

AGL NEWS

Academy for Global Leadership

004

Special Issue on Dojo Activities

report 01

d.school comes to Tokyo Tech 2014.7.18 ~ 7.20

Keisuke Yamada | Master of Dojo for Economics and Humanities

AGL hosted a two-hour lecture on July 18th followed by a two-day workshop on "Design Thinking" on the 19th-20th with three tutors from "Hasso Platter Institute of Design at Stanford"; "d.school".

"Design Thinking" should be understood as a methodology and concept to create new value for society. It originated by the d.school, which was established in 2005 to foster "innovators". Design Thinking has five steps: empathize, define, ideate, prototype, and test. "Idea generation beyond logic" and "exploring elements to structure users' needs" are the two main tenets of Design Thinking.

Although some universities, such as Tokyo Univ./i.school and Keio SDM, have introduced "Design Thinking" in their education programs, Tokyo Tech/AGL hosted the lecture and the workshop by the tutors from the d.school prior to the incorporation by these universities.



1. LECTURE (17:00-19:30, 18/July, 2014):

The lecture drew an audience of 200, including students and faculty from Tokyo Tech and other universities as well as people from enterprises. This lecture may be responsible for the recent attention on Design Thinking in Japan. The three tutors from the d.school, Thomas Both, Scott Witthoft and David Janka, opened with a casual icebreaking message, "Tell your neighbors about what you like".

They explained the five steps of Design Thinking with examples used at the d.school. This was followed with an informative discussion and Q&A session, which lasted over two hours.

2. DESIGN CHALLENGE, a workshop:

Forty-five students from Tokyo Tech, Hitotsubashi Univ., and Keio Univ. joined the two-day workshop. The theme was "Redesign how it feels to be part of Jiyugaoka", and the students created and suggested new value-added services or products as the result of exploring and understanding the "needs" of the people in Jiyugaoka. With the guidance of the tutors, the students proceeded through the five steps of Design Thinking and visualized solutions as the result of their interviews with people in Jiyugaoka.

AGL/Yamada Dojo understands that "leadership" should be equal parts of "developing and executing new emerging and growing fields" and "entrepreneurship". Since "new ideas and suggestions" and "exploring and extracting needs from society" may be key functions, Yamada Dojo views "Design Thinking" as a fundamental concept for the function of "leadership". Yamada Dojo conducts the "Future Foresights" workshop to enhance idea generation skills and the workshop of "Lean Launchpad" as an advanced course of Design Thinking to engage in customer development.

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Study trip to a three-day boot camp of Innovation Master Series (IMS) for learning Design Thinking at Stanford University 2014.6.17 ~ 6.25

Participants:

Keisuke Yamada _____
(Master of Dojo for Economics and Humanities)

Keita Azechi _____
(3rd year Doctoral Student, Department of Environmental Science and Technology)

Jyojyu Uechi _____
(2nd year Doctoral Student, Department of Environmental Science and Technology)

Hiroyuki Kawasaki _____
(1st year Doctoral Student, Department of Physics)

Mayu Watanabe _____
(2nd year Doctoral Student, Hitotsubashi University Graduate School of International Corporate Strategy)

Jian Hong Wang _____
(2nd year Master Degree Student, Hitotsubashi University Graduate School of International Corporate Strategy)

Keisuke Yamada | Master of Dojo for Economics and Humanities

Five students from AGL were dispatched for the third time to IMS for Yamada Dojo. The previous two visits were in June and December 2013. IMS is a three-day boot camp to learn/experience Design Thinking methodology that targets young international professionals in charge of business development. It is expected that the students will be stimulated from such colleagues in addition to learning/experiencing Design Thinking.



Jyojyu Uechi | 2nd year Doctoral Student, Department of Environmental Science and Technology

I joined Innovation Master Series (IMS) to learn about the mindset and skills of empathy because I think that empathy is a very important step for innovation or solving difficult problems. Through these courses, I gained a deeper understanding of the attitude and techniques for observations and interviewing. For example, I learned that we should avoid biases and presumptions when we empathize with others and to keep asking questions to deepen understanding. On the other hand, a hypothesis is basically very important for interview surveys in research field. These courses left an impression on me.



Hiroyuki Kawasaki | 1st year Doctoral Student, Department of Physics

My purposes for joining both IMS boot camp and "d.school comes to Tokyo Tech" were to accumulate experience and knowledge about the methodology and the conceptual process of Design Thinking and to enhance the mindset behind "Design Thinking". Actually, I could feel the "mindset" from the processes during the workshops, such as exploring the insight of the "needs" by asking why several times, generating possible solutions for issues by considering "how" through iterative discussions with other group members, and emphasizing learning from "failures" without the fear of failing.

Study Trip to Program on Negotiation Executive Education 2014 at Harvard University 2014.9.13 ~ 9.22

Participants:

Yasuaki Kittaka _____
(Assistant Instructor of Matsuki Dojo for Economics and Humanities)

Tomoko Watabe _____
(ICS Coordinator)

Jyojyu Uechi _____
(2nd year Doctoral Student, Department of Environmental Science and Technology)

Rieko Tsuji _____
(1st year Doctoral Student, Department of International Development Engineering)

Shunsuke Nakamura _____
(2nd year Master Degree Student, Department of Environmental Science and Technology)

Hitoshi Yoshiki _____
(2nd year Master Degree student, Department of Mechano-Micro Engineering)

Mayu Watanabe _____
(2nd year Doctoral Student, Hitotsubashi University Graduate School of International Corporate Strategy)

Yasuaki Kittaka | Assistant Instructor of Matsuki Dojo for Economics and Humanities

Five students from AGL attended the "Program on Negotiation Executive Education 2014" at Harvard University. Prior to arriving at Harvard, these students attended independent study meetings run by students with negotiation skills for at least three months. Thanks to these efforts, all participants were able to learn the theory and practice of diplomacy while repeating trial and error in role-play with participants from around the world.



This weeklong program was an intense environment. Although students had to converse in English, AGL students worked together and learned a lot.



Schedule

9.13	Departure from Japan
9.14	Advance preparation
9.15~18	Attend the "Program on Negotiation Executive Education 2014"
9.19	Visit Consensus Building Institute
9.20	Visit Harvard University
9.21	Departure from USA
9.22	Arrive in Japan

Rieko Tsuji | 1st year Doctoral Student, Department of International Development Engineering

By participating in this program, I wanted to learn the effects of my counterparts' emotions on negotiation. I also wanted to develop strategies to negotiate advantageously while maintaining a relation with my counterparts, and to learn differences between theories and practice. As a result, I learned five Core Concerns: Appreciation, Affiliation, Autonomy, Role, and States. When one side of a negotiation feels that their Core Concerns are ignored, they have negative feelings, which can adversely affect the negotiation. I also learned that for the results to feel fair, the negotiation process itself and the end result are equally important. In practice, I found that it is necessary to change strategies flexibly depending on my counterparts' culture and the individuals involved in the negotiations. Therefore, I would like to gain a lot of strategy patterns in the future.



Jyojyu Uechi | 2nd year Doctoral Student, Department of Environmental Science and Technology

I need skills of consensus building to develop renewable energies smoothly and appropriately. I joined the Program on Negotiation to obtain a theoretical knowledge, experiential knowledge, and negotiation experience in a business context. Through the study meetings in Japan and the training program at Harvard, my knowledge was greatly expanded. Furthermore, I gained valuable experience of business negotiation in an international environment with an incredibly diverse range of people.

Excursion to India 2014.8.27 ~ 9.7

Participants:

Sadaoki Furui

(Master of Dojo for Science and Technology)

Haruko Hirose

(Professor of Dojo for Science and Technology)

Keita Azechi

(3rd year Doctoral Student, Department of Environmental Science and Technology)

Takayuki Shima

(2nd year Doctoral Student, Graduate School of Bioscience and Biotechnology)

Rieko Tsuji

(1st year Doctoral Student, Department of International Development Engineering)

Ryota Takamura

(2nd year Master Degree Student, Department of Mechanical Sciences and Engineering)

Jian Hong Wang

(2nd year Master Degree Student, Hitotsubashi University Graduate School of International Corporate Strategy)

Tomohiro Kato

(2nd year Master Degree Student, Hitotsubashi University Graduate School of Law)

Sadaoki Furui | Master of Dojo for Science and Technology

During this India excursion, we visited the Embassy of Japan in Delhi, the UNIDO, three major universities, two Indian companies, and three Japanese companies. We conducted discussions and group works, which mainly focused on major problems in India and India-Japan relationships. We learned many facts, which could not be experienced without visiting India, such as multi-lingual, multi-racial, multi-religious, class-conscious, income-gap society, and India-centric globalization. We would like to express our thanks to many people in India, including the two leaders' human connections because this excursion would not have been possible without their devoted work.



Schedule

8.27	Departure from Japan
8.28	Visit the Embassy of Japan, UNIDO, TERI University
8.29	Visit Yakult Danone India Pvt. Ltd
8.30	Visit Uttam Glass Works
8.31	Moving Day
9.1	Visit TCS(Tata Consultancy Services)
9.2	Visit Toyota Kirloskar Motor Pvt. Ltd., Toshiba Software India Pvt. Ltd.
9.3	Group Work at IISc(The Indian Institute of Science)
9.4~5	Group Work at IITH(Indian Institute of Technology, Lyderabad)
9.6	Departure from India
9.7	Arrive in Japan

Takayuki Shima | 2nd year Doctoral Student, Graduate School of Bioscience and Biotechnology

During this 11-day excursion in India, we visited various developing regions. At public organizations, such as the Embassy of Japan and the UNIDO, I strongly felt that India is growing its presence in the world, and learned special features of business in India through our visits to companies. We also visited India's top-level universities, IISc and IIT-H, and had workshops on social issues, such as education, research, energy, and business, together with the students. I was impressed that the students' suggestions and counterarguments were often beyond my expectations. In the near future, our experiences and what we have learned through this excursion will be very beneficial for cooperating with Indian companies and universities.

Keita Azechi | 3rd year Doctoral Student, Department of Environmental Science and Technology

We visited India, "the world's largest democratic country", for 11 days to cultivate a better understanding of Indian society and economy. Through visits to universities, the Embassy of Japan, and global companies, we were strongly impressed by the excellence and giant human resources of India, and we learned about the diversity and complexity in India. In addition, we organized a collaborative workshop with IIT-H, a leading university for science and engineering in India, to increase their interests in Japan, especially for academic studies. The workshop provided me with my first opportunity to organize and facilitate the whole process for an international workshop. All of the participants answered our questionnaire by saying that their interests in Japan were increased through the workshop. We are satisfied with this achievement.

Review of Matsuki Dojo Group Work's Final Presentation 2014.8.26

Nobuo Matsuki | Master of Dojo for Economics and Humanities

On the 26 August 2014, a briefing session for the students' group work of the theme to propose new business model to companies has been held. Four groups, each composed of 6 students, successfully delivered final presentations, since the same presentations were delivered to their targeted companies in July. At the onset of group work in April, everyone had no idea where or how to start. The students developed proposals and managed the projects themselves, allowing them an opportunity to develop and demonstrate their skills on foresight, logical thinking, persuasion, and how to put plans into practice. We believe that the objectives of the group work were successfully achieved.



Group Work on "Big Data" : Final Report 2014.7.30

Noriyoshi Osumi | Master of Dojo for Science and Technology

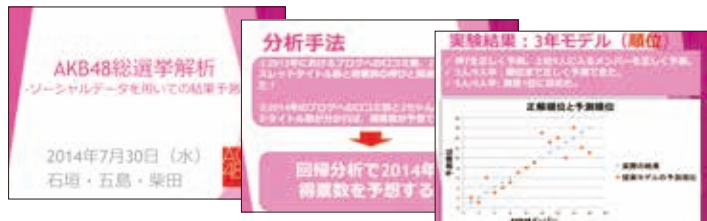
Big data analysis was conducted as a group work project in Osumi Dojo in Science and Technology during the 2014 spring semester. The students were divided into two teams after a series of lectures about big data analysis. The analysis themes were chosen according to the team's interest. The teams statistically analyzed social media such as blogs and twitter and constructed statistical models with other social indices. The data were handled and processed for six weeks, and the final presentation was given on July 30.

After the presentations, included were question and answer sessions about data analysis and its strategies. Their models were highly appreciated even though they were constructed in a short period of time.

Theme of each team

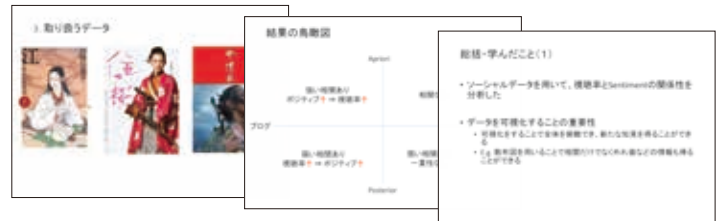
Group 1: "AKB48 general election analysis- Outcome prediction using SNS-"

The ranking was accurately forecasted from the number of blogs and its statistical relationship to the ranking in previous years.



Group 2: "Correlation of social media and audience rating of TV"

They made a correlation model for the relation between the audience rating of NHK Taiga Drama broadcasted in a week and blog data for the previous week.



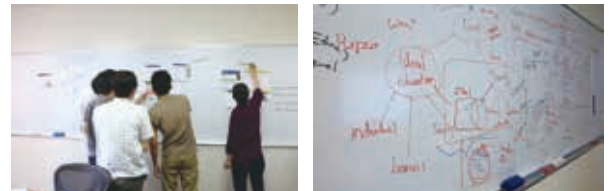
Other Activities

Screening Camp 2014.8.9 ~ 8.11

The Academy for Global Leadership conducted a three-day candidate screening camp on August 9 – 11 at International Productivity Center (Shonan Village, Hayama, Kanagawa). While the weather was bad on those days due to typhoon no. 11 approaching to Japan's main island, altogether 27 candidates positively participated in group work and presentations.

Unlike last year, we had a number of international students, who accounted for one third of all candidates. There were lively exchanges and presentations irrespective of their nationality.

Faculty members observed the activities and attended individual interviews with the candidates to discuss and evaluate whether the candidates meet the requirements to be a global leader at AGL. Successful candidates selected at this screening camp will start at AGL as fourth-generation students in October.



The 2nd advisory board and external evaluation committee combined conference 2014.7.22

The 2nd advisory board and the external evaluation committee combined conference was held in the AGL conference room at the Tokyo Institute of Technology Ookayama campus on Tuesday, July 22. The valuable opinions of the advisory board and external assessment committees will guide the AGL's activities in the future.

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From the administration office

Academy for Global Leader (AGL) enters its fourth term in October. Fifteen students have joined AGL. Thus, AGL will have trained 49 students to be global leaders.

The cooperation with Hitotsubashi University, which began last year, has further strengthened AGL, and the remote lecture series that connects both universities will be scaled up in the future.

Please pay attention to the AGL's activities in the future.



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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/>