

東京工業大学

ジョージア工科大学リーダーシッププログラム

Georgia Institute of Technology Leadership Program

(アメリカ合衆国・アトランタ)

Spring 2019



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# Chapter 1

## Purpose of the Program

Organized by Georgia Institute of Technology, this program enables students to build leadership skills and develop the practical abilities required to play an active part in the international community through a series of learning activities.

For third- and fourth-year undergraduate students, this program is a part of Study Abroad and International Internships, one of four areas of study in Global Scientists and Engineers Courses.

- (I) Global Awareness: Foster ability to think flexibly from an international perspective and willingness to engage in global activities
- (II) English and Communication: Foster proficiency in English and communication skills necessary to study or work abroad
- (III) International Cooperation Practice Grounded in Science and Technology: Foster ability to understand the nature of global issues and recognize constraints, work cooperatively with culturally diverse people, and propose innovative solutions to complex problems
- (IV) Study Abroad and International Internships: Foster ability to take initiative and work independently in other countries, have confidence in one's acquired expertise, and develop risk management skills

Study Abroad and International Internships aims to enable students to develop the following abilities and skills:

- (I) The basic ability to make judgments in difficult situations, to live and work independently in a different environment, to take initiative and manage risks, and to have confidence in one's acquired expertise
- (II) Communication skills, foreign language skills, and ability to express one's own ideas to deepen understanding of different cultures, to understand other's opinions, and to explain one's opinions
- (III) The basic ability to play an active part in the fields of science and technology in developing countries by acquiring practical skills and ethics as a scientist and engineer, by working as a team, and by exercising problem-finding and problem-solving skills in various situations overseas

Study Abroad and International Internships enables master's students to develop the following abilities and skills:

- The abilities necessary to become a leader through self-awareness of one's strengths and value system, and through fair assessment of one's capacity
- The ability to decide one's future career direction
- The ability to coordinate members of a group in a different culture and transdisciplinary environment
- Problem-solving skills in a different culture

## Chapter 2

### Participant List

| No | Role sharing                     | Affiliation                          | Year | Sex | Nationality |
|----|----------------------------------|--------------------------------------|------|-----|-------------|
| 1  | Leader                           | Biomedical Engineering               | B3   | M   | Thai        |
| 2  | Final Presentation editor        | Life Science of Technology           | B3   | M   | Japanese    |
| 3  | Accounting                       | Life Science of Technology           | B3   | F   | Japanese    |
| 4  | Web Article editor               | Life Science and Technology          | B4   | F   | Japanese    |
| 5  | Deputy Leader                    | Industrial Engineering and Economics | B4   | M   | Japanese    |
| 6  | Report editor                    | Civil Engineering                    | M2   | F   | Bangladeshi |
| 7  | Recording (Take pic. and videos) | Civil Engineering                    | M2   | F   | Bangladeshi |
| 8  | presentation at GT               | Computer Science                     | M2   | M   | Japanese    |



Fig. 2.1 Group Photo in Last Session

# Chapter 3

## Schedule

This schedule is tentative

### Georgia Institute of Technology Leadership Program March 2019

| Date |     | Activity  | Detail  |
|------|-----|---|---|
| 3/5  | Tue | Leave Narita 17:30- Arrive Atlanta 16:00                        | Flight: DL296   |
| 3/6  | Wed | Welcome & Icebreaker & Campus Tour                              | Campus Tour led by Georgia Tech International Ambassadors   |
|      |     | Leadership Workshop   | <a href="http://leadership.gatech.edu/">http://leadership.gatech.edu/</a>   |
|      |     | Reception, Student Meet & Greet / Tokyo Tech presentation       |   |
| 3/7  | Thu | DAY OFF<br>Students will visit the place on their own, i.e. CNN | <a href="http://tours.cnn.com/#">http://tours.cnn.com/#</a>   |
| 3/8  | Fri | Martin Luther King, Jr. National Historic Site                  |   |
|      |     | Strength's Quest: Individual Leadership Assessment and Training | <a href="http://engage.gatech.edu/content/strengths-leadership-initiative">http://engage.gatech.edu/content/strengths-leadership-initiative</a> |
| 3/9  | Sat | Atlanta Beltline Tour   | <a href="https://beltline.org/">https://beltline.org/</a>   |
|      |     | Center for Civil and Human Rights                               | <a href="https://www.civilandhumanrights.org/">https://www.civilandhumanrights.org/</a>   |
| 3/10 | Sun | Leadership Challenge Course<br>Debrief after leadership course  | <a href="https://crc.gatech.edu/services/challenge-course">https://crc.gatech.edu/services/challenge-course</a>                                 |
|      |     | HALF DAY OFF<br>Students will visit the place on their own      |   |
| 3/11 | Mon | Culture Map Presentation & Discussion                           | <a href="https://www.erinmeyer.com/">https://www.erinmeyer.com/</a>   |
|      |     | Presentation Preparation (room available, as needed)            |   |
| 3/12 | Tue | Grand Challenges Course with Dr.Davis                           |   |
|      |     | HALF DAY OFF<br>Students will visit the place on their own      |   |
| 3/13 | Wed | Presentation Preparation (room available, as needed)            |   |
|      |     | Final Presentation & Farewell                                   | PPT presentation followed by individual feedback for students   |
|      |     | 2019 InVenture Prize Finals Event                               | <a href="http://inventureprize.gatech.edu/">http://inventureprize.gatech.edu/</a>   |
| 3/14 | Thu | Leave Atlanta 12:25 pm  | Flight: DL295   |
| 3/15 | Fri | Arrive Narita 15:40 pm  |   |

## Chapter 4

### Outline of the United States of America

#### 4-1 Geography

The United States of America is the world's third largest country in size and nearly the third largest in terms of population. Located in North America, the country is bordered on the west by the Pacific Ocean and to the east by the Atlantic Ocean. Along the northern border is Canada and the southern border is Mexico. There are 50 states and the District of Columbia.



Fig. 4.1 Map of USA

#### 4-2 History

For centuries' native peoples lived across the vast expanse that would become the United States. In the early 17th century, settlers moved from Europe, established colonies, and displaced the native peoples. The settlers fought for their independence from Britain in the late 18th century and formed a union of states based on a new constitution. The nation continued to expand westward and although the country is a relatively young nation, it has become a global power since declaring independence from Britain on July 4, 1776.

#### 4-3 Demography

White people constitute the majority of the U.S. population, with 61% in 2016. Hispanic and Latino Americans accounted for 18% in 2016 data. African Americans accounted for 12%. Immigrants and their U.S.-born descendants are expected to provide most of the U.S. population gains in the decades ahead.

#### 4-4 Economics

The economy of the United States is a highly developed mixed economy. It is the world's largest economy by nominal GDP. It also has the world's seventh-highest per capita GDP (nominal) and the eleventh-highest per capita GDP (PPP) in 2016. The US has a highly diversified, world-leading industrial sector. High technologies in USA try to dominate the market around the world.

Specially, GAFMA (Google, Apple, Facebook, Microsoft, and Amazon) is the famous companies as a biggest IT company in the world.

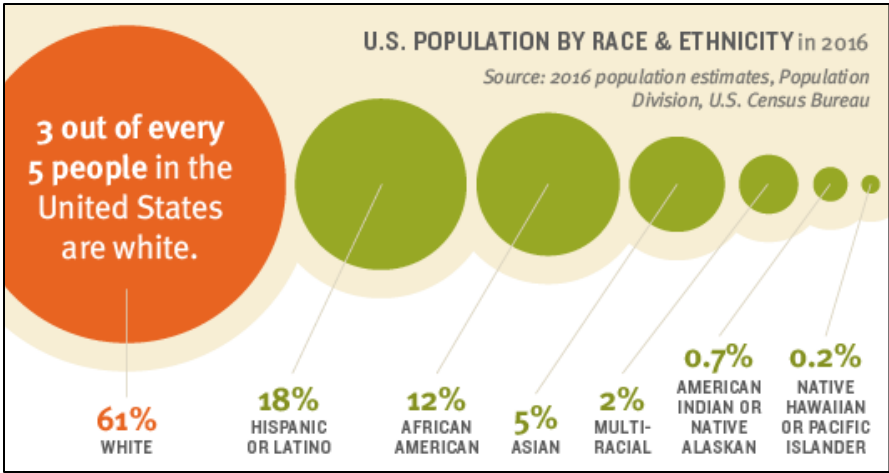


Fig. 4.2 U.S. Population by Race & Ethnicity in 2016

Table 4.1 The 10 largest companies in the world by market value in (2018)

|                    |       |
|--------------------|-------|
| Apple              | 926.9 |
| Amazon.com         | 777.8 |
| Alphabet           | 766.4 |
| Microsoft          | 750.6 |
| Facebook           | 541.5 |
| Alibaba            | 499.4 |
| Berkshire Hathaway | 491.9 |
| Tencent Holdings   | 491.3 |
| JPMorgan Chase     | 387.7 |
| ExxonMobil         | 344.1 |



## Chapter 5

### Details of Places to visit

#### 5-1 About Georgia Institute of Technology

##### 5-1-1 Outline of Campus

Georgia Institute of Technology is one of the most famous technology universities in not only the USA but all around the world. This university main campus is located in Atlanta, state of Georgia, while the other two extended campuses are located in France and China. The university was found on 13th October 1885. In the beginning, it was started as a trade school. The university slowly transited to technological university due to more recognition in technology and innovation. Georgia Tech claims that the university is ranked 4 in Best Undergraduate Engineering Programs, with all of the Institute's undergraduate engineering programs ranking in the top 5. All of Tech's graduate engineering program rank in the top 10. The Institute is rated among the top universities in the nation for the graduation of underrepresented minorities in engineering, physical sciences, and architecture and planning with more than 60 chartered students organizations exploring religious, racial, sexual, and ethnicity.

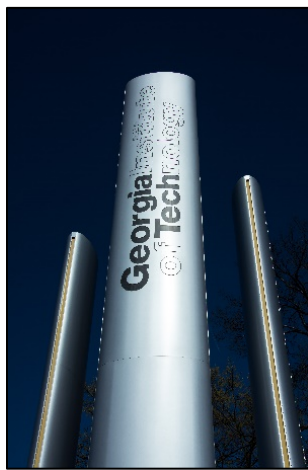


Fig. 5-1 Georgia Tech Sign



Fig. 5-2 TECH TOWER

The Atlanta campus can be categorized into five zones; Central, Northeast, Northwest, Tech Park and Tech Squares. Central campus is mostly the academic, administrative and research building. The renovated historical district is located in this area. Northwest and Northeast zone mostly consists of the resident facilities dormitories and apartments. For east campus, it is a little bit different as most of the residential building are for fraternities or sororities. The total area of the campus is around 373 acres or 1.5 km<sup>2</sup>. The Campus can be visited by either driving or using a rail system called 'MARTA'. Inside the campus, inbound transportation services are also available in various options. There is a loop bus called Stinger Bus through a campus core and the east and west residential area. There is a tech trolley service, which operated from west to east area including transit to Midtown station, Tech square, Barn & Noble Bookstore & Publix grocery store. This transportation network is vital for commutation within the campus as the campus is very large compared to Tokyo Tech. We visited several locations and facilities within the campus such as Tech Tower, library, student center etc. One location that is spoken in such high regard among Georgia Tech students is the sports center, as it once used to be a facility used in 1996

summer Olympics as a training facility and the competition swimming pool. There are a lot of common spaces where a student could sit and do a lot of things like study, working or even take a rest. It is fair to say that the environment Georgia Tech set up for students in here is very comfortable and great for living in the campus.



Fig. 5-3 Map of Georgia Tech Campus



Fig. 5-4 Georgia Tech Campus

### 5-1-2 Student Exchange

Speaking of students, there were a bunch of students coming to meet us as well. We had some help from Skylar, Graeme and Alicia, who are current students in Georgia Tech, showed us around on the campus tour. They were really enthusiastic about Japanese culture as well. We also met with several students who are interested in studying abroad in Japan as they attend our presentation on Japan and Tokyo Tech. We met some students from Japanese students association in Georgia Tech and other students who attend Japanese language class in Georgia Tech as well.

The university opens for international students to enroll in their courses in several ways. Apart from enrolling permanently as new students or a transfer students, there is also a course opened without credit for international students in the short term. There is some limitation over financial aid and courses that you can take without any restriction from the current students. There is all information about the period of application or guideline to enroll for the course available on the website as well.



Fig. 5-5 Group photo at Georgia Tech Campus

### 5-1-3 Other (Grand Challenge Course)

We had a chance to attend the poster presentation of the Grand Challenge course, which is one of the programs that Georgia Institute of Technology facilitates every year. The idea of this course is to get a group of student together to think about ideas, concepts or innovations that will solve the problem. Students will be able to take this course for one or two years in both Autumn and Spring semester. They will have time to develop their idea to create a prototype or virtual concept to be presented in the session where they can pitch their idea to both faculties and visitors who have an interest in the presentation. The presentation format is similar to the typical poster presentation. There are some gimmicks add on in this session as all visitors will receive the fake money in a form of casino coin. The visitors will be able to give that money to the team who the idea is favored.



Fig. 5-6 Grand Challenge Course

We attended the session where most students were in the first year. A variety of topic that is very big as there are ideas from a small scale like the household problem through the big scale problem like the commutation problem affected by traffic congestion. During two hours of this session, there were several ideas we have been through that is very interesting as well. There was the idea that we can use an application that could help us know the pathway that has congestion so we can find another pathway for a commutation. It will be helpful to many application such as fixing traffic congestion problem or finding a better evacuation route in case of disasters. There were also something very relaxing like the game where they try to simulate the scenario of students in 7th grade as features of the game, which aims to create relaxation and help aid more creativity to students as well. We can see that it feature various issues and approaches, which can be very interesting for both the idea of the projects and the concept of course that other universities might be able to do the similar thing as well. It would help students to try thinking about how to utilize their knowledge or research in a particular field to solve a particular problem in real life.

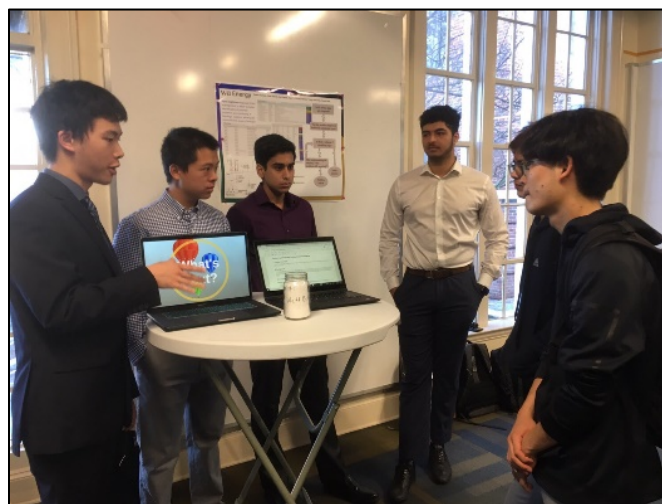


Fig. 5-7 Presentation of the Grand Challenge Course



## 5-2 About the Georgia Institute of Technology Leadership Program

### 5-2-1 Leadership Workshop

Georgia Tech Leadership workshop was a great experience for us. We learned a lot from this workshop. At first day, we got the opportunity to present about Japan and Japanese culture. Student from Georgia Tech who are studying Japanese or had interest in Japanese they joined the presentation and it was a great experience. Before the presentation, we have learned about our leadership strengths. Dr. Wes Wynens, Director and Ms. Stacey Doremus Assistant-Director of Leadership Education and Development in Georgia Tech took a session and discussed about cultural difference of different countries.



Whole session was organized into three parts:

1. How you see American leadership?
2. How you think how American see Japanese leadership?
3. How you see your leadership?

Fig. 5-8 First session in Georgia Tech Leadership Workshop

By discussing about first 2 topics in groups we recognized that there are big cultural differences between Japan and America. Two Georgia Tech students joined the session and gave their opinion as well. Our findings were as follows

| Characteristic   | United States   | Japan   |
|--|---|---|
| <b>Speed Vs. Consistency</b>                                 | Generally U.S. company's decision making is quick. Superiors give some great leeway to subordinates so that they can decide and make decisions quickly.                           | Japanese company's decision making is in stages along their corporate hierarchy. Their decisions are very cautious and conservative and sometimes slower than U.S. companies. These stages are backed by plenty of meetings and documentation. This minimizes error and brings consistency at all levels. |
| <b>Roles &amp; Responsibilities for Individual vs. Group</b> | The U.S. company's roles are very individualized.   | Japanese companies require individual contribution to the whole group but recognize that the whole group must succeed otherwise the individual's contribution has no meaning.   |
| <b>ROI of Revenues vs. ROI of Relationships</b>              | US Companies focus on Return On Investment (ROI) or the end result. They don't concern themselves on how it is achieved. US companies spend less time establishing their process. | Japanese also focus on ROI, however, they emphasize the process on how to get there. For example, they evaluate how to create the process for the project so that they regard the cost including the value of establishing the process in total.  |

|  |   |   |
|--|---|---|
| <b>Risk Takers vs. Risk Adverse cultures</b> | If we ask something to achieve for them, they'll say "We can do it" even they thought they can do it 50-70% probabilities. After they accepted, they try to achieve as close to 100%. | If the Japanese feel that it's possible to achieve most likely 100%, they don't say "Yes". Their agreement is careful because they want to be accurate. |
| <b>Egalitarian vs. Hierarchical culture</b>  | In US people with any age who has idea can be a leader.   | Japanese usually choose their leaders by age, don't choose by their skill.  |

In Topic 3, we discussed about our leadership skills by using "Student Leadership Practice Inventory". It's a self-report by James M. Kouzes & Barry Z. Posner based on Five Practices of Exemplary Leadership, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart. The student leadership practices inventory self-instrument is an essential tool to help us gain perspective into how we see ourselves as a leader and what actions we can take to improve our use of these five practices. The people who is good at Model the Way can clarify values and can set the example. People who is good at Inspire a Shared Vision can envision the future and can enlist others in a common vision. People who is good at Challenge the process can search for opportunities, can experiment and take risks. People who is good at Enable Others to Act can foster collaboration and can strengthen others. The people who is good at Encourage the Heart is be able to recognize contributions and is able to celebrate the values and victories. Each person has different strength point. So we told about our strength point of that five. In order to become a good leader, it's important to know and develop our strength.



Fig. 5-9 Five Practices of Leadership

### 5-2-2 Strength Quest

#### a) What is Strength Quest?

Strengths Quest is a tool that provides you with the opportunity to develop strengths by building on what you do best – the way you most naturally think, feel, and behave as a unique individual.

The 30-minute online Clifton Strengths Finder assessment has international presence as a talent measurement instrument and has currently helped students at more than 600 schools and universities to discover and build upon:

- Behavior patterns that make you effective
- Thought patterns that make you efficient
- Beliefs that empower you to succeed
- Attitudes that sustain your efforts toward achievement and excellence
- Motivations that propel you to take action and maintain the energy needed to achieve

With Strength Quest we can learn how to

- Discover and develop our greatest natural talents to progress to levels of personal excellence
- Improve our grades and increase your learning by making the most of your talents
- Determine a rewarding career path based on our unique strengths
- Apply our talents in leadership, service, and relationship building of all types.

The result of the assessments has 3 parts, which are “a brief description for your top five themes”, “10 ideas for action for each of your top five themes”, and “examples of what people who share your top five themes is like”. The number of themes is 34, so there are tremendous number of combinations of your five themes. So few people share same combination. Your five themes are unique to your characteristics.



Fig. 5-10 Group photo in Strength Quest session

#### **b) Strength Quest assessment class**

We had class with lecturer by Dr. Gerome Stephens, Director of Student Engagement at Georgia Tech on Mar.9<sup>th</sup> to share top five themes. The class had mainly 4 parts. The details are shown below.

- **Strength Writing Challenge**

As we can see from the fact that experienced reader can enhance speed reading skill faster than beginner, people can grow what they're good at much more effectively with higher motivation. At this part, we recognized the difference in our motivation between when we do things we're good at and not good at through writing the name with your left & right hand respectively.

- **Five Clues to Talent**

We shared our idea mainly about Yearning (To what kinds of activities are you naturally drawn?), and Satisfaction (What activities give you a kick?)

- **My Strength and How I Use Them**

We discussed our top five themes with others in a group and share our opinions. We have discussed about our strengths in groups strength and compared it with others. Also while discussing in details about the themes with professor we came to know that how can we use our themes as our strength on daily life or completing any task.

- **Scavenger Hunt**

We talked with other members and picked one of their theme we do not have in common, and we shared the information of what benefit those themes will bring out in our life.

### c) What we learned from the program

The lecture from Strength Quest is “how to grow your strength” and “how to make the most of what others are good at”.

1. How to grow your strength?

**Skill + Knowledge + Talents = Strength**

Equation above shows your power consists of your inherent talent and skill and knowledge earned by efforts. So you can figure out what you should strengthen only after recognition of your talent. As we learned from the class, it’s important to understand your internal character through reviewing yourself from various aspect.

2. How to make the most of what others are good at?

**Knowledge of others → Management of others**

Team management requires knowing others’ character along with knowing yourself. Knowing others enables you to grasp where member is fit for, and eventually lead to better team management. In order to do this, we should make an effort to communicate your strength and understand each other.

### 5-2-3 Leadership Challenge Course

First of all we will introduce the program that was supposed to be done.

The Leadership Challenge Course (LCC) is a uniquely designed course that delivers the ultimate team experience. The Challenge Course teaches participants the skills needed in a rapidly changing global society including group leadership, team productivity, effective communication, adaptability, and analytical problem-solving. Experienced staff facilitate group discussions and highlight debrief with relevant life lessons. Trainings are appropriate for student organizations, work teams, businesses or any group that thrives on effective communication and teamwork. The courses are designed for intact groups ranging in size from eight to 40. The method of instruction is based on an interactive model. Participants are involved in exercises designed to illustrate larger concepts. It is through these exercises that the real learning occurs, since they apply theory and concepts to real life situations. The Challenge Course workshops inspire discussions that can lead to greater awareness and more effective behaviors. All of these activities are problem solving in nature and will involve every member of the group. We can adapt activities to include individuals with many special needs or challenges; please contact us about any particular needs in our group. The high ropes program is the most popular option. Groups will begin the program

with an introduction to the day and a large group activity. Next, participants will divide into smaller groups for ground based activities. Then, groups will begin a safety briefing and will be headed up across the course. Each section of the course has problem-solving activities which are designed to encourage groups to work together to overcome obstacles. The high ropes course ends at the zip-line where participants get a fun exit to the ground. Participants will finish the program with a wrap-up discussion to look at their entire day and what they learned.

### **Leadership Challenge Course Indoor Version**

Because it was raining, we could not take a rope challenge outside. We performed indoor activities at the recreation center above the swimming pool which was used for the training of the Atlanta Olympics competitors. The activities are as follows.

- Activity to arrange in the order of distributed cards
- Activity to aim for team goals by stepping on dots
- Zoom by Istvan Banyai
- Activity to carry the ball by pipe

#### **Activity to arrange in the order of distributed cards**

In this activity, cards are given to all participants in the workshop, and their cards are considered unknown by others. We conducted a mission of communicating these cards with specific rules and under given constraints and putting each one in order. In particular, under the constraint that people with only Spade cards can communicate, the person with those cards took the leadership and became the exercise which put the whole together. We learned that strengthening others is especially the process of tuning everyone into leaders - making people capable of acting on their initiative. Leaders need to bring others along as leaders. Leaders strengthen people when they make it possible for them to make choices, designing options and alternatives to the ways that things get done, and when they encourage accountability and responsibility that lead to action.

#### **Activity to aim for team goals by stepping on dots**

In this activity, using the given rubber dots, with the restriction that you could only get a foot at the position of the rubber, everyone was in line and the top set the strategy and the goal. Two trials were conducted, and the whole did not understand the rule for the first time, and it did not go well. In the second time, everyone succeeded in grasping the rules and sending the instructions appropriately at the beginning. In this activity, we confirmed the importance of everyone's common awareness and top-down leadership from the beginning.

#### **Zoom by Istvan Banyai**

With the aim of acquiring communication and problem-solving skills as a group, we conducted an activity in which the pages of the book called Zoom arranged the cards on which each was written according to the rules. This activity is based on the picture book "Zoom" without words by Istvan Banyai. Zoom stories move from roosters to ships, city streets, desert islands, and space. Zoom is published in 18 countries. In this activity, find out the rules and make a strategy such as how to arrange these cards, it was an activity to solve in a coordinated manner.

#### **Activity to carry the ball by pipe**

In this activity, all had half-pipes made by cutting polyvinyl chloride pipes in half and carried out the activity of rolling and carrying the ball from a specific location to the destination. Two trials were conducted, and there was only one strategy because the goal was one place in the first trial. In the second trial, two goals were set, and the strategy was to decide whether to divide the team into two teams from the beginning or to go through two places as one team. Among us, although the agreement was not reached, the latter strategy was to be taken. In making such decisions, I learned that it was important to first establish an evaluation axis.



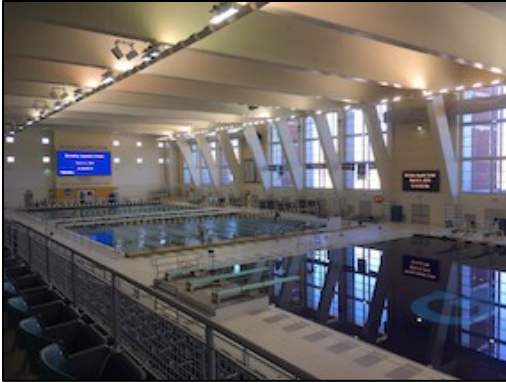


Fig. 5-11 Swimming pool which was used in the Atlanta Olympics



Fig. 5-12 Activity to aim for team goals by stepping on dots



Fig. 5-13 Activity to carry the ball



Fig. 5-14 Zoom by Istvan

#### 5-2-4 Final Presentation

We were divided into 3 teams and gave a final presentation. Based on the leadership image chosen by each team, I summarized and announced what I learned in this training.

The presentation time was limited to 12 to 15 minutes. RUBRIC is shown in table 6.1.

Table 5.1: Criteria and Points of Final

| Criteria                  | points |
|---------------------------|--------|
| Organization/Coherence    | 10     |
| Situation/Background      | 30     |
| Analysis                  | 35     |
| Conclusion/Recommendation | 35     |
| PPT Presentation          | 10     |
| Presentation Style        | 35     |

## 5-2-4-1 Group 1 (Based on Sheryl Sandberg)

We selected **Sheryl Sandberg** who is the Chief Operating Officer (COO) of Facebook and founder in Leanin.org to apply the leadership theory and analyze her leadership skills for our final presentation. At first, we discussed about her background and career life and then analyzed her leadership skills based on Kouzes and Posner's model.

### 1. Background and Career

#### a) Life and Education

- Graduation- In 1991, B.A. in Economics at Harvard University
- Awarded the 'John H. Williams Prize' for the top graduating student in economics
- In 1995, earned her M.B.A. at Harvard Business School.



Sheryl Sandberg

#### b) Career

- An American technology executive, activist and author
- Worked at McKinsey & Company and Google
- From August 2013, she is the COO of Facebook
- One of the world's richest self-made female entrepreneurs
- Wrote her bestseller book "LEAN IN"
- Sold more than 1 million copies
- Known as a "Silicon Valley Superstar"

#### c) Center Challenges

- to create the lives we want
- to be leaders in our work
- to be champions of other women
- to be partners in our homes

## 2. Analysis

### a) Model the Way

In Kouzes and Posner's model, modeling the way means clarifying values and setting the example. Sheryl hopes that more women pursue their dream without inhibitions outside and inside. For the sake of it, she emphasizes sharing experiences, encouraging and advising each other.

### b) Enable Others to Act

Feedback can illuminate blind spots about behavior that we just can't see without input from others. So leaders at every level need candid feedback about their performance to improve. However, providing feedback to senior leaders can be intimidating. So creating an environment of open dialogue is important.

#### What she learned from Mark Zuckerberg?

- Keep it simple when talking about the truth.
  - Mark (Zuckerberg) has been learning Chinese since last year. As part of his study, he often talk to native Chinese staff. One day a native Chinese speaker talked to Mark about her manager. She explained for a long time, but Mark asked, "Please simpler, what happened?" She also told Mark the same thing, but Mark "I do not know yet. Speak more simply." Repeating this several times, she finally got rid of her, "My manager is useless!" Simple and clear. This was what Mark asked for. They will never speak in a clear, honest manner in the office like this. Especially when you get a job title and get an important position, people just stop talking. Just say something and react excessively.

A good leader knows that people don't like to talk to the leader, so it sets an environment that makes it easy to argue. It's easy to say that you actively seek feedback from employees, but it is difficult to do so. Because unfortunately the feedback is not straight-forward.

Just after Sherryl beginning to work at Google, her team member was only 4. So she was doing the interview with all the members for the sake of more efficient work. After that, the team size became bigger and bigger, and when the number of member reached 100, She told everyone in the meeting that she would stop doing interview with everyone. Then, everyone in the meeting applause to her, and they told her interview was a kind of troublesome for everyone.

So she became ashamed and angry. 'Why didn't they tell me earlier? If they told me earlier, I can improve earlier.' However, I found later it was absolutely my fault. If I should have been more open that could never happened. I should have been ready to accept everyone's opinion

### c) Challenge the Process

Challenging the process is to search for opportunities and take risks. Her career is actually the result of her constant and down-to-earth challenging the process. Also, her movement to help woman officially and not officially is exactly challenge the process.

#### **d) Inspire a Shared Vision**

Not only through her book but as a movement has grown around her [leanin.org/](http://leanin.org/). Through the Lean In movement, women with this shared vision can tell their stories, have a community and learn about gender issues in the workplace. Working mother and remained working despite the tragic death of her husband, and she has shared these values with those around her.

#### **e) Encourage the Heart**

In LinkedIn, there is not a week that goes by that there is not a posting of her doing a Lean in circle with a group of women in some remote location of the world, with an abundance gratitude and encouragement and celebration.

### **3. Conclusion and Recommendation**

Sheryl Sandberg is a perfect example of women leadership who is a mother, trying to find balance, trying to navigate social gender roles and trying to pursue a career. How Sheryl Sandberg kept her confidence through the darkest time in her life teaches us to be strong in difficult time. This Facebook COO, TIME magazine nominated 100 most influential people, movement starter, is most certainly a transformational leader. We could learn from her lots of things, like looking into our hearts, determining what we believed in, taking the challenge with confidence and making the world a better place.

#### **5-2-4-2 Group 2 (Based on Reed Hastings)**

The composition of our presentation is as follows.

##### 1. Background

(a) What is NetFlix

(b) Reed Hastings

i. Bio

ii. How to Start This Company

##### 2. Briefing (Introduction of elements of his leadership, How to analyze)

(a) Short Summarize of Leadership Style

i. Egalitarian

ii. Create Freedom

(b) Leadership Element

i. List of His Leadership Traits

##### 3. Situation base Analysis

(a) Ex1

i. Analysis1

ii. Apply to Leadership Model1

(b) Ex2

i. Analysis2

ii. Apply to Leadership Model2

#### 4. Conclusion and Recommendation

(a) Conclusion

(b) Recommendation

There is much to learn from him.

#### **Business Model Change**

Reed Hastings succeeded in making Netflix the top company in the world. His leadership has led Netflix to the top company. We analyzed his leadership in transformation of the business model that was the biggest decision of his choice. It seemed inevitable that streaming entertainment would eclipse DVDs. He changed DVD Rental Company to streaming Service Company and decided to make original content. Finally, DVD mail-order business and streaming business. These behaviors can be analyzed as follows.

1. **Model the way:** Analysis Judgement

He was a careful survey of the market trends for rental DVDs and streaming services.

2. **Inspire a shared vision:** Analysis Impact and Innovation

He introduced the concept of Anytime, Anyhow, Anywhere to employees and customers.

3. **Challenge the process:** Analysis Courage

He actually earns many subscribers in a streaming business.

#### **Culture for employees**

Netflix's culture and mindset of employees are special and different from other companies. He cultivated those culture and mindset. It is worthy of great leadership.

The following are famous things in his words: "I pride myself on making as few decisions as possible in a quarter". Thus he trusts his employees and gives them a lot of discretion. He develops in others the competence, as well as the confidence, to act and to succeed. They make certain that people have the information they need to understand how the group operates and what is going on. Furthermore, his colleague helps build skills, and they coach people on how to put what they know in practice, stretching and supporting them to do more than they might have imagined possible.

1. **Model the way and Enable others to act:** Analysis High Performance

He said "We're like a sports team, not like a family not a kid's recreational team"

2. **Enable others to act:** Analysis Freedom & Responsibility

Hastings enables his employees to take charge. His minimal involvement is a way of empowering employees.

3. **Encourage the heart:** Analysis Reward

A level workers should be reward reward-even if they are producing great work. Compensation does not depend on Netflix success.

#### **What can we take as a point for us in our own application?**

We have learned how Reed Hastings using his leadership elements to be successful in his career. How can we learn from him to develop ourselves a leadership skill? Recognizing all the elements of leadership is first and foremost. I also need my own strength to lead, and my weak

point to be supplemented by those who are good in the area. Especially in making final presentation, three of us were very good team. As for role assignment, my teammates collected information. I gave feedback on their analysis and integrate.



Fig. 5-15 Final Presentation of Group-2

### 5-2-4-3 Group-3 (Based on Barak Obama)

Our Group chose Barack Obama (44th and first African president in United States of America) as an exemplary leader and we have studied his leadership skills and key to his success. We analyzed an article “THE CONCILIATOR, where is Barack Obama coming from?” And read blogs/ articles to get ideas about his leadership journey. We divided our case study into three parts. They are as follows:

#### 1. Personal Background and career

**Barack Obama**, in full **Barack Hussein Obama II**, (born August 4, 1961, Honolulu, Hawaii, U.S.), 44th president of the United States (2009–17) and the first African American to hold the office. Before winning the presidency, Obama represented Illinois in the U.S. Senate (2005–08). He was the third African American to be elected to that body since the end of Reconstruction (1877). In 2009 he was awarded the Nobel Peace Prize “for his extraordinary efforts to strengthen international diplomacy and cooperation between peoples.”



Barack Obama

#### 2. Analysis

##### a) Leadership Traits

- Integrity = President Obama had strong moral principles and was very honest about his decision.
- Self-confidence = He was very confident about his speech, skin color and decisions.
- Intelligence and Sensitivity to others = He was an extremely talented person and was sensitive about others.
- Respect and Fairness: He had respect for others decision and was fair with his move towards betterment during his precedency.

- Caring = He was very caring towards the people of United States of America, that's why people liked him a lot.

## **b) Exemplary Leadership Practices**

Barack Obama had all the leadership strengths which focus on all five leadership practices. We noticed that there are two leadership strength that Mr. Obama is especially strong in, which "Challenge the Process", and "Enable Others to Act".

### **1. Challenge the Process**

- **Taking Risk**

It is a common practice that many people play it safe when it comes to anything related to their work or professional life. Taking risks, even a minor one, is not everyone's cup of tea. That's the reason why most successful people are the ones who take risks in their life and come out triumphant. But it's certainly not that simple. In his book the "The Audacity of Hope" Obama mentioned he took a big gamble by running for the presidency even some friends and aides advised otherwise in the wake that he terribly lost the primaries for the 2004 presidential race.

The political risks are akin to the risks in taken in real life. So much is at stake that sometimes people put their entire wealth or whatever they have at risk, just for a business venture, for example. Obama always urged people around him and the general public about taking risks, although calculated ones in the start. The more you'll know about Obama, the more you will be inclined to take risks in the life and benefit from this act rather than fail.

- **Change**

Everyone started to talk about change after the Obama's campaign became successful. It became the buzz word and was used across the board by virtually every person talking about some transformation, revolution, etc. This quality and the way Obama portrayed it almost becomes synonymous with him and whenever someone talked about change, the name of Obama also resonates.

Obama just didn't use the word change for his campaign. Across his 8 years tenure as the president, he tried to achieve so much by applying a change in every aspect of running the country and what he was doing for the people in general.

- **Turning Endings into New Beginnings**

A leader is a person who is never satisfied with even his own work and always look to achieve more. Take the example of Barack Obama. With a host of things to do on his list, how he turned an ending into a beginning for the next project dozens of times? That's where his leadership skills come into effect and made all the difference. Let me give you an example so that you can understand this point easily.

Listen or watch 4-5 of his speeches and in 1-2 speeches for sure you will find the phrase "Let's get back to work". That's his way of celebrating a victory in a battle or just after inaugurating a new project. He did that time and again and made sure everyone listened to it. He uses the positive public reaction and sentiment to begin a fresh project so that the buoyant mode keeps the momentum going and help in completing the new task with ease.

### **2. Enable others to act**

- **Conviction and Perseverance**

The campaign slogan of Obama for the 2008 presidential campaign when he was elected the president for the first time was "Change we can believe in." Obama always has a

firm belief that if something is right and if you think you are on the right track then you can influence others too and get your message across. This will take some time but eventually you'll succeed.

- **The Art of Communication**

A person cannot become a leader until and unless he is a great communicator. And it isn't limited to just being a great speaker. The listening, writing, and reading skills are also important as only a great listener can become a great speaker. Mr. Obama is a leader par excellence as he knows how to talk to any person, group or audience regardless of their background, age, race, gender, etc. And that's where he truly deserves all the praise for being an immaculate person having perfected the art of communication.

### **3. Conclusion**

Our conclusion of our case study about Barack Obama was "BE A TRUE LEADER". For 8 years his presidency career, he has changed many things and able to deal with many problems of United States of America. He experienced facing to a bunch of difficulties as we have explained until now on. Then, we learned from his interview how to be a flexible leader, and found there were three keys to be.

1. Set our goals for mutual benefits (Model the Way)
2. Determine what to use in what situation (Challenge the Process)
3. Trust and rely on others firstly (Enables Others to Act)

### **5-3 A leadership and Innovation Case Study: The Beltline Impact**

The Beltline is a former railway corridor around the core of Atlanta, Georgia, under development in stages as a multi-use trail. The project was first conceived as a 1999 master's thesis by Georgia Tech student Ryan Gravel. The Atlanta Beltline evolved from an idea, to a grassroots campaign of local citizens and civic leaders, into a robust new vision of an Atlanta dedicated to an integrated approach to transportation, land use, green-space and sustainable growth. It was very hard to think on a practical model which could deal with all complicated issues that many contemporary cities have to deal with. However, he inspired a shared vision to improve their city to be like big contemporary cities like Paris, Milan or Amsterdam. Before then, heavy congestion and ecological impacts from unmitigated sprawl caused a big problem to the city. The attitude of prioritizing the automobile has been stayed for too long.

Even though there was a plan to work on infrastructure of highways lead to suburban expansion and inner city depopulation, the design could be very political in a sense. In the 1950s, an unofficial committee guided the demarcation of land available to blacks for residential development on the west, south and east sides, but North Atlanta remained thoroughly segregated. Color lines have historically played a critical role in the demarcation of territory for blacks and whites in Atlanta. Traditionally, Atlanta is the most historically significant as a turning point in the American Civil War (1861~1865) and arguably the cradle of the American Civil Rights Movement, and the fact should affect development of the region. Under the Jim Crow segregation, streetcars became an early venue for racial conflicts in the city, because both black and white depended on them for transportation. Riots occurred several times. Even as a federal distinct court determined the city's transit segregation laws unconstitutional in 1959, routes and service were not altered. As is typical in Atlanta, change skimmed the surface to give a façade of reform while more serious racial issues remained.





Fig. 5-16 Residential segregation



Fig. 5-17 Freedom Rider's bus after attacked in 1961

Because of the growing population of blacks, black voting power finally selected Maynard Jackson, Atlanta's first black mayor in 1973, who is connected to the Ryan's plan of the Beltline. By the Beltline project, heavy rail like MARTA could further link the close suburbs to each other via central city, and the Beltline altered and refined development patterns in ways that create more livable communities with economic and social diversity.



Fig. 5-18 MARTA station

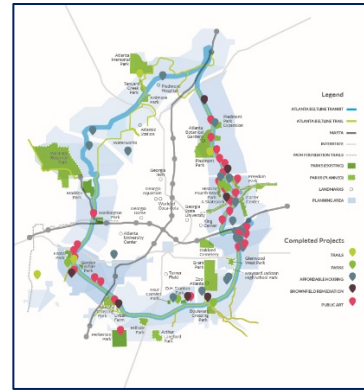


Fig. 5-19 The Beltline Map

We actually used the MARTA, and participated in the Beltline Tour. The MARTA and buses were very convenient transportation for people without their own cars like us. In addition to that, the scenery was so beautiful because of some arts in the road.



Fig. 5-20 Trail in the beltline



Fig. 5-21 Group photo in the MARTA train

#### 5-4 A life of martin Luther King Jr. and National Historic Park

We were so fortunate to visit Martin Luther King Jr. National Historic Park which consists of several buildings such as Martin Luther King Jr.'s boyhood home, the original Ebenezer Baptist Church, the Visitor Center, and The King center.

At first we went to the Visitor Center which was built in 1996 and features the multimedia exhibit "*Courage To Lead*", which follows the parallel paths of Dr. Martin Luther King Jr. and the Civil Rights Movement. Here, visitors can also walk down a stylized "*Freedom Road*". "*The Children of Courage exhibit*", geared towards children, tells the story of the children of the Civil Rights Movement with a challenge to our youth today. Video programs are presented on a continuing basis and there is a staffed information desk also.

At Martin Luther King Jr.'s Birth Home, we visited each and every room with a tour guide and were able to know about his living style, food habits, hobbies, his parents and grandparents living style and rules of his family in his childhood moments. The King Birth Home is located at 501 Auburn Avenue in the Sweet Auburn historic district. Built in 1895, it sits about a block east of Ebenezer Baptist Church. King's maternal grandparents, Reverend Adam Daniel (A.D.) Williams, who was pastor of the Ebenezer Baptist Church, and his wife, Jennie Williams, bought the house for \$3,500 in 1909. In 1926, when King's father married Alberta Williams, the couple moved into the house, where King Jr. was born in 1929. The King family lived in the house until 1941. It was then converted into a two-family dwelling. The Rev. A. D. Williams King, Dr. King's brother, lived on the second floor in the 1950s and early 1960s. The first level includes the front porch, parlor, study, dining room, kitchen, laundry, bedroom and a bathroom. The second level includes four bedrooms and a bathroom. The visitor center offers free tours of the house led by National Park Service rangers, but with limited availability.

After the Birth home, we went to see the King Center where a memorial tomb was dedicated to King. It is on a plaza between the center and the church. King's gravesite and a reflecting pool are located next to Freedom Hall. After Coretta Scott, Mrs. King's death, she was interred with her husband on February 7, 2006. An eternal flame is located nearby.

We also visited to the Ebenezer Baptist Church, the church where King was baptized and both his father Martin Luther King Sr. and he were pastors.



Fig. 5-22 Martin Luther King Jr. National Historic Park



Fig. 5-23 Group photo in front of Martin Luther King Jr. Birth Home



Fig. 5-24 Ebenezer Baptist Church



Fig. 5-25 Martin Luther King Jr. and Coretta Scott King tomb

### 5-5 Center for Civil and Human Rights

We had experiences to visit in the museum “The Center for Civil and Human Rights” which is dedicated to the achievements of both the civil rights movement in the United States and the broader worldwide human rights movement.

We roamed over the museum more than two hours and had learned about the history of human struggles for their rights.

The Center hosts a number of exhibitions, both permanent and temporary, that not only tell the history of the civil rights movement in the United States, but how that period is related to more contemporary human rights struggles around the world. The museum currently contains three permanent exhibitions:

- Voice to the Voiceless: The Morehouse College Martin Luther King, Jr. Collection
- Rolls Down Like Water: The American Civil Rights Movement
- Spark of Conviction: The Global Human Rights Movement

#### **Rolls Down Like Water: The American Civil Rights Movement**

At first, we visited in this exhibitions. Here we can get an inkling by sitting at the counter, donning the head phones and listening to the vicious taunts the demonstrators endured. Though the sound loop is just 90 seconds, it is enough to appreciate the force of will and discipline it took to practice passive resistance, much less remain seated for hours.

This is an interactive gallery that opens with examples of segregation in the United States as embodied in Jim Crow laws and signs designating facilities as “whites only”.

It was a sensory surprise to enter the large, white-walled room where a panoramic film of the 1963 March on Washington is displayed on a curved wall. Seeing the crowds massing on the plaza and the solidarity between races and hearing the speeches and the gospel and protest songs that were the soundtrack of the movement is a transcendent and moving experience.

This exhibit is unflinching in recounting the ugliness of segregation and the violence of the period. Yet it offers redemption in the determination, heroism and successes of those who fought against Jim Crow laws, individually recognized in an honor roll room at the end.



### **Spark of Conviction: The Global Human Rights Movement**

After seeing the American Civil Rights Movement exhibit, we went to the Global Human Rights Movement. This exhibit deals with a myriad of different and still evolving situations around the world, among them censorship, political repression, child labor and subjugation of women.

This is unlike the other exhibits, is non-linear in design. It includes a *rogues gallery* of dictators, like Adolf Hitler and Augusto Pinochet, and counters them with images of modern-day activists who work to improve conditions of women and LGBT individuals around the world.

One activity, called "Who Like Me", allows visitors to define themselves using a particular trait such as their religion or gender and shows them an individual who is persecuted in their homeland for that same trait. Here, visitors may choose to meet people who share their race, religion, profession or sexuality and hear their stories. They appear like a hologram in your reflection and speak as if directly to you about their lives and the travails they endure because of who they are.

### **Voice to the Voiceless: The Morehouse College Martin Luther King, Jr. Collection**

The Morehouse College Martin Luther King, Jr. Collection contains personal effects that belonged to Dr. Martin Luther King, Jr. It provides a quiet, elegant environment for Martin Luther King Jr. papers. Its walls are paneled with honey-colored hickory etched with some of King's famous words.

The papers will be displayed on a rotating basis which shows King the man, both ordinary and extraordinary. The display includes his worn suitcase and some of its contents like shaving cream, razor and a saying from Mahatma Gandhi that he had written on a scrap of paper and kept in his wallet.

To see his speeches and essays, written in longhand on scraps of paper, hotel stationery or whatever was at hand is another form of intimacy with the statesman. They reveal the fluidity of his expression words "roll down like water" with nary a cross-out and the urgency of a man who wanted to right systemic injustice and felt his time on earth was limited.



Fig. 5-26 Center for Civil and Human Rights Building



Fig. 5-27 Group photo in the reception of Center for Civil and Human Right



Fig. 5-28 Center for Civil and Human Rights Exhibits



Fig. 5-29 Center for Civil and Human Rights Exhibits



Fig. 5-30 Spark the Conviction Exhibit

## 5-6 2019 In Venture Prize Finals

### 5-6-1 About In Venture Prize

In Venture Prize is an innovation competition held at Georgia Tech. The participants are undergraduate students and recent BS graduates of Georgia Tech. They work independently or in teams to win a prize which is judged by experts. To win a prize, they have to pass through three rounds. In 1st round, the competitors introduce their inventions, and the judges determine who will advance. In 2nd round, they pitch their invention in 5 minutes and then answer to questions and comments from the judges. In this round, the six finalists are selected by the judges. Finally, the six finalists give a three minute presentation of their own invention. Then, there are three minutes Q&A session from three experts judges. After that, the final round prizes are determined. This final competition is live-broadcasted on GPB, Georgia Public Broadcasting.

The judging criteria used by the experts are composed of five parts as we see below:

- Innovation : Is the idea novel? How does it compare to other ideas that address the same problem?
- Marketability. : Is there a demand for the invention? Will people buy it?
- Market Size. : How big is the market for the invention?
- Inventor Passion : How driven is the inventor or team by the idea?
- Probability of Becoming a Successful Business : Would someone invest in helping make the invention a reality?

From these points, the final prize are determined. At the 1st Place, they will receive \$20,000. 2nd Place winner will also receive \$10,000, People's Choice Award winner will receive \$5,000.

### 5-6-2 Review

We were participated in 2019 In Venture Prize Finals. That was held at Ferst Center for the Arts at Georgia Tech. There were so many people such as cheer groups for the finalists. They wore same T-shirts and supported the teams by a storm of applause. There was also a person wearing the bee's costume which is the GT character. At the opening address, the competition started. The presenter said "This is the 11th year for Georgia Tech's annual innovation contest." In addition, we saw a movie of the In Venture Prize's history. I was strongly impressed by the sponsor's enthusiasm for supporting students. In a little while, the presentations by finalists were started. They talked their inventions with a great confidence. I felt the big difference between me and them. That is the passion for the success. Needless to say, they also have professional skills. While I felt such things, 6 finalists' presentation was ended. According to this time, I knew that they don't think about only technology or skills but also focus on contribution to the society. I felt we have to more think about that as a one of the researchers.



Fig. 5-31 Stage of In Venture Prize Final

After a moment, the commendation ceremony was started. The first prize winner was Ethos medical which makes spinal taps quicker and safer by providing an intuitive real-time needle guidance system for use right at the patient's bedside. The second prize winner was Tremor Trainer which made a therapeutic glove that implements counter-weight technology in order to enable those suffering from hand tremors to regain their ability to perform any everyday task. The people's choice was Nix which made the vape that automatically tapers nicotine. Through this results, I knew the importance of validity for the society again. I think that In Venture Prize made me a big impact.



## 5-7 World of Coca-Cola

### 5-7-1 Basic Information

World of Coca-Cola is not just a museum of drink but one that introduce uplifting refreshment, fun and happiness brought by soft drink. You can understand how a recipe from Atlanta turned into the most recognized brand in the world and a common link between cultures and countries, people and places.

The original World of Coca-Cola was established at Underground Atlanta as an attraction dedicated to the heritage of The Coca-Cola Company on August 3, 1990. During the Centennial Olympic Games held in Atlanta in 1996, Coca-Cola invited fans from around the world to an interactive venue called Coca-Cola Olympic City. In March, 2007, the original World of Coca-Cola at Underground Atlanta closed its doors. The new World of Coca-Cola at Pemberton Place celebrated its grand opening on May 24 in the same year. To date, they have welcomed over 24 million guests!

The Coca-Cola Company is the world's largest beverage company. Its history began in 1886 when an Atlanta pharmacist, Dr. John S. Pemberton created a distinctive tasting soft drink. After the corporate efforts, they have been refreshing consumers with more than 500 brands and nearly 3,900 beverage choices, and now more than 1.9 billion servings of beverages are enjoyed by consumers in more than 200 countries each day.

World of Coca-Cola is located in Pemberton Place, a 20-acre plaza in the heart of Atlanta, is home to World of Coca-Cola, the Georgia Aquarium and the Center for Civil and Human Rights. Pemberton Place is named for John Pemberton. As part of commitment to downtown Atlanta, the Coca-Cola Company donated the land, driving destination appeal and creating economic impact for the city.

### 5-7-2 Exploration Inside

First of all, with a guide I immersed myself in the rich heritage of Coca-Cola in the Loft surrounded by nearly 200 historical and international artifacts representing more than 125 years of Coca-Cola. After watching a movie which celebrates life's moments of happiness, I could walk around the building freely.

I saw first-hand how the bottling process works. Then, I visited the vault where the legendary secret formula for Coca-Cola is secured and learned about the origins of secret formula.

The most exciting spot was "Taste it!" I savored many kinds of beverages chosen from more than 100 different beverages representing Coca-Cola products from all over the world. In addition, I was impressed with exploring Coca-Cola's influence on popular culture in the Pop Culture Gallery, where I found original artworks, artifacts and interactive exhibits. I had a great time at World of Coca-Cola!



Fig. 5-32 World of Coca-Cola



Fig. 5-33 "Taste It" Section

## 5-8 CNN

### 5-8-1 Basic Information

CNN International is the most widely distributed news channel and reaches more than 373 million households worldwide. In 1980, Ted Turner launched CNN as the world's first 24-hour news network. Its 2 dozen branded networks and services are available to more than 2 billion people in more than 200 countries and territories. Moreover, CNN has 36 editorial operations around the world and around 3,000 employees worldwide. Furthermore, its coverage is supplemented and carried by more than 1,000 affiliates worldwide.

You can go inside the CNN Center where Ted Turner eventually housed the first ever 24-hour news network and where CNN employees come to work each and every day. These employees work hard to bring you the news through various mediums, such as television, digital and social media.

Live broadcasts are not guaranteed because of the nature of breaking news, but the best chance to see a live broadcast is Monday – Friday between 9am – 2pm.

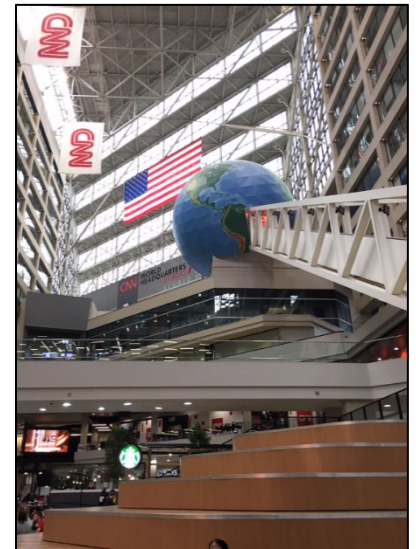


Fig. 5-34 CNN Center

### 5-8-2 CNN Studio Tours

CNN Studio Tours provides exclusive, behind-the-scenes access to the world headquarters of CNN in downtown Atlanta. The tour started in 1987 and has been growing in popularity ever since. Each year approximately 300,000 visitors from all over the world share the story of CNN.

I took a 50-minute walking tour with informative guide through the halls of CNN Center. Due to security issues and the nature of the news business, photos are only allowed in specific areas along the tour route. It means I was getting access to areas where there is highly confidential and sensitive information. It really was a behind-the-scenes tour!

To begin with, I had my souvenir photo taken by a staff. Then, I got an inside look at how a live broadcast is produced and sent to viewers all over the world. I also watched how the world's largest news organization operates. It was a lot of fun to share everything from the very first broadcast to the now living legacy of CNN!



Fig. 5-35 CNN Studio



## Chapter 6

### Other

#### 6-1 Food

There are good restaurant, cafe and bar in Atlanta. Most of foods are tasty. You have to be careful with the portion, because American size is too big for a Japanese to eat. So, it's better to share with your friends. I would like to recommend very nice hunger shops and craft beer bar. Hamburger shop is McCray's Travern Midtown. Hamburger in McCray's Travern Midtown is very yummy and juicy.

Good craft beer restaurant is The Porter Beer Bar. There are so many kind of craft beer. Of course you can drink IPA. IPA is very familiar beer in America. It's a little bit sweet, not bitter compared to Japanese beer.

If you want to buy vegetables, fruits, bread, you can go to supermarket like Publix or Whole Foods. Price in those supper markets is a little bit high, but you can enjoy to select fresh and beverages.



Fig. 6-1 McCray's Travern



Fig. 6-2 Porters Beer Bar

#### 6-2 Town

Atlanta is mostly divided into three parts.

##### 6-2-1 Downtown

Down town is the area around Five Point station of Malta which is used as transit station to connect north south line with west east line. CNN or Coca-cola museum are in Downtown

##### 6-2-2 Midtown

Midtown is the area around Midtown station Georgia Tech University is located in Midtown. You can see very high grade hotels such Marriott hotel in Midtown.

### 6-3 Transportation

You have two choices to travel in Atlanta. One is Uber which offers ride service hailing. The Uber app gives riders a quote for the fare before they commit to the ride. So it's safer to take Uber than taxi. Second one is public transportation. You can take MARTA as public train and bus. MARTA's trains, buses provide about 420,000 passenger trips within the city of Atlanta and Fulton and DeKalb counties every weekday. Accessible directly from the airport, MARTA provides public transportation that is convenient, safe and clean. Marta connects between South and North and between West and East in Beltline. However, you have to be careful for taking MARTA in night.



Fig. 6-3 MARTA Station Map

## Chapter 7

### Individual Feedback

#### **B3 Student, Transdisciplinary Science and Engineering**

I decided to join this program in order to learn more about how a good leader and a good team player should be. I had struggled when I need to work in a group. Every time I have to step up and lead on something, I always have a feeling that I haven't done good enough. That is why make me want to come to this program. I feel like what I have actually learned from this program is way beyond my expectation. I have learned not only about how to work well with others but also learned about myself as what kind of character traits I actually have and how to utilize it really well. An experience I had throughout the program is amazing. I'm not going to be over describe on what I have felt with this program but it's quite accurate to say that it is awesome.

As we had a chance to attend several classes and workshops in the Georgia Tech campus on how we can develop our leadership component. I found out that many of these sessions all lead back to a really simple question; who am I? I never really try to understand myself about what kind of person I would be when I'm working in a group. It makes me realize some simple step of management in an organization; know yourself, your team and what could bring us together to the full potential. All the activities I have done really identify my personality, strength, and weakness, which help me understand myself more about what kind of role I will fit the best. It was really shown out in the final presentation in this program. Instead of trying to just contribute everything into the work, we started the work by trying to figure out what is the right things to contribute to each individual. I felt really comfortable throughout the whole working process. The result came out really well and this is by far the best time I have ever worked in a team.

Experiences during the trip were also amazing. This is my first time coming to the USA. It really surprises me a lot in term of atmosphere and culture. We all have some sort of image to what American culture and society could look like but to experience the real vibe of it, it's so different. I have talked with various people with a different background in Georgia Tech. Some of them have come from Atlanta. Some of them come from abroad. We have exchanged many opinions on cultures and perspectives toward a lot of thing in society. It really gives me so many ideas and viewpoints that help me understand what is really happening around the world in a better sense. Spending time in a different location in the city help me see how is everything going on in a usual day. I can see a lot of difference between Tokyo and Atlanta in various context and that is a really great thing to me. I had visited so many places in Atlanta as well and I would say I had a real blast the whole time I had on this trip.

It was a really good time I had in Atlanta. Obviously, there was a lot of things I could describe more in here but I can't really find the decent way to put it out without making this section too long. All the experience and lessons I have learned will definitely benefit somehow in the future. I want to thanks to Tokyo Tech and Georgia tech faculties to let me be part of the program and learn a lot of things from it. I have to also thanks to everyone in this program to make me had a lot of fun and a very relaxing moment to refresh myself before going back to the reality....well, guess it's time to back for more works.

### **B3 Student, Life Science of Technology**

Through this program, I knew that the differences of each person are vitally important. I mainly learned this importance from 2 aspects of Leadership. One was the lecture in Georgia Tech, the other was the history of US, especially Atlanta.

Before participating in this program, I thought that a good leader has to be a perfect leader. Of course, I knew that it is too difficult, but I thought we have to be the one. However, through the lectures in Georgia Tech, I knew that was wrong. I learned about what we have to do as a good leader, and knew that we already have abilities to be one of the leaders. The teacher told us, in order to be a good leader, we have to analyze what is my strong point and then develop this personalities. I was astonished because I had thought that we were going to practice the leadership skills in Georgia Tech. However, in a minute, I understood why we have to analyze our strong points at first. Through analyzing our own strong points and sharing that with friends, I was able to know my strongest point and notice the difference of each strengths. In addition, I also learned the importance of cooperation with others. We can fill up our weak points by cooperation because each person has quite different abilities from others. Certainly, there may be two or more people who have much similar treats, however, researcher said “in your 5 strength points from this analysis, there are only 10 people who have completely same abilities as you have in the world.” In addition to this, I thought that these 10 people are also different in the aspects like the way to use their abilities. That’s why I understood that we have quite different abilities and can be good leaders by each styles. I also think that we can utilize this ability every time. We doesn’t have to use that only for taking the leadership, but also for anything. I think that knowing this was the most precious thing for me to participate in this program.

I also know the importance of difference from Atlanta’s history. I learned especially from the examples of civil rights. We went to some places related to civil rights. It was the civil rights center which I was most impressed among them. Before visiting, I didn’t know the details of the black Americans’ activities for the civil rights and couldn’t understand the reasons why Americans focus on this problem as well. However, in this center, I had an incredible experience and changed my mind. I sat on a chair, put on a headphone, and shut eyes. Then, through the machine, I heard so many boos and was given shocks like kicked by someone. I could have an experience as a past black Americans. I felt so horrible and changed my thought about the segregation in the US. This segregation happened only because of their skin color. I knew this unreasonableness and the needs of respects for the differences. I think we should not fill or abuse the gaps. We would rather utilize this differences. If we are embroiled in the difficulties like happened in the past America, represented by Martin Luther King, Jr., We will also have to use the ability to take initiative and overcome such situations. This is my opinion gained through learning the civil rights history in US.

As I mentioned above, I especially learned the importance of difference in this program. This is just our own abilities. That’s why we should utilize that. Then, we will be good leaders. This is what I learned in this program.

### **B3 Student, Life Science of Technology**

I had two reasons I decided to participate in this program. For one thing, I hope to improve the ability to become a leader through fair assessment of my capacity. For another, by learning in a foreign country, I would like to foster the ability to communicate in English and to think deeply from an international perspective. To begin with, I will discuss what I did to achieve the above two objective and what I learned. Then, I will state future prospects.

As to “to improve the ability to become a leader through fair assessment of my capacity,” I believe I acquired a lot of things to improve my effectiveness as a leader.

First, it was much useful for me to learn the Five Practices of Exemplary Leadership because these practices told me importance of actions not only to apply to myself but also to take with others. The Student Leadership Practices Inventory (LPI) Self instrument also helped me gain perspective into how I see myself behaving as a leader. According to the measurement by the Student LPI, my score for “Encourage the Heart” was the highest in the five practices. I was satisfied with this result because it revealed I took others’ accomplishments into consideration.

The other two assessments were also interesting. In Strengths Quest, I could recognize strengths I had not realized by myself such as "Restorative" and "Identification." Additionally, in a class about the Culture Map, it was remarkable to compare intention of Japanese people with my personality and to apply the results to plans for our final presentation. Through these analysis, I could thoroughly understand what to do to become a leader.

Next, concerning the second objective “to foster the ability to communicate in English and to think deeply from an international perspective,” my current situation is far from my ideal.

Before participating in this program, I thought I was keen on learning English. I have frequently used English since I started belonging to my laboratory and thus I felt I improved my English to some extent. In addition, I tried to have a conversation with overseas students or local people positively during this program because I wanted to take advantage of the rare chance to spend time in an English-speaking country.

However, I lost self-confidence instantly. It is interaction with local students that I was looking forward to the most. I heard they are much interested in Japan and so I was excited and worried about reporting the appeal of Japan to them in English well. To my surprise, I did not need to be anxious about it because they spoke Japanese fluently even though they have never lived in Japan. They said students who like Japanese culture held Japanese class once a week and studied Japanese of their own accord. That’s why they acquire Japanese language soon. As I heard their story more, I fully felt I still have not studied enough and I got eager to have a good command of English.

Besides, this program gave me an opportunity to get aware of an international perspective. I was most impressed with Martin Luther King, Jr. National Historic Site. There were explanations of laws in southern states that restricted the freedoms and opportunities of African Americans as well as King’s contribution as a civil rights leader such as the “I Have a Dream” speech. Starting in the 1880s, these laws separated black with white, and people were fired from their jobs, jailed, or even killed for breaking these laws. Realizing racial discrimination just a little bit like this brought me a new perspective. For example, there were people who threaten us in an unsafe area of Atlanta I became aware their attitude may be based on historical background. This experience was fresh for me and therefore I strongly want to experience other cultures.

As mentioned above, this program had a significant influence on my future prospects. I would like to take initiative in every situation by taking what I learned into account and to polish the ability of English and an international perspective. Moreover, if I decide a new concrete plan, I want to consider long-term overseas study.

Finally, I will express words of gratitude. Since I had few experiences of going abroad, I was nervous before going to Atlanta. Thanks to those who taught each class, escorting teachers, local people and the members of this program, however, I could gain precious experiences and make this program very fulfilling. I am grateful to all of them.

#### **B4 Life Science and Technology**

It was first time for me to go on a trip to the US except for Hawaii, Guam and Orlando Disneyland. At first, I was a little bit scared because there were no Asians, but I got used to living there soon. On the 1st day and 2nd day, the temperature was pretty different between the day and night. So I exercised at the fitness center in the hotel in order to avoid catching a cold. The meal was not as bad as I expected. Hamburger, beer and juice were more delicious than that in Japan. I felt like at last I want to live there if here is safer and cheaper. All the people talked in a friendly manner, and that made the trip more exciting. Also, every class was so interactive and I could know so many opinions from people with various backgrounds.

As for a campus life in Georgia Tech, it was pretty comfortable. The campus was so huge that we used the shuttle bus for moving during the interval of classes. We also know the several students' project in Georgia Tech in the grand course challenge and the In Venture Cup Final as the audience.

Atlanta is the historically important place as civil rights movement. In the civil rights museum, we could learn from ear that how hard it is to fight with nonviolence against violence at the booth of experiencing the freedom riders were in the bus. I couldn't understand why there were so many people who consist on segregation so much. Moreover, the relationship of black and white is not the issue of the past but the issue of the present. It was quite hard to imagine why it happens for me living in Japan, a homogeneous nation. Thus, I was extremely shocked by the facts in the civil rights museum. It was good for me to know such facts in the different country during I'm a student.

There were lots of things I could learn in the classes. Among them, the most impressive class for me was Strength Quest. For one thing, I had never thought of unique points of our own personalities and how different that is. I thought that might be partly because of Japanese cultural trait which makes much of corporative personality. In fact, I don't think Japanese custom is tolerant of diversity. On the other hand, the US might look at the individual.

In that class, the teacher told us that a leadership is first, know yourself, and know everyone, and then, manage yourself, and then, manage everyone. In order to know ourselves at first, the teacher asked us about five clues to talent: yearning, rapid learning, flow, glimpses of excellence and satisfaction, to what kinds of activities are you naturally drawn? What kinds of activities do you seem to pick up quickly? In what activities did you automatically know the steps to be taken? During what activities have you had moments of subconscious excellence when you thought, "How did I do that?" What activities give you a kick, either while doing them or immediately after finishing them, and you think "When can I do that again?"

I was not used to answering such private and deep question in front of everyone in the class. So I became at a loss what is a proper answer, but people from Tokyo Tech especially foreign students in Tokyo Tech was quickly explained their opinions. That made me realize I need to improve my skill of talking frankly even in front of a lot of people.

After that, we talked with everyone in the class about our own strength. Surprisingly, even in the group of us from Tokyo Tech, the strength was totally different from each other. Then, I realized how important to recognize ourselves. We all are different from others, and we should focus on our own strength. The way of thinking was a kind of new for me, in Japan. At the same time, I

felt it is absolutely true. I found this approach enables us to contribute to our team and society in an efficient way.

I appreciate to teachers and friends for all the great experience in Atlanta.

## **B4 Student, Industrial Engineering and Economics**

### **Leadership**

I got great insight for how to take leadership in a group and different type of leadership style. Largely, I learned 4 famous persons such as Martin Luther King Jr., Reed Hasting, Obama and Sheryl Kara Sandberg. And I learned leadership of all of members in GT programs. All of persons who I learned leadership from have different leadership skills, talents and knowledge. We should admit all of leadership styles. And we should recognize what leadership style we have or not. Like different type presidents were selected in each period, if we can, we should change leadership depending on situation. However we can't change our personalities and leadership styles easily. So I think most important thing is to trust our strength and our leadership styles. And we should think how to control myself and use my strength in my team.

### **Segregation**

I learned a lot about segregation in GT program. This was the first time to think about segregation. It is said that segregation was the end. Yet, I had an image that segregation exists still now in Atlanta, because white people live in North area, black people live in South area separately. In each area, obviously people were different. I have been to Melbourne and Malaysia. I felt that Melbourne and Malaysia were very diverse city. Every race co-existed and respected each other. This diversity is created by the education or mindset. In Atlanta, some of black people and white people felt aversion or scary each other. I'm not sure how to change this situation. But what I can do is only to understand this situation and believe diversity can make the world peace and equality. In my opinion, there is segregation in Japan as well. For example, Japanese regard foreigners from East Asian countries as mere dangerous. However, I know that's not true, because I experienced that though some foreigners do bad things, I see many nice and generous foreigners. We shouldn't plant immediately stereotypes to strangers. I recognized we should know others well before we hate others. This idea is very simple. From now on, I have to keep this idea in mind in our relationships with various people.

## **M2 Student, Civil and Environmental Engineering**

The Atlanta trip and Georgia Tech Leadership Program were full of experiences for me. As it was my first visit to USA, I was so excited from the first instance. I had a very nice time there since I, along with my group got the opportunity to visit some very famous places in Atlanta. People in Atlanta are very friendly. Even if you don't know a person, you can just smile and say hello to him/her which makes everybody happier. It is a very different aspect comparing to my culture.

The campus time at Georgia Tech was truly memorable. The area of the campus was so big that we had to use shuttle buses sometimes to change the place inside the campus. The environment of the campus was full of life and energy.

I learned about the initial steps to become a good leader from the Georgia Tech Leadership Program. It is applicable in every situation in life no matter whether you work in a team of similar or different cultural people. As I am from Bangladesh and currently I am studying at Tokyo Tech, I have had many experiences to do group activities with different cultural students. I have faced difficulties to work with multi-cultural students often. I have never thought that only working hard or behaving good with others are not enough for team work. Knowing about myself, my strengths and weaknesses, others' culture and making a good plan are also important to understand what kind of role will be good for me and for a successful team work.

We attended several sessions and participated in some indoor activities in Georgia Tech which were really helpful to know about basic components and different styles of leadership. We learned how to identify individual's skills and utilize them in a proper way for a team work, figure out individual's weaknesses and improve them and realized the importance of communication skills for workplace success. We also learned there the details about five practices of exemplary leadership and we had to apply these practices to a real-world situation in our final presentation. My group worked on Sheryl Sandberg who is an American executive, activist, author, and billionaire. Currently she is the Chief Operating Officer (COO) of Facebook. Analyzing her career and life-style made me concern about her business leadership skills, confidence level which made her successful. The challenges and risks she took made the world a better place for women.

In another session, Professor Dr. Gerome Stephens from Georgia Tech gave us some tasks to understand first ourselves. It was really interesting and worthwhile to understand ourselves. In another session, we were taught about the tools based on Erin Meyer's "The Culture Map" which allowed us to click on countries which the persons belong to we were working with and receive a cultural mapping of the selected countries/cultures. With this tool, we could compare how different cultures build trust, give negative feedback, and make decisions in different ways. Then we were divided in several groups with people from different cultures to share our individual skills, leadership styles, strengths and weaknesses with others. This made us realize how people were different as they were from different cultures. It taught us how to manage teams with different cultural people in the most efficient ways.

The experiences and lessons I attained by attending this Georgia Tech Leadership program will remain ever helpful for my future life. Coming back from Atlanta to Tokyo, I have started to analyze my strengths and weaknesses and how to improve my leadership skill which will enable me to perform as a perfect leader in workplaces as well as in social activities in future.



## M2 Student, Civil Engineering

### What I learned?

From Georgia Tech Leadership Program I have learned a lot. Before explaining in details about my experience I want to thank Professor Ota for giving me a chance to be a part of this program and Naoko Goto san for her continuous help throughout my stay in U.S.A.

This program was an extremely helpful as well as adventurous for me. As I have never thought of my inner skills or strengths before. While doing the course I learned that what I am capable of doing, what are my strengths that make me different from others, how can I improve my strengths and what can I learn from others. Each class of this course brought new experience for me. I got to know different culture of different countries, history of leaders, and cultural difference of many countries around the world. This course has helped me to see things in a different angle. Before going to U.S.A all the classes I attend gave me confidence to evaluate my strengths, made my presentation and communication skills stronger and also I became confident.

U.S.A, Atlanta, Georgia was a great experience in my life. As I have never been to U.S.A before so I was very excited about this trip. After going there I could clearly identify the cultural difference. U.S.A is a very lively country and people are friendly. They except any situation with full of confidence. On the other hand, Japan and Japanese people are the most polite and humble nation in the world. Everything is very systematic here. From the leadership workshop, strength quest class, challenge workshop and final presentation I have learned that depending on the cultural context, your typical style and behavioral tendencies may be an asset or a weakness. In other words, good leadership is largely personality in the right place.

During this program, we visited some historical places such as where Martin Luther King Jr. was born and his memorial museum stands. We also went to the Center of Civil and Human Rights where we could learn about our rights as humans and history of discrimination. There I have seen all the leaders of Atlanta who has sacrificed their lives for freedom. Their sacrifices moved me a lot as because I am from Bangladesh, my country has sacrificed 30,00000 lives for freedom in 1971.

In the center, I experienced recreated sound and motion of violence by white people. After putting on headphones, I closed my eyes and put my hands on a table, then I heard angry voices terrifying me. I saw some videos of racial discrimination which made me think about the sacrifices of my country people who died in 1971 liberation war.

I got the opportunity to visit CNN, Coca-Cola and Atlanta museum which made my U.S.A trip exciting.

### How can I utilize my experience from this program?

All the experiences I gained from this course will help me a lot to apply them into my professional as well as personal life. I think my confidence level has been increased way more than before. Now I can clearly identify my goals and make proper decisions to achieve them. I should emphasize more about my communication skills because communication is one of the key element to be a good leader. I will consider different aspects in my personal life to be a good life partner and human being.



## **M2 Student, Computer Science**

What I learned in this workshop is roughly divided into those related to discrimination and those related to leadership. The former is about racism/segregation and understanding about each culture (Culture map, Civic Center, Martin Luther King Jr.). The latter relates to leadership and its elements and cases (Strength Quest, Reed Hasting, and Martin Luther King Jr.).

### **Segregation**

One of the things I felt in this program is about discrimination. This was my first visit to the southern region. I was shocked that most of the manual workers I saw on the Belt Line Tour and on a regular trip were African American. Until now, the issue of black discrimination has only been seen only in text and screens, but for the first time I looked at reality. However, it was easy to speculate that those discriminations were not merely racial problems, but were caused by economic disparities. African Americans often earn less than whites. As a result, it is difficult to receive hugely expensive to support higher education in the United States. The number of working class people increases because they cannot receive higher education. Because of the working class, there is not as much economic income as the type of occupation that is mostly white people. Therefore, I thought that the correction of the economic gap would be one method of improvement of the racial discrimination problem. I also witnessed this situation and deepened my understanding of the issue of discrimination. Especially, the experience called Lunch Table when visiting the Civic Center was intense. When I was sitting at the counter of the dining room, it was an experience where white people were shouting to me. This was based on what happened in the past, and could be a part of the experience of discrimination that blacks have received. In addition, in the lecture on the idea of culture map, I learned prerequisite knowledge to accept in communication with people of different cultures.

### **Leadership**

I have always heard that leadership is important, but I have never learned it systematically, In particular, in the case of me, I have been an internship at many IT companies since my undergraduate days, and I have regarded managers as a leadership image, who is a person management position. Among them, he was not just a person who just spoke out, but a person who had a technology and was persuasive as a leader image for me. I also wanted to be like that, and I believed my ability to execute, technology, and problem-solving in that area were the most important factors, and I did not know the five elements of leadership. For this reason, I have had experience as a leader in many projects since my undergraduate days, but even if there are no problems with problem-solving skills or technical skills, sometimes projects may not go well, and teams may not get together well. One of the things I learned, what I thought, and the experience I would like to make use of in the future is that I could systematically learn about leadership. Also, as a leader, I was able to systematically learn what kind of skills I lack. Those skills had never been considered necessary, and I was convinced that some of my project didn't work because such a skills were lacking. If I had not learned such things in this workshop, I would have been pushing for the same image of leadership as before. This will not improve my failure.

At this workshop, I was able to bring something that could be applied to myself based on the examples of many leaders. My group analyzed Netflix's Reed Hasting as a final group work presentation. I wanted to analyze him because I am a computer science student and I thought it would be easy to get direct lessons. However, I learned more important lessons than such narrow perspectives. In particular, the concept of considering team as a professional sports team was new to me. As important as a family, it is not a familiar recreational team. It is a team that cooperates in a flat relationship toward the same goal. I felt that skills that I had been lacking can be corrected using this framework. Since I have analyzed my strength and understood the elements of leadership, I am confident that I can get a better performance than before.

## Others

I would also like to mention the Atlanta Beltline Tour. The Atlanta metropolitan area is a region built for largely by highways and famous as an automobile-dominant city. Therefore, chronic grad school in architecture, in 1999 came up with an idea for his thesis project: the adaptation of an obsolete loop of old railroad circling downtown as a new infrastructure for urban revitalization, it is called Belt Line. It can alter and refine development patterns in ways that create more livable communities with economic and social diversity. I saw the scene that The Atlanta metropolitan region can reprioritize models of transportation so that new development will occur in ways that support and improve quality of life. Adjacent neighborhoods are solidified with infill development and provide a larger base of transit riders. The territory engaged by the Belt Line is seems like to be precisely the space most desirable to accommodate a dramatic increase in both urban population and industrial redevelopment. As largely underutilized right-of-ways. These priceless spaces are also ideal for the intervention of public transportation. I felt that Belt Line improve mobility in traffic-congested Atlanta and make evident historic spatial boundaries and settlement patterns, contributing to civic identity.

There is another lesson I should present in this workshop. What I should present is the motivation I got from interacting with local students. During my stay there, I had the opportunity to contact students who had previously studied abroad at Tokyo Tech, students of the same computer science, and doctoral students who are doing research I'm interested in. They were very hardworking and taught me what I can not to notice just looking at Tokyo Tech or the narrow world. In particular, talking to a computer science student of another year who studied in Georgia Tech from an undergraduate school was a great motivation for me. It was a meeting that motivated me to work hard too so that I won't lose to him.

## Chapter 8

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