activities.

Keynote speakers from Rakuten, Inc. and Panasonic Corporation gave lectures about global human resources in industry fields and the expectation and utilization of doctoral human resources, respectively. Additionally, a lively panel discussion on enhancing the partnership between industry-government-academia ensued. The symposium was a great success.

Report 6

Learning about the essence of hospitality and developing the mindset

My three-month AGL Off-campus Project took place at a hotel in Tokyo. I engaged two tasks: serving customers at breakfast and lunch, and acting as tour guide about the hotel. The purpose of this project, which was far from my specialty, was to learn hospitality and experience the process of "empathy" toward the customers. I enjoyed this opportunity and learned much more than I expected. I'm sure the concept of hospitality that I learned through this off-campus experience will serve me well in the future. I'm grateful to the hotel and AGL for such an opportunity.

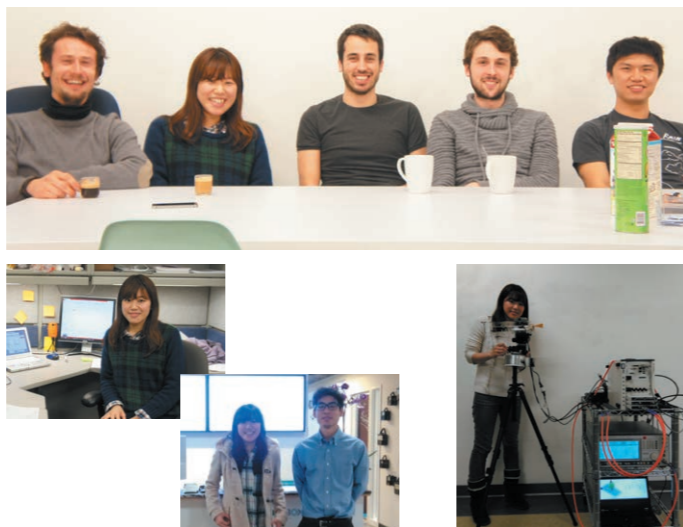
Hiroyuki Kawasaki
2nd year Doctoral Student, Department of Physics

Report 8

Learning about a new form of cooperation between industry and academia

During my off-campus experience at New York University Wireless (NYU wireless), I conducted research on wireless communications, which is my specialty, and learned ways to disseminate research results to society. At NYU wireless, company employees from the wireless communications field, such as AT&T, Nokia and Ericsson, frequently come and discuss related research topics. Furthermore, a postdoctoral began a start-up in our laboratory. I was able to see the close relationship between academia and industry as well as the difference between Japan and the United States in terms of their mindset when creating new businesses.

Rieko Tsuji
2nd year Doctoral Student, Department of International Development Engineering



Report 10



AGL NEWS

Academy for Global Leadership

007

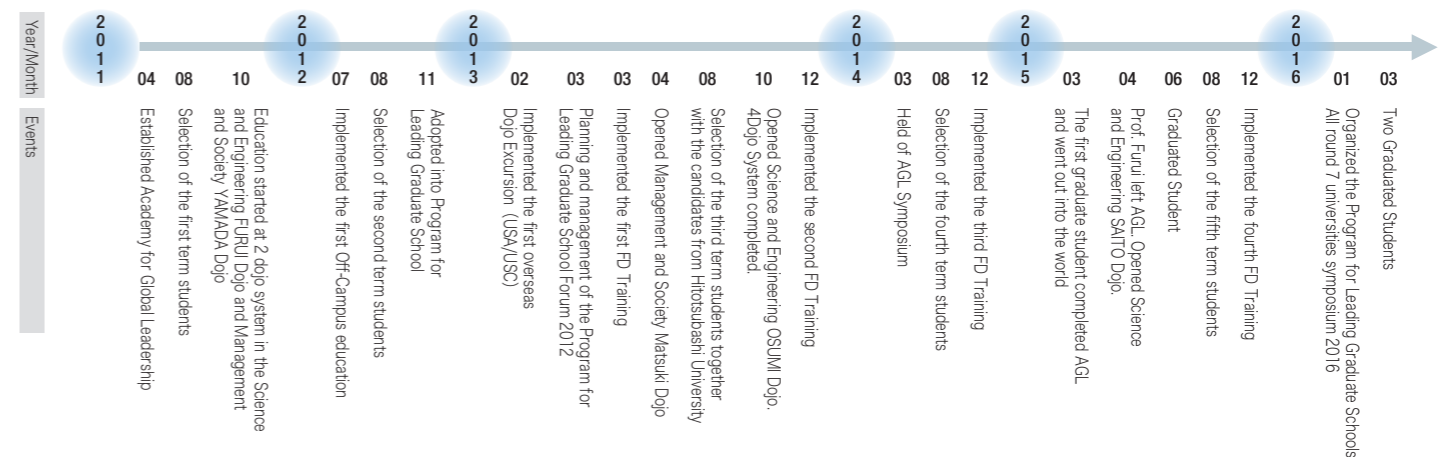
For the 5th Anniversary of AGL

The Academy for Global Leadership (AGL) is entering its fifth new academic year. Since being established in April 2011, the faculty members and the field of activities in AGL have slowly evolved, but its education system and concept have consistently been to "hone by students themselves the skills necessary to become global leaders, such as cooperative engagement, creative problem-solving, open-mindedness, and international awareness." More than 70 students belong to AGL, including students from Hitotsubashi University. Four of which have completed all course requirements and are beginning their activities in society as highly talented PhD holders.

In retrospect, Tokyo Tech, which is a science and technology oriented university, established the AGL based on the sense of an impending crisis by university executives and faculty members due to deviations between university outcomes and the demand from society. In particular, we thought that the divergence in the education of PhD courses may reduce the range of activities for graduates. To the best of my memory, an executive vice president and a group of the faculty members had daily discussions for more than one year about the skills and abilities necessary for leaders in globally growing areas of science and technology and a suitable scheme to cultivate these skills and abilities as well as measures to enhance collaborations with industry. The result was the framework of AGL's education system, which consists of the Dojo program that teaches students the skills and abilities necessary to be global leaders and an off-campus program in which students test their abilities in the "real world".

Five years is one cycle of the AGL education system as this is sufficient time for graduates to begin activities in society. Thus, the AGL just completed its first cycle. I believe that the current AGL's education system realizes steady results due to the persistent efforts of students and faculty members, including those from Hitotsubashi University. However, I also do not think that the AGL system is done evolving. By checking the effectiveness of each element of the system and based on the feedback from society and graduates, we will continuously improve the system so as to enhance the outcomes. Although we already have some concrete plans in mind, we welcome suggestions in order to make AGL be more practical. Please pay attention to AGL in the second cycle.

Isao Satoh, Director of AGL



Enrollment to the AGL Program (On-campus only)

AGL welcomes those with pride and spirit to change global society!

[Time & Date]

- Part1: 15:30 - 16:30 on Tuesday, April 5th, 2016
- Part2: 16:50 - 17:50 on Wednesday, April 6th, 2016
- Part3: 13:30 - 14:30 on Thursday, April 7th, 2016
- Part4: 16:50 - 17:50 on Thursday, April 7th, 2016

[Venue] :

- Ookayama campus: Room S6-305
 - Suzukakedai campus: Room J3-309B
- The briefing will be conducted at Ookayama and Suzukakedai by connecting using a remote system

contents

Introduction of Dojo

- Report1** Dojo for Management and Society YAMADA Dojo
- Report2** Dojo for Management and Society MATSUKI Dojo
- Report3** Dojo for Science and Engineering SAITO Dojo
- Report4** Dojo for Science and Engineering OSUMI Dojo

Other activities

- Report9** FD Training
- Report10** Program for Leading Graduate Schools All round 7 Universities symposium 2016

Off-Campus Report

- Report5** Prototype development of resident monitoring system (tracking system) for the special nursing home for the elderly.
- Report6** Learning about the essence of hospitality and developing the mindset
- Report7** Sustainable resource use and waste management
- Report8** Learning about a new form of cooperation between industry and academia



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Introduction of Dojo

Introduction of 4 Dojos as the key to AGL education. These Dojos are open to any students of Tokyo Tech to experience of AGL education in the 1Q of 2016!

If you are interested in AGL, please feel free to contact the AGL administration office or each Dojo directly.

Dojo for Management and Society

Report 1 Yamada Dojo

The Yamada Dojo fosters "leadership" with the capability of creating new value and execution. Since the Yamada Dojo is open to those outside AGL, AGL students often enjoy co-work with students from diverse backgrounds. In addition, AGL students can join various workshops and execute processes to "explore problems", "define issues", "ideate solutions", and "practice the ideas", and "test and check". These workshops not only develop "logical" capabilities but also foster non-linear capabilities such as creativity and execution skills.

- To join **Lean Launchpad**; a series of workshop to iteratively create and verify hypotheses, which lead to the truths of business (<http://www.titech.ac.jp/education/stories/leanlaunchpad2016.html>)

- To join **Future Foresight**

- To join **"Stanford Univ./Innovation Master Series"**

- To have the event of **"d.school comes to Tokyo Tech"** (http://www.titech.ac.jp/globalization/stories/dschool_2015.html)

- To share time with professionals with various backgrounds from academic, business, and government.

Voices of students

AGL offers opportunities to collaborate with people with different views. In particular, the excursion to d.school at Stanford University provided me the experience to understand how consensus can be built in a diverse team.

A "good adult" differs from a "good child". I am afraid that "good adults" each student is pursuing would be the identical with that AGL is targeting. The Yamada Dojo provides support and an ideal environment for students to grow from a good child into a good adult.



Report 2 Matuski Dojo

The Matuski Dojo takes its themes from real problems that society constantly faces.

Our fifth class of students is divided into three groups, each with their own theme. Under the themes of "region development" and "enterprise creation," the students develop plans for two specific areas (Izu Oshima and Kurabuchi-machi in Takasaki City). Additionally, students in cooperation with participating venture companies concentrate on forming strategies for new projects.

Our program's classroom-style lectures provide the foundations for company management, strategy formulation, leadership, and more. During the group work sessions based on these themes, students travel to actual sites where they assess and analyze various issues on relevant topics. From there, they work together to determine the measures needed to resolve the problems. The students are now revising their ideas, often based on the feedback of active leaders in society.

Going to actual locations and interviewing leaders is not just about gathering information on specific themes. We believe it is more about experiencing the passion, the approach, and even the challenges of real people working in the real world. Feeling the tension of the situation is an essential part of practical learning.

Recently our students took part in an overseas training program in Vietnam. They were entirely responsible for planning a ten-day operation, which required them to work alongside other students who had studied negotiation techniques at Harvard University. The training was truly a great experience. The students did everything necessary to ensure success of the project. While working with university students to devise and revise the plans, they were building a global perspective and an international network.

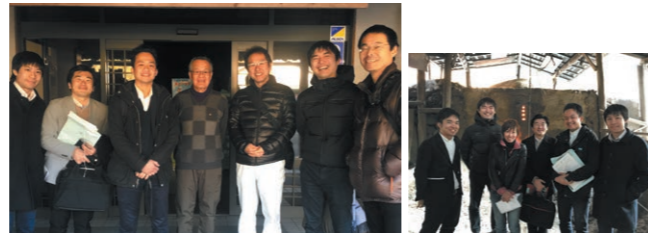
There is no doubt that through these experiences, each and every student in the Matuski Dojo — as well as each team — has grown a lot.

For the next six months, the students will take their plans, which they developed with their current groups, to the next level. They are set to compete against real successful leaders on the global stage. We look forward to seeing how our students handle this moment of truth.

Voices of students

"Challenge", "people", "commitment to the society" are keywords of the Matuski Dojo. I implemented all aspects of an educational-support program for high school students from Tohoku, including funding. I learned a lot from the project, which will be important when I start new projects. Additionally, I gained insights on being a leader, such as showing vision to members and possessing a positive attitude even in difficult situations. This activity was an opportunity for me to work for society and not just for personal gain.

Group work for the recreation of the local



Overseas Dojo Excurtion at Vietnam



Tohoku Project



Dojo for Management and Society

Report 3 Saito Dojo

The Saito Dojo is a "Monotsukuri Practice Dojo".

"Monotsukuri" is the origin of human beings. The brains of human beings have been dramatically developed by "Monotsukuri". The Saito Dojo is a place to experience the fun and the depth of "Monotsukuri".

Students have the opportunity to think deeply about what a "global leader" is through first-hand experiences during the Introduction, Group Work, and Completion Project. Students may use a 3D-printer and facilities at Tokyo Tech.

The Saito Dojo is always open, and challenges students to produce what they imagine.

- Students have demonstrated their ingenuity at the Tokyo Tech Festival, allowing many elementary and junior high school students to experience the fun of "Monotsukuri".

- Additionally, students have presented original objects that they designed and manufactured by themselves as souvenirs in international exchange and volunteer activities. These exchanges have promoted deep friendships.

- **Examples of products** : seal, miniature model of the main building of Tokyo Tech, photo frame, Samurai stamp, Lego magnet, key holder, card case.

Voices of students

When I joined the Saito Dojo, I couldn't understand the correlation between "Monotsukuri" and leadership. However, I realized clearly the link between leadership and teamwork when I tried to explain my idea over and over to my group members. There are many tools we use which are not sufficient for our needs. I feel motivated to learn "Monotsukuri" by finding actual need for design and manufacturing. The concept of the Saito Dojo made me eager to innovate something.

Report 4 Osumi Dojo

Leadership is not innate, but it is acquired and developed through efforts, determination and education. This dojo focuses on innovation and entrepreneurship, and provides opportunities to interact with various entrepreneurs in the real world. Students acquire excellent Emotional Intelligence, which along with self-awareness, social-awareness, and management capabilities, is the basis of leadership. This dojo also provides the opportunities to influence colleagues through strong will by presenting vision and processes in order to achieve good results as a leader.

《Introductory course》

This course provides opportunities to interact with executives of enterprises and entrepreneurs in the area of media and ICT including I-o-t. By learning from the vision and actual experiences of leaders, students re-experience entrepreneurship of how they learn from the markets, provide and grow innovations to the world.

《Group work course》

The perspectives of the relationship between media and society is deepened by enhancing the ability to analyze information from various media by Big Data analysis because this skill will be indispensable for future leaders to understand rapidly growing and diversifying social media.

《Project》

Students participate in the Japan study tour of Steinbeis University along with consulting Japanese companies in terms of how they strategically internationalize their operations. In preparation, students learn about basic analytical tools such as SWOT, PPM, and VRIO.

Voices of students

After joining the Osumi Dojo, I had the chance to interact with representatives of companies every week and discuss new technologies and business models. They also shared ideas on innovative visions in their companies. Due to these intensive discussions, my mindset of how professionals in business turn theory into practice was changed. More importantly, I realized that to aspire as a leader, it is important to be open-minded.

