

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

Atlanta, GA, USA

Spring 2023



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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 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. Can actively participate (or have actively participated) in overseas training with clear goals tied to one's own plans, and can take ongoing action in line with the plans after returning home.
- II. Can give an overview and talk about the history, culture, etc., of a country of interest, can work independently toward deepening one's own knowledge of the country, and can draw on that knowledge to help with subsequent overseas study or career pursuits.
- III. Ability to implement means of staying healthy and avoid risk when traveling.
- IV. Can resolve such situations on one's own by knowing who to contact (healthcare provider, embassy, police, etc.) when falling ill or being involved in an accident or incident.

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

- I. 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.
- II. The ability to decide one's future career direction.
- III. The ability to coordinate members of a group in a different culture and transdisciplinary environment.
- IV. Problem-solving skills in a different culture.

Chapter 2

Introducing Participants

No	Affiliation	Year
1	Material and Chemical Technology	1
2	Environment and Society	1
3	Electrical and Electronic Engineering	2
4	Systems and Control Engineering	2
5	Material Science and Engineering	2
6	Material Science and Engineering	2
7	Electrical and Electronic Engineering	3
8	Computer Science	3
9	Mechanical Engineering	3
10	Life Science and Technology	4
11	Life Science and Technology	4
12	Computer Science	4
13	Chemical Science and Engineering	4
14	Computing	M1
15	Information and Communications Engineering	M2
16	Social and Human Sciences	M2

Chapter 3

Schedule of the Georgia Institute of Technology Leadership Program

Date		Activity	Detail	Stay
3/6	Mon	Leave Narita 16:00-Arrive San Jose 08:10		San Francisco
		San Jose →San Francisco	UC San Francisco UC Berkeley	
3/7	Tue	Leave San Francisco 10:40-Arrive Atlanta 18:17		Atlanta
3/8	Wed	Welcome, Ice Breaker, Campus Tour	Led by Georgia Tech International Ambassadors	
		Leadership Challenge Course		
		Student Meet and Greet	Invite ML Japanese students	
3/9	Thu	Grand Challenges		
		LPI		
3/10	Fri	Martin Luther King, Jr. National Historic Site	https://www.nps.gov/malu/index.htm	
		The APEX MUSEUM	https://www.apexmuseum.org/	
		StrengthsQuest	Led by Leadership Education and Development	
3/11	Sat	Center for Civil and Human Rights	https://www.civilandhumanrights.org/	
		Explore Atlanta (WOCC, CFHF)		
3/12	Sun	Students visit places on their own, i.e. Delta Flight Museum		
3/13	Mon	Foundation of Leadership Course		
3/14	Tue	Atlanta city bike tour		
		Atlanta BeltLine tour	https://beltline.org/	
3/15	Wed	Culture Map Presentation & Discussion	Led by Leadership Education and Development	
		Final Presentation		
		2023 InVenture Prize Finals Event	https://inventureprize.gatech.edu/	
3/16	Thu	Leave Atlanta 9:00- Arrive San Jose 11:24	Visit Disco Hi-Tech America inc. USA head office	San Jose
3/17	Fri	Students visit places on their own, i.e. Stanford Univ.		
3/18	Sat	Leave San Jose 11:10		On board
3/19	Sun	Arrival to Narita 14:30		

Chapter 4

Outline of the United States of America

4-1 United States

The land area of the United States is 983,517 square kilometers, about 45 times the land area of Japan. The population is about 332 million, which is about 2.6 times that of Japan. The United States has seven climate zones. Atlanta, in the state of Georgia, where we visited this time, has a warm and humid climate, like that of Japan. Due to the vastness of the land, the large population, and the characteristic climate of each region, the U.S. is one of the world's top producers of many crops. It is particularly famous for its wheat, soybeans, and corn production. The West Coast also has a strong IT industry, and taking advantage of its location, many Asian companies have established operations, especially in Silicon Valley.

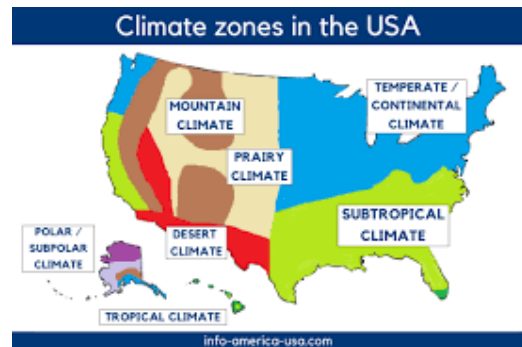


Fig. 4.1 Climate zones in the USA

The U.S. is also known as a "melting pot of races," with people of many races living in the country. This is deeply related to the history of the United States. Many Europeans and people from their colonial countries migrated to settle the vast land. While these factors were related to things that should not have happened, such as discrimination against specific racial groups, the diversity of the United States has made it the largest economy in the world today.

It seemed to me that the American diet is dominated by wheat-based foods such as pizza, hamburgers, bread, bagels, and waffles. In addition, many of the foods are relatively sweet in flavor. Especially for breakfast, waffles and pancakes were always served with syrup, or syrup to sweeten coffee. In drinks, bottled water is more expensive than soft drinks, such as cola, cider, and juice. Instead, many people carried water bottles, and there were places everywhere to get water at airports and school facilities. Drinking alcohol is allowed from the age of 21 in many states, and drinking on the streets is prohibited by law, so rules regarding alcohol are stricter than in Japan.



Fig. 4.2 American diet

Despite these many cultural differences from Japan, most Americans are very friendly and sociable. Therefore, I think the key to enjoying the U.S. is to actively communicate with people regardless of your English ability.

4-2 Atlanta

Atlanta is located in Northwest Georgia state. It is the same latitude as Fukuoka City in Japan. Its area is about 22600km₂ and the number of citizens is about 500,000. Tokyo, on the other hand, has an area of 2200km₂ and a population of 14,042,200.



Fig. 4.3 Where Atlanta is

The climate is humid and warm, similar to that of Japan. The week before of our visit was warm with a high temperature of 24°C and a low temperature of 10°C. However, when we visit Atlanta, it was very cold with a high of 10°C and a low of below freezing. Georgia Tech students told me that Atlanta is often very warm or cold.

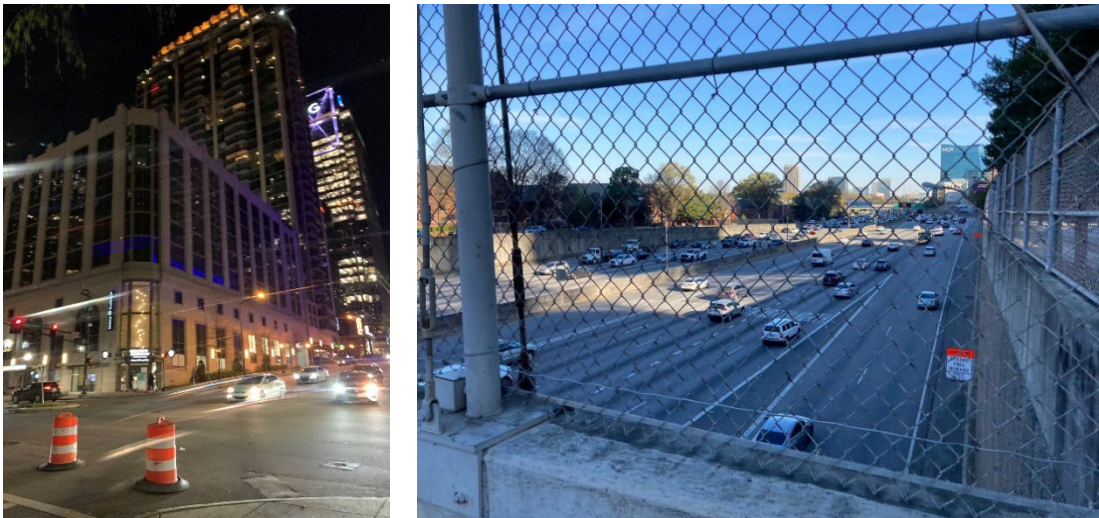


Fig. 4.4 Atlanta city, around hotel

Atlanta was the site of the 100th Summer Olympics in 1996. The Olympic Memorial Park and the Olympic logo remain in the middle of the city. My friend in Georgia Tech told me that he lives in an apartment which was used as an athlete village during the Atlanta Olympics.



Fig. 4.5 Olympic memorial Park and the Olympic logo in city

As a business city, Atlanta is home to 12 headhunters from world-class companies such as CNN, Coca-Cola, and Delta. It is the third most city in the US after New York and Houston. When I visited CNN and Coca-Cola on the weekend, there were much more visitors than I expected.

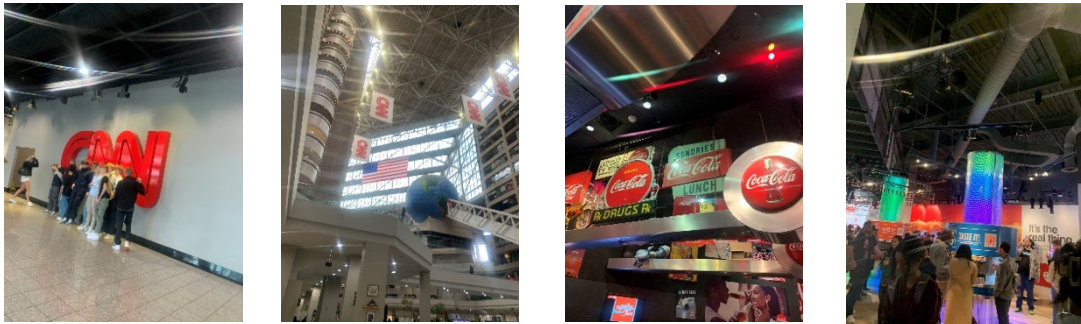


Fig. 4.6 CNN center and World of Coca-Cola

On the other hand, Atlanta is said to be one of the least safe cities in the U.S. In fact, during our stay in Atlanta, I encountered so many situations where we had to be very careful about our personal safety, such as being approached by homeless people on the street and getting tangled up on the subway. I was surprised to hear that even Georgia Tech students do not go out alone at night and were surprised at the difference in security from Japan.

Chapter5

Details of Places to Visit

5-1 About Georgia Institute of Technology

5-1-1 Outline of Campus

The main campus is located in Midtown, close to the downtown located in the northern part of Atlanta. In addition to the main campus, Georgia Tech also has satellite campuses in Savannah, Georgia, Metz, France, Athlone, Ireland; Shenzhen, China; and Singapore. There are offices of large companies such as Coca-Cola, Bank of America, Cisco, Accenture, and Google around the university. The campus has lots of green and the cherry blossoms were in bloom when we visited. There are many dormitories on the east side.



Fig. 5.1 Nature in campus

In Central Campus, there are many research buildings or academic buildings. Tech Tower, one of the administrative buildings is a symbol of the campus. West campus is occupied by apartments and dorms, some of them were built as part of the Olympic Village for the 1996 games. Although dormitory life is not common at Japanese universities, as students often commute from their parents' homes, at American universities, many students live in on-campus dormitories. First-year undergraduates are required to live in one of Georgia Tech's dormitories. East Campus is home to all of the fraternities and sororities as well as the part of the undergraduate freshman dormitories. Georgia Tech football's home, Bobby Dodd Stadium is located on East Campus. East Campus has quick access to Tech Square which has the Center for Quality Growth and Regional Development, the Georgia Tech Enterprise Innovation Institute, the Advanced Technology Development Center, and Venture Lab. Tech Square was opened in 2003, also hosting stores such as the official Institute bookstore, a Barnes & Noble bookstore, and a Georgia Tech-themed Waffle House.

The main campus has some buffet-style dining halls. In addition, multiple chain restaurants such as Chick-fil-A, Panda Express, and Subway are present on the main campus, mainly located in the Student Center and West Campus. The university also has a mascot whose name is Buzz, who wears a yellow jacket and can be seen at American football and baseball games.



Fig. 5.2 Tech Tower/Class



Fig. 5.3 Waffle House and Buzz/Dining Hall

Georgia Tech's undergraduate and graduate courses are divided into six colleges. College of Computing, Design, Engineering, Sciences, Ivan Allen College of Liberal Arts, and Scheller College of Business. The school has a particular focus on engineering and computer science.

Students are also active in extracurricular activities, with many participating in various clubs, and sports teams. Through off-campus activities, students can hone their skills in self-expression and leadership. Fraternities and sororities are also student organizations. They are not like clubs or societies in Japanese universities, where students share a particular sport or interest. These organizations are a common feature of every university in the United States. It is difficult to explain because they are so unique, but I would say that they are very close-knit clubs. Fraternities are for male students and sororities are for female students. There were many of these buildings around the university as well.

5-1-2 Exchange Program

More than 2,000 students in Georgia Tech go abroad annually. The university offers more than 120 programs around the world. Some of the programs can fulfill degree requirements. Students of all majors are able to join semester- or year-long exchange programs, and complete courses in English or the language of the host country. Georgia Tech has connections with more than 70 top-ranked universities around the world.

There are many kinds of study abroad scholarships at Georgia Tech. Some of the scholarships funding are provided by the support of Georgia Tech Alumni, companies, or even Japanese or Chinese governments.

Georgia Tech has a Japanese language class, taught by a Japanese teacher. We met students who were planning to work in Japan. The majority of students we met at the reception were taking Japanese classes. Some of the students told us that they want to study at Tokyo Tech, and interacted with them. Some students from Tokyo Institute of Technology also come to study at Georgia Tech. If you are interested in studying abroad, visit GSEC office at Taki Plaza.

5-1-3 UC San Francisco

University of California, San Francisco (UCSF) is a public research university located in San Francisco, California. It is one of the world's leading institutions in healthcare, biotechnology, life sciences, and health sciences, and is the only university within the University of California system that houses all four of its health science schools: medicine, pharmacy, dentistry, and nursing. Founded in 1864, UCSF is part of the UC system and does not offer undergraduate education. It offers a wide range of graduate and professional programs in healthcare, pharmacy, dentistry, nursing, public health, life sciences, biotechnology, and neuroscience, among others. UCSF is renowned for its world-class research facilities and receives over \$500 million annually in research funding. It is also highly regarded in healthcare, with its medical center consistently ranked among the top hospitals in the United States by U.S. News & World Report. UCSF has produced numerous Nobel laureates in medicine, pharmacy, dentistry, and physiology, and attracts top faculty and researchers from around the world. Its research achievements have led to the development of new treatments and medical technologies that benefit people globally.

We visited the Hao Li lab in the life sciences and asked them for an overview and a lot about UCSF. His research project is below.

- Elucidating the cellular/molecular mechanism of aging
- Deciphering the genetic determinants of complex human traits
- Unraveling the structure, function, and evolution of gene regulatory networks

It was great to learn valuable information about current anti-aging research.



Fig. 5.4 Picture with Dr. Hao Li in UCSF

5-1-4 UC Berkeley

University of California, Berkeley (UCB), is the flagship institution of the University of California system and is widely regarded as one of the world's leading public universities. Founded in 1868, UCB offers a broad range of undergraduate, graduate, and professional degree programs in disciplines such as humanities, social sciences, natural sciences, engineering, business, law, journalism, and public health. It is particularly well-known for its strength in STEM fields, including computer science, physics, and mathematics. UCB is home to numerous world-renowned research centers and institutes, such as the Lawrence Berkeley National Laboratory and the Center for Information Technology Research in the Interest of Society. It is also known for its commitment to social justice and diversity and has a history of activism and social movements on campus. UCB has a highly selective admissions process and attracts top students from around the world. Its faculty includes numerous Nobel laureates, MacArthur fellows, and other award-winning scholars. The university has a rich tradition of academic and research excellence, and its graduates have gone on to make significant contributions in various fields, including business, technology, arts, politics, and public service.

We were able to tour the campus under the guidance of current students. The campus is very spacious and rich in nature. Many students live in nearby dormitories and have active part-time jobs. Due to recent demand, data science classes are very popular, with over 4,000 students taking the online basic course every year. After the general campus tour, we listened to an explanation of the international student program, which is very active in accepting international students, with approximately 20% of the students coming from other schools both domestically and internationally. There is a wide variety of programs, including summer programs ranging from 3 weeks to 3 months, programs for those who are interested in starting their own business, and research study abroad programs. In particular, there are dedicated intensive programs in Chemistry and Physics. This shows the university's commitment to attracting the best and brightest students, both inside and outside the university.



Fig. 5.5 Picture: memorial manhole, Library



Fig. 5.6 Picture: Group Photo in UCBK

5-2 About the Georgia Institute of Technology Leadership Program

5-2-1 The Leadership Practices Inventory

The Leadership Practices Inventory (LPI) is a tool for assessing an individual's leadership abilities, developed by James M. Kouzes and Barry Z. Posner in 1987. It is a 360-degree assessment tool that evaluates a person's performance in five leadership practices, including Challenging the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart. Through the LPI, individuals can gain an understanding of their own performance in these leadership practices and develop a plan to improve their skills. Additionally, by receiving feedback from others, individuals can understand their leadership performance in different contexts and work to improve their abilities accordingly. The LPI is widely used in leadership research and has been shown to be an effective leadership assessment tool.



Fig. 5.7 Five practices of exemplary leadership

Our group of more than 10 students participated in the LPI assessment to evaluate our leadership abilities. Through this assessment, we gained an understanding of our frequency of performance

in the five leadership practices. Based on our individual results, we formed small groups focused on improving our lower-frequency practices.

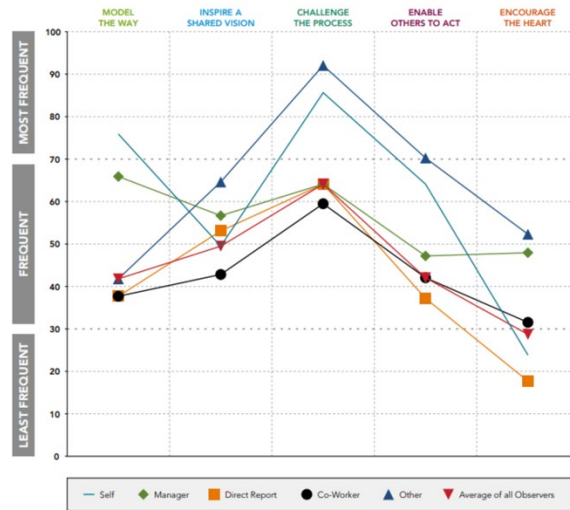


Fig. 5.8 Example results of LPI

We had extensive discussions within our groups, identifying our individual strengths and weaknesses, and developing specific improvement plans. Our plans included various experiments, such as seeking feedback from our peers, taking on new leadership roles, and seeking out new learning opportunities. We worked collaboratively to support each other in our efforts to improve our leadership abilities.

This experience was valuable for us as students, as it allowed us to gain insight into our own leadership abilities and identify areas for growth. By working together, we were able to develop and implement plans to improve our leadership skills, which will serve us well in our future endeavors.

5-2-2 StrengthsQuest

StrengthsQuest is an educational program to measure your 34 research-validated talent themes proposed by Don Clifton. Traditionally, the field of psychology was focused more on interventions that decreased an individual's misery. However, Don Clifton saw an opportunity to supplement this traditional science. His science answers questions about what's right with people rather than what's wrong with them. When he studied human behavior, he noted hundreds of positive characteristics and saw that many of those characteristics had commonalities. Based on those common traits, he distilled them down into the 34 talent themes. When we take the StrengthsQuest, we uncover our unique combination of 34 talent themes. The themes can help them understand where they're most powerful, and how to use that power to make their greatest contribution. After the test, we receive feedback "Strengths Insight Guide". Those help us grow confident in who we are and how we can contribute to the world.

We took Individual Leadership Assessment and Training class at Georgia Tech. The class had mainly 3 parts. The details are shown below.

1. Strength Writing Challenge: As we can see from the fact that experienced readers can enhance speed reading skills faster than beginners, people can grow what they're good at much more effectively with higher motivation. In 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 our left & right hand respectively.
2. Five Clues Talent: We shared our idea mainly about Yearning (To what kinds of activities are you naturally drawn?), and Glimpses of Excellence (During what activities have you had moments of subconscious excellence when you thought, "How did I do that?")
3. The Talent Connection: We thought about what our five themes allow us to do. Identify one specific example of when we have recently used each theme.



Fig. 5.9 Group photo in the class

What we learned from the program is below.

1. Talent \times Investment = Strength
(Naturally Think Feel & Behave) \times (Knowledge & Skills)

The equation above shows your power consists of your inherent talent and investment 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 aspects.

2. How to reach excellence
Knowing of self \rightarrow Knowing of others \rightarrow Management of self \rightarrow Management of others

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

5-2-3 Leadership Challenge Course

(I)Abstract

The Leadership Challenge Course is a powerful learning experience that takes participants outside of their comfort zones using custom workshop topics created to maximize learning outcomes while providing a unique adventure. The course will teach participants the skills needed in a rapidly changing global society including group leadership, team productivity, effective communication, adaptability, and analytical problem-solving.

(II)Challenges

CHALLENGE 1: Picking up the ball

Method:

The participants were provided with several tools such as a rope, a rake, and a ball, and were asked to freely use these tools to remove a volleyball from a bucket in the center of a circle made of string without dropping it. Nine members of the team worked on the task. The same task was also performed with a bowling ball instead of a volleyball.

Result:

Immediately after the start, some of the members shared their ideas based on the tools, but it was difficult to decide which method to choose as a team because several people shared their ideas at the same time. There was also a rough division between those who shared their ideas immediately and those who thought about it for a while and then waited to see what would happen before speaking up. Each action was undoubtedly based on the team's results, and I felt that it was necessary to sort out which viewpoint was being taken in order to maximize the team's results. Those who frequently give their opinions are trying to achieve a goal by trying many methods, but without proper respect for each opinion, it is impossible to extract much wisdom. On the other hand, when people give up giving their opinions, conflicts are avoided and the process proceeds smoothly, but it works as a negative in terms of activating the collective wisdom of many people. There were also those who, when the time was running out, would try the methods that emerged anyway in the hope that they would work, and there were those who sought certainty because failure would reduce the number of available tools. The goal is to succeed in the task. While it is fully understandable to try immediately, since being too cautious and not trying would mean not achieving the goal, it is also understandable to prefer to finally try something that has been well thought out, considering that failure makes it less likely. We can see that the way members think about time also has a significant impact on the way they work in a team. There is no right way to choose between agile and waterfall approaches, but it is necessary to make a choice based on respect. One of my regrets is that I did not check that there were more difficult tasks after completing one task, which narrowed the range of tools available for more challenging tasks (bowling ball challenge). From this, we feel it is important to look at the task as a whole and then develop a strategy. The task needs to be analyzed in a reasonable amount of time, and we need to gather the necessary information to do so, etc.

In this entire task, we worked from the bottom up. When working bottom-up, it is beneficial to be able to discuss various opinions, but it is also essential to respect and care for different characters, such as those who are comfortable expressing their opinions and those who are not, and to be careful not to give in too much and not make a cohesive decision.

CHALLENGE 2: LEGO challenge

Method:

The participants were required to recreate the finished product by combining large Lego blocks. The finished product was located at a distance and could not be seen from the workspace. Each member of the team had access to the finished product and was required to build the same object in the workspace based on the information they had seen. The blocks consisted of four different colors and had to be reproduced with similar parts of similar colors.

Result:

The finished product consisted of a stack of LEGO bricks, with some areas easily visible from the surface and others intricate and difficult to see. Since the higher up the hierarchy, the easier it was to see, our strategy was to build from the top down. However, as we progressed through the task, we changed our strategy to build from the bottom, which was more difficult because it dealt with areas that were difficult to see. Also, in the task, we had to identify what we were going to do next. In other words, we had to identify the point of interest and define whether we were going to check or examine that point. Since this task proceeded from the memory of what we had seen, it was important for members to trust what we were working on and what we said, and the assumption was that we were certain or clear in our words and actions. We worked bottom-up here as well, and I felt it was wonderful that through discussion we were able to select strategies and change them as the situation dictated without sticking to them.

CHALLENGE 3: "Ordering" pictures

Method:

Each participant was given a picture to memorize. Each picture had an "order" and was required to be "lined up" according to the meaning of the order, which was determined through discussion.

Result:

We first talked about the pictures each of us had seen, but since we did not know what other people's pictures looked like, we had difficulty deciding what to focus on and where to put our attention. We tried to interpret the grouping of representative objects in the pictures as a puzzle sorting task, but the result was sorting to scale.

From this, we learned the importance of gathering information and clarifying the goal of the task. It is not that we were not aware of this at all, but rather that each person did not understand the overall information, which led to an insufficient discussion about the goal, and we stuck to the "order" that we had once established. When working as a team on a difficult task, there is often insufficient information. Also, since each person has a different focus, we learned that if we do not clarify who is focusing on what and where we will not be able to determine the direction in which we should look as a team.

CHALLENGE 4: Jumping from the high

Method:

In this task, participants were required to climb a braided wall in pairs wearing safety belts and to descend after being caught by a bar about 2 m away from them at the top.

Result:

Since the participants had different perceptions of the height and difficulty of the task to be climbed, it was necessary to give an easier path to the person who had difficulty and to give him a sense of security. In addition, since two people each climbed at the same time and the net swayed, it was necessary to be aware of the balance regarding body size. We worked in pairs that had already worked together in previous tasks without thinking about it, and as a result, we did not have any major difficulties. In the summit task, we had to jump onto two bars at different distances, and I was able to succeed in the one at the farther distance. I think there are two fears here. One is the fear of heights. Jumping far up high is scary. The other is the fear of failing the task. As for me, I did not feel much fear of heights because I thought that I would not die if I did the task correctly because of the safety harness. Jumping from a high place was a fear of injury. In contrast, his fear of failure was great. Therefore, when I saw someone else try, I felt relieved that it would not matter if I did not succeed after seeing that someone else had already tried and failed, with apologies to that person, and I decided to experience a more difficult task anyway. Although the person who gave me the reassurance did not succeed in the task himself, I felt that I was able to try and succeed because he took the initiative and showed me how to try.

CHALLENGE 5: Walking across

Method:

Finally, four groups of four were created and each group was positioned diagonally and all group members were required to move to the diagonal. The task was set up with the rule that there were scattered points where one could place a foot, and once a foot was placed, it could not be used unless one of someone else's feet had been installed.

Result:

We were able to succeed by discussing the course each person would take and the overall picture as we decided on the path to choose.

(III) Summary

The following is a summary of what I've learned about teams through athletics and what I plan to do in the future.

- It is important to take the initiative and not be afraid to fail because failure is also beneficial to other members of the team.
- It is important to clarify what the goal is before you start working on it.
- It is also important to clarify what the goal is before taking on a challenge.

- Even if I fail, it will be for someone else's benefit, so I would like to challenge myself without fear of failure in the future!



Fig. 5.10 Students working on challenge 1



Fig. 5.11 Students working on challenge 2

5-2-4 Grand Challenges Course

Grand Challenges is a unique educational opportunity offered by the Georgia Institute of Technology in collaboration with the College of Engineering. This program is designed for incoming freshmen and provides them with a dynamic living-learning community that focuses on developing essential skills such as leadership, team building, and critical analysis that cannot be acquired through traditional classroom instruction alone.

As part of the Grand Challenges program, students live together in a dedicated residence hall and interact regularly with faculty members from a diverse range of academic disciplines in a relaxed and informal setting. By fostering this close-knit community of learners, the program encourages students to explore different perspectives, engage in meaningful discussions, and develop a strong sense of academic curiosity and intellectual growth.

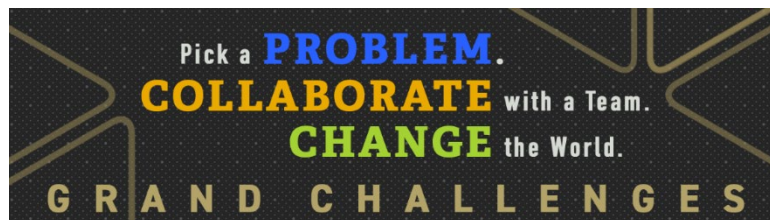


Fig. 5.12 Grand Challenges

As exchange students from Tokyo Institute of Technology, we had the opportunity to participate in the Grand Challenges course at the Georgia Institute of Technology. During our time in the

program, we were able to engage in stimulating classroom discussions and were impressed by the abundance of creative ideas presented by our fellow students.

What truly stood out to us was the spirit of teamwork and collaboration that permeated throughout the course. We worked together towards a common goal, each person contributing their unique skills and strengths. Witnessing everyone's hard work and dedication to the project was truly inspiring, and it taught us the true meaning and importance of leadership.



Fig. 5.13 Grand Challenges Course (2023.03.09)

Through this experience, we came to understand that leadership is not just about individual achievements, but also about guiding and motivating a team towards a shared objective. We learned the importance of effective communication, delegation, and the ability to adapt to different situations and personalities. We are grateful for this opportunity to learn and grow, and we will carry the lessons we learned from the Grand Challenges program with us as we continue our academic and professional journeys.

5-2-5 Foundation of Leadership

The "Foundation of Leadership" course is a fundamental leadership program designed to help students master leadership theories and practical skills, enabling them to succeed in their future careers and lives. This course is primarily targeted towards freshmen and sophomores and is part of the Georgia Tech Leadership Program.

The course covers the following topics:

- **Overview of Leadership:** Students will study the concept and definition of leadership and understand the role of leadership in personal and organizational contexts.
- **Personal Leadership:** Students will assess their own leadership abilities and learn how to develop a personal leadership plan to improve their leadership skills.
- **Team Leadership:** Students will understand the importance of team leadership and learn how to manage and lead teams effectively.
- **Communication and Influence:** Students will learn how to communicate effectively and influence others, and master the skills of building and maintaining interpersonal relationships.

- Decision-Making and Problem-Solving: Students will understand the basic principles of decision-making and problem-solving and learn how to tackle challenges and opportunities in their professional and personal lives.
- Career Development: Students will understand the basic principles of career planning and development and learn how to create a career development plan to achieve their career goals.

The course employs a variety of teaching methods, including group discussions, case studies, personal reflections, and practical projects, aimed at helping students apply leadership theories to practice and develop their leadership skills. The course is taught by professional educators from the Georgia Tech Leadership Center, who invite leaders and professionals from various industries to share their leadership experiences and practices.

The class we joined, we discussed how to deal with different personality. Personality is categorized into four, namely Dominant, Influencer, Conscientious, and Steady. We will separate into one personality what describe most about ourselves and talked what to do and not to do.

In conclusion, the "Foundation of Leadership" course at Georgia Tech provides students with a solid foundation of leadership theories and practical skills, enabling them to become effective leaders in their future careers and lives.



Fig. 5.14 Foundation of Leadership Course (2023.03.13)

5-2-6 Final Presentation

5-2-6-1 Group 1 (Pichai Sundararajan)

1. Background and career

He was born in Chennai, India in 1972. At the time, he traveled several hours from home to the hospital to get the results of his grandfather's medical tests. However, there was no way to know before going whether the test results were available at that time, and he was in such a rural area that he wasted several trips. Later, along with the reduction in his own labor when the telephone was installed, neighbors began to come to his house and use the telephone, and he said he was amazed at the impact of this feature. He later became interested in making information accessible to everyone, everywhere. He was academically gifted and spent high school in India before earning a master's degree from Stanford University. His major was in materials science, but he says that he saw that his colleagues and seniors were not doing well on certain topics, which made him think twice about his career. He then earned an MBA from the University of Pennsylvania and joined Google in 2004. After joining Google, he led the successful Chrome development project. He has served as CEO of Google since 2015 and as CEO of Alphabet since 2019.

2. Analysis

(a) Challenge the process

He recognizes the importance of Google's role in environmental and social responsibility and has set a series of innovative measures and goals to promote sustainable development.

Pursuing Excellence: Pichai's commitment to excellence is driving Google and the tech industry towards a more environmentally conscious and sustainable future. He is continuously seeking new methods and measures to reduce the company's impact on the environment.

Taking Risks: Pichai's willingness to take risks and embrace challenges is a driving force for Google and the tech industry to push boundaries and innovate in sustainability. As I mentioned earlier, he has set a challenging goal to eliminate Google's entire carbon legacy by 2030. In summary, his sustainability plan is a great example of his leadership ability to challenge the process. He pursues excellence and takes risks. Through his challenge of the process leadership style, Pichai has shown that innovation and excellence can drive a company towards a sustainable and prosperous future.

(b) Model the way

He excels in Model the way. Model the way is described as follows "Leaders clarify values by finding their voice and affirming shared values, and set the example by aligning actions with shared values"

One of the reasons I thought that way was that as one company, he is expressing judgment and intervening in global issues. The first example was when they assisted refugees in Ukraine. Google has committed to helping refugees in Ukraine and has undertaken several initiatives. Specifically, it provided financial support to Poland, prevented live traffic information from being displayed in Ukraine, and blocked Russian state media channels on YouTube. This prevented the channels from monetizing their content or distributing propaganda. It also freed up its offices in Kiev. Interestingly, Google employees on average come to the office with three refugees. So, I think employees also have the same idea.

Another example is data access. Pichai wants everyone to have access to the Internet. As part of this, google has developed low-cost pixel phones. I believe that He is good at model the way because He is working toward the ideal of access for all. As you can see, Pichai is acting on what he thinks is right.

We have considered the reasons for this. In an interview, He was asked what areas google works most with the government and what Pichai is most proud of. Pichai said in an interview that while he responded that he takes pride in doing the right thing, even though it is desirable on the business side. On another occasion, he said that he enjoyed tackling challenges. As for access to network, this was based on his childhood experiences. In his childhood, he had to travel in person to see the results of his grandfather's medical examinations, and he found this a challenge. He said he was surprised that with the introduction of the telephone, people in the community began to visit to use the service, and he looks to empathize with many people. I believe that these ideas form his model the way.

3. Feedback for his action

As his policy, Pichai believes and pursues “People Come First”. It means others have to be given priority. However, we think “People” means just only a part of employees. Pichai is a Hi-skill CEO, a passionate person, and has good communication skills. Moreover, he can take risks. On the other hand, employees, some are low-skill workers, some just work for money, and some have only weak communication skills. Moreover, some demand stability, and can't take risks. These are misalignments between Pichai and employees. He has to solve this drawback. So, we set targets on “Enable Others to Act” and “Encourage the Heart”. Both are practices that influence others directly.

We suggest “Employees Come First”. We put meaning, think about not only some types of employees, think about all of the employees in other backgrounds. Observing employees' backgrounds is important for understanding their backgrounds. Replacing their positions and standing in their position is effective for feeling their sensibility. Further, discussing with employees is essential for succeeding in products with all members. For example, do not fire employees for their performance as Twitter did, he should think about his employees more and more carefully. For another example, he could experience their variety of backgrounds by disguising one of his employees or living an ordinary life with his employees. Do Observation, Do Replacement, and Do Discussion.

4. Conclusion

Pichai is a good leader. But if he imagines employees more politely and empathically, Pichai could be a good leader for everyone.

5-2-6-2 Group 2 (Elon Reeve Musk)

1. Brief Biography

He was born in South Africa. He was never interested in sports. Instead, he was extremely focused on reading. Received bachelor's degree in physics and economics. He enrolled in graduate school in physics but left after only 2 days. He started his first company named Zip2 in 1995. Zip 2 provided an online city guide. Then, he found SpaceX and PayPal. He became a major funder of Tesla, which is an electric car company. And In 2022, he acquired Twitter.

2. His Good Points

He models the way by clarifying his values and affirming shared values. He has a very strong opinion on the things that interest him, such as artificial intelligence, space, and cars. All of his conversations, podcasts, and interviews very well state him as a great thinker who puts his perspective on the world very clearly. He thinks and makes decisions so fast. But he cannot wait for the world to change. He inspired others by his large-scale goals and logical thinking. He is really good at anticipating the future. He focuses on innovating and achieving large-scale goals. We can see his ambition from the quote; “We will not stop until every car on the road is electric”. He makes an exciting but reasonable plan and motivates others to join him so he can achieve the vision. He said, “People work better when they know what the goal is and why. It is important that people look forward to coming to work in the morning and enjoy working.”

Another strength of Elon Musk is his ability to challenge the process. Here is a good example that illustrates his strength in seeking opportunities in the world. When Musk was 24 years old, he moved to California to earn a Ph.D. in applied physics at Stanford University. However, he left after only two days because he saw a great business opportunity on the Internet, which was in its infancy at the time. (Fig. 5.12)

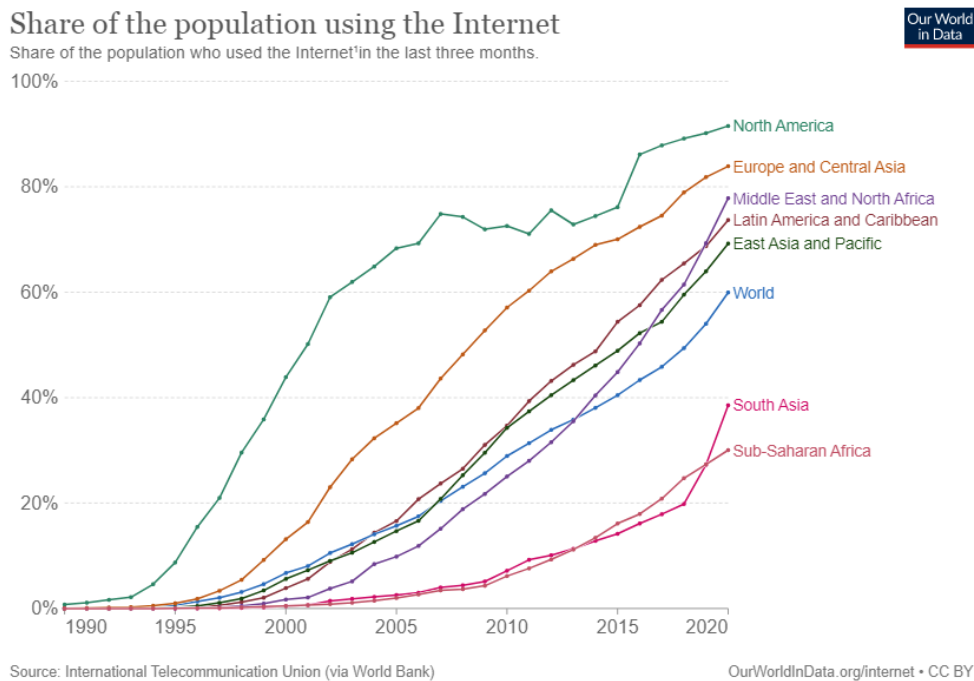


Fig. 5.15 Share of the population using the Internet

Elon Musk said: “It’s worth looking at industries which a lot of people think are impossible or think you can’t succeed at - that’s usually where there’s opportunity.” At that time, the Internet was still a very new technology, and his business idea may have sounded unrealistic. However, he saw it as a great opportunity and made it possible. From these examples, we can say that he is good at searching for opportunities by initiative and by looking outward for innovative ways to improve.

Also, he is very good at experimenting and taking risks by consistently generating small wins and learning from experience. For instance, most of his proceeds have been used to invest in new businesses. His proceeds from Paypal after tax were about \$180 million. He said \$100 million of that went into SpaceX, \$70 million into Tesla, and \$10 million into SolarCity, so he had to borrow money for rent. He doesn't settle on one business, and he consistently thinks of new ideas and moves on to the next business in response to new technology or demand in the world. This example clearly shows his willingness to take risks.

He's the best example of a leader when it comes to challenging the process because he always searches for opportunities for innovative business ideas and constantly experiments or takes risks.

The weakness of Elon Musk and what he should do to become a better leader

While he is successful in his business and known for his business, he is often called a ruthless leader. We thought these two points are weaknesses; communicating with employees via email and forcing employees to his own rules. For example, after acquiring Twitter he sent abrupt termination notices or one-sided emails which threatened employees. Also, he is known for forcing employees to his six rules for improving productivity and it is unbelievably strict. These rules can be efficient and one of the reasons why he is successful but at the same time that is why he is often called selfish and ruthless.

To overcome his weakness, we came up with two ideas. First, he should build true communication with employees. There is one unique example of getting true trust from employees in Sony, a famous Japanese electric company. The president Of Sony, personally gives employees “*randoseru*”, school bags for elementary school students when their children turn six years old. This event is one of the reasons why Sony has a low employee turnover rate. Second, he should listen to the employee's opinions more. Now he often makes decisions on his own. Thus, like making polls and organizing a planning competition, he should ask employees' opinions more. We believe that he can be a better leader by doing these things.

Elon Musk's personality can be described as highly driven, innovative, and visionary. He is known for his intense work ethic and his ability to think outside the box to solve complex problems.

First, Elon Musk is a visionary risk-taker. Elon Musk is known for his ambitious and innovative ideas. He is constantly thinking about the future and how to create technologies that can make the world a better place. Musk is not afraid to take risks, both personally and professionally. He has invested heavily in ventures such as SpaceX and Tesla, which were initially considered high-risk ventures.

Next, Musk is highly determined and persistent. He is known for his relentless work ethic and his willingness to put in long hours to achieve his goals. Musk is highly creative and has a unique way of thinking about problems. He is known for his ability to come up with unconventional solutions to complex problems.

Musk is also known for being independent and self-reliant. He has a strong sense of self-direction and does not rely on others to tell him what to do. Musk has a charismatic personality and is known for his ability to inspire and motivate others. He is a skilled communicator and is able to convey his ideas in a compelling way.

Elon Musk is known for using memes to engage with his followers and promote his ideas. He has used memes to encourage others to take action.

Musk uses memes to create a sense of humor and relatability with his followers. This makes him more approachable and encourages people to engage with his ideas. Musk has used memes to promote his ideas and ventures, such as Tesla and SpaceX. He often shares memes that reference his companies, which helps to raise awareness and generate interest.

Musk has also used memes to encourage people to take action, such as investing in cryptocurrencies or supporting environmental causes. He has shared memes that highlight the benefits of certain actions and encourages his followers to join in. By sharing memes, Musk has helped to build a community around his ideas and ventures. People who share his sense of humor and interests are more likely to engage with his content and become part of his community.

Overall, Musk's use of memes helps to make his ideas more accessible and encourages people to take action. By using humor and relatability, he has been able to connect with a large audience and build a strong community around his ventures.

5-2-6-3 Group 3 (Michelle Obama)

1. Background and career

Michelle Obama is an American attorney and author who served as the first lady of the United States from 2009 to 2017 as the wife of President Barack Obama. She was the first African-American woman to serve in this position.

As first lady, Obama served as a role model for women and worked as an advocate for poverty awareness, education, nutrition, physical activity, and healthy eating. She supported American designers and was considered a fashion icon. As the 44th First Lady of the United States, Michelle has a strong interest in social issues such as helping working women balance their careers and family, promoting education, the organic food movement, and combating childhood obesity. Since 2010, Michelle has made the fight against childhood obesity her top social priority, and the results are clear: according to the US federal government, the obesity rate among children aged two to five has fallen dramatically, and in 2012 she launched the "Let's Move" children's fitness campaign. Michelle has also organized sports organizations and institutions such as the US Olympic Sports Team to lobby young people to try new sports and outdoor activities. According to local media, approximately 1.7 million American youth have participated in community-run Olympic and Paralympic programs. She has black slave roots. And she is supportive of immigrants and minorities and committed to education and women's issues. Though she has a reputation for being a good speaker and charismatic, she was often criticized especially during the election period. She was often discriminated as black. And there is another challenge. She often talks about the importance of women's rights. She said "We cannot afford not to bring education to girls and power and necessary rights to women. We must continue to work for this." She also joined the "This Is for My Girls" project to support girls who cannot go to school.

2. Analysis

3.

(a) Enable others to act

In 2011, Mrs. Obama and Dr. Jill Biden came together to launch "Joining Forces", a nationwide initiative calling all Americans to rally around service members, veterans, and their families and support them through wellness, education, and employment opportunities. Joining Forces works hand in hand with the public and private sectors to ensure that service members, veterans, and their families have the tools they need to succeed throughout their lives. Another campaign, "Let's

Move" was launched by former First Lady Michelle Obama in 2010 to address the issue of childhood obesity in the United States. The campaign aimed to promote healthier food choices and increased physical activity for children and families across the country. Through the "Let's Move" campaign, Michelle Obama worked with schools, community organizations, and food companies to improve the nutritional value of school meals, increase access to healthy food in underserved areas, and encourage children to be more physically active.

(b) Encourage the heart

In 2014, Mrs. Obama launched a project named "Reach Higher Initiative". It is an effort to inspire young people across America to take charge of their future by completing their education past high school, whether at a professional training program, college, or university. The campaign aims to make sure that all students understand what they need to complete their education by working to expose students to college and career opportunities. Specific activity is encouraging academic planning and summer learning opportunities and supporting high school counselors who do essential work to help students get into college.

(c) Model the way

"Let Girls Learn" was a campaign launched by Michelle Obama in 2015 to address the barriers that prevent girls around the world from accessing education. The campaign aimed to empower girls through education and provide them with the tools they need to reach their full potential. Through the initiative, Michelle Obama worked with governments, NGOs, and private sector partners to create sustainable solutions that would improve educational opportunities for girls worldwide. The campaign aimed to build a global community of support for girls' education and to raise awareness of the critical role that education plays in creating a brighter future for girls, their families, and their communities.

4. Feedback for her action

Though her campaign seems perfect, we are not really sure how much her campaign affected the current situation. There is only a slight difference between before and after she proceeds Let's Move campaign. According to data from the Centers for Disease Control and Prevention, the prevalence of obesity among children and adolescents aged 2-19 years in the United States was 19.3% in 2018, which is considered high. While there have been fluctuations in the prevalence of childhood obesity over the years, the overall trend appears to be stable or slightly decreasing in recent years. However, the prevalence of severe obesity, which is a more significant health concern, continues to increase among children and adolescents. Despite the progress made in reducing childhood obesity rates in recent years, there is still much work to be done to address this public health issue. Obesity in childhood can lead to serious health consequences in adulthood, including heart disease, diabetes, and other chronic conditions. Therefore, it is essential to continue efforts to promote healthy habits and prevent childhood obesity in the United States. She said it takes a lot of time the result upcoming, but it is no doubt that now is the time when she has to undertake a challenging task, and her leadership of challenge the process is tested.

5. Conclusion

Michelle Obama, as First Lady of the United States, is known for addressing social, educational, and health-related issues in the public. Her ideas and actions are controversial and it is natural that different people have different assessments of her. She is an honest and hardworking person who has set out on her own to achieve what she set out to do.

5-2-6-4 Group 4 (James Cameron)

1. Background

James Francis Cameron is a world-renowned film director and screenwriter. He is One of the world's leading film directors and also is a screenwriter. It released "Terminator" in 1984, "Titanic" in 1997, "Avatar" in 2009, and "Avatar: Way of Water" in 2022. These are particularly famous works, and many other large-scale works have been produced.

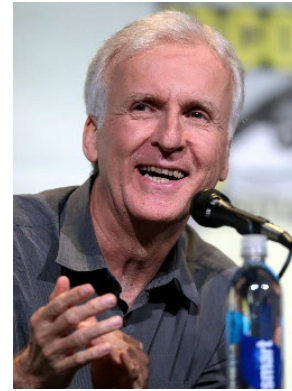


Fig. 5.16 James Cameron

2. Achievement

In his 20's, He wrote the screenplay for "Terminator" and got attention from movie companies. With the release of "Terminator", a hit recorded all over the world. In 1997 "Titanic" recorded a hit that remains in the history of world movies. It led him to win 11 Academy Awards and himself won the Academy Award for Best Director. In 2009, his 3D movie "Avatar" was the highest-grossing movie of all time worldwide. Last year, the sequel to that work, "Avatar Way of Water," was released, and it continues to break records. As a result of sharing what he envisioned with the film production members and actually releasing it as a movie, he led other production members to achievements such as the highest box office revenue of all time and many Academy Awards. As he was very picky about it, he is watching every step from planning to script writing, shooting, editing, etc., and he is thoroughly pursuing his own vision. In fact, when he first tried to film Titanic, he decided that the technology to make it look real was not up to it, and sometimes he gave up on the project itself. He made no compromises.

3. Analysis

a) Enable others to act

James Cameron has worked on films that use the latest computer graphics technology and have huge budgets. Naturally, such a film can never be produced by an individual or a small team, and he needed to take the leadership and collaboration of a diverse group of professionals. He has directed massive teams of staff based on his own unique vision of the target film. For example, actors, scriptwriters, cinematographers, sound engineers, editors, and so on. To do so, he fosters collaboration. He invests in creating trustworthy relationships and building spirited and cohesive teams. In addition, he strengthens others. He derives capabilities from staff to maximize the quality of the film. Actor Sam Worthington, who played the main character in Avatar, says how much he trusts Cameron. "The director knew it was going to be a shocking film because he's made a story that's that good. That's why I trust him." This comment represents how well Cameron fosters relationships with actors and builds trust. Leonardo DiCaprio, the actor who played the main character in Titanic, was so arrogant at the time that Cameron almost lost him in an audition. However, believing in DiCaprio's talent, Cameron patiently tried to communicate with him. As a result, he made DiCaprio the star of an Academy Award-winning film. This story describes how he strengthens others.

b) Challenge the Process

What we consider to be James Cameron's most outstanding leadership quality is his spirit of challenge. He always had a picture in his mind of the kind of film he wanted to make, and he shared that picture with actors, directors, screenwriters, sound, editors, and everyone else

involved in the film. He never hesitated to spend time, effort, money, or other resources on the film he wanted to make, and he never made any compromises. His enthusiasm was so out of the ordinary that the people around him were taken aback, yet he continued to produce world-class hits because he had solid leadership qualities. Let us look at his way of thinking. Normally, when we create something, we think about what we can do based on the technology that is currently available. However, in his case, he envisions what he wants to do and then thinks about the technology and techniques needed to do it. "If you don't have the equipment or the technology, build it." This is a quote that symbolizes his challenging spirit.

These two works represent his challenging spirit. "The Abyss" was said to be unfeasible at the time. However, he made the impossible possible by designing and creating a new underwater helmet, purchasing an entire nuclear power plant for filming, and proactively incorporating CG technology that had not been developed at the time. Cameron, who saw the potential of CG in "The Abyss," actively used CG in his next film, "Terminator 2." This film is considered to have contributed greatly to the development of CG technology. His ability to foresee the times, be quick to adopt new technologies, and lead his team with precision can be said to be part of his leadership.

4. Improvement

a) Model the Way

He is very ambitious. He is very passionate about realizing his vision and will not compromise. Therefore, the realization of his own goals is too strong to be reproduced. It was an extraordinary zeal (motivation) for his work that surprised the staff and cast around him, sometimes bringing stress and disgust to the other members of the team. During the seven-month filming of the worldwide hit "Titanic," a large number of crew members suffered from drug-induced hallucinations and confusion. Many stuntmen were injured but forced to go through with the dangerous filming. This must have been painful and harsh for many of the crew members. To remedy this, he should learn to manage his money realistically and properly divide the roles of his staff during filming. This is obvious, but he often lacks realism and cooperation at times to achieve this for himself.

b) Inspiring a Shared Vision

In "Avatar: Way of Water," he portrayed a critical view of Japanese whaling. The film came under fire because it didn't take into account the Japanese point of view. The actual whaling in Japan is done in a manner that takes animals into consideration, but the film did not sufficiently explain this. The way it was depicted was one-sided and manipulative, but as a work of art, it was thrilling and interesting, and it created an image of Japan as an enemy of dolphins and whales.

To remedy this, it will be necessary to conduct a thorough investigation of the culture and its parties that are being referred to in order to convey the message that one wishes to appeal to. When the message is strong and reality is exaggerated, it's wise to incorporate explanations to avoid misunderstanding.

5. Conclusion

All we can say so far is that he has a disposition to say and do things that are sometimes too extreme because of his passionate and thorough commitment to the film. This may be seen as necessary to bring out new values and possibilities. However, we believe that this is not the way of the modern style. It is better to spend more time on scheduling and training the cast to the extent that the staff does not reach their limits and boycott the project. It would also be beneficial to improve one's own filming style by following the examples of other outstanding filmmakers.

5-3 A Leadership and Innovation Case Study: The Beltline Impact

We studied The Beltline Project as a leadership and innovation case study during and before this program. The Beltline is a 22-mile transit system on an underused railroad corridor around downtown Atlanta (Figures 5.14 and 5.15). The project began as Ryan Gravel's thesis in 1999 when he was a Georgia Tech graduate student and later he became an urban planner, designer, and architect.



Fig. 5.17 The map of the Beltline

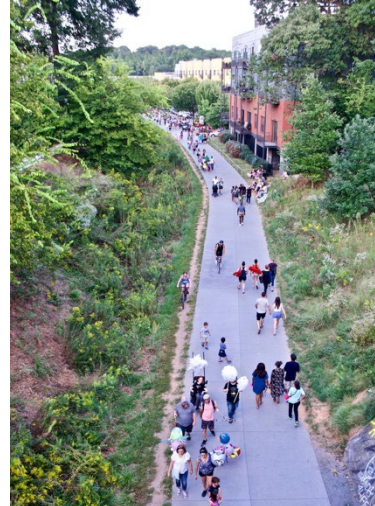


Fig. 5.18 The Eastside Trail

Atlanta BeltLine, Inc. (ABI) gave us a presentation about The Beltline Project, and a Georgia Tech professors presented research on the Beltline, including counting and analyzing user data to track changes over time, evaluate who is benefiting, and plan for future use. We then walked on the actual Beltline to review what we studied.

Background of the Beltline: First, let us explain the background of The Beltline Project. After Ryan graduated from Georgia Tech, he worked for an architecture firm. Inspired by his plan, his co-workers began to work with him to realize his proposal. They sent out letters, including one to a city council member, Cathy Woolard. She got interested in his idea and hosted town hall meetings, and eventually, many people have gathered and worked on his project until today.

Vision and impact of the Beltline: ABI states that the vision of the Atlanta Beltline is *“To be the catalyst for making Atlanta a global beacon for equitable, inclusive, and sustainable city life.”*

Equitable/inclusive – According to ABI, the project aims to provide benefits to everyone through the Beltline, regardless of age, gender, race, income, or political ideology. Atlanta has a long history of overcoming segregation and discrimination towards Black people, and even though the civil rights war ended in 1968, there is still a lingering problem in the city of Atlanta today. In Figure 5.16, red dots represent whites, blue dots represent blacks, green dots represent Asians, orange dots represent Hispanics, and yellow dots represent others, with each dot representing 25 residents. As seen in this map, Atlanta citizens are still "separated" depending on skin color, wealth, etc.

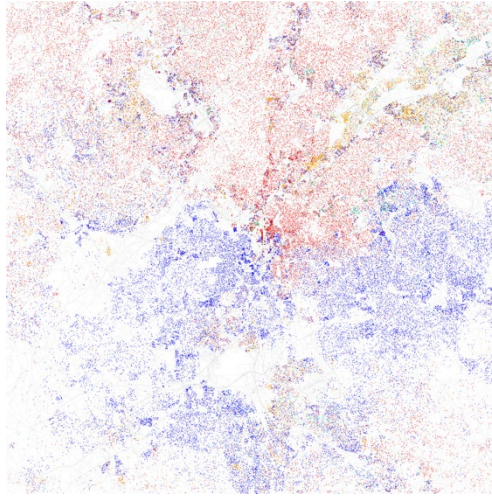


Fig. 5.19 Race of Atlanta citizen by region

One of the main purposes of this project is to connect these "separated" regions by providing walkable trails. The MARTA subway was MARTA rail serves as another transportation option for those who do not have a car, so we should also take that into account when re-using those lines. The Beltline has a significant role in connecting Black and White, rich and poor, and all Atlanta citizens. Equity has been a priority since Ryan proposed the initial plan, and he wrote that construction priority for the four Beltline segments involves not just economic feasibility but also historical equity. They all knew that they must not forget the historical discrimination in public transportation against African American neighborhoods. However, according to the professor's research, 60% of Beltline users were white, so there is still work to be done to achieve the vision of equality and inclusiveness.

Sustainable – As stated in Ryan's thesis, the Beltline also has a significant role in solving environmental issues. Providing pedestrian-friendly trails can lead to reduced CO2 emissions, considering how the US is a car-based society. In the presentation, they said 63% of Beltline users used non-vehicular transportation, meeting the goal of creating a pedestrian-friendly trail.

Economic impact: The Beltline has a significant impact on the economy as well. Based on their research, more than 50% of visitors go to shop and dine, resulting in stimulating local economies. The Atlanta Beltline Project offers three things: affordable housing, investment, and job creation. These things lead to economic development and make Atlanta economically resilient.

Overall, incorporating and encouraging community voices have been the most important thing in implementing the project and achieving equitable, inclusive, and sustainable city life for Atlanta.

5-4 A Life of Martin Luther King Jr. and National Historic Park

Martin Luther King Jr. and National Historic Park are composed of several landmarks and exhibits. First, we visited Visitor Center, which contains the exhibitions about American Civil Rights Movement. At the exhibit entitled "Courage To Lead", we learned how Dr. Martin Luther King had been involved in the Civil Rights Movement. Also, we could simulate joining the marchers on their journey at the exhibit, "Freedom Way". Unfortunately, we were not allowed to take a photo in the museum.

Then, we participated in the Birth Home Tour. Dr. King was born in 1929 and lived the first twelve years of his life there. The tour is free and lasts approximately 30 minutes, but the number of participants is limited to 15 people at a time. The tour was led by National Park Service rangers. We looked at the interior of the house such as the front porch, dining room, kitchen, and bedrooms with the explanation by the ranger. He was so familiar with Dr. King that he answered all of our questions in detail. Through this tour, we learned about what was like Dr. King's childhood, and family background. However, the entire house wasn't available to explore, and taking a photo of the inside wasn't allowed either.



Fig. 5.20 Picture: Visitor Center



Fig. 5.21 Picture: Birth Home of MLK

After the tour, we walked down to the memorial tomb of Dr. King and his wife, Coretta Scott King. There are some monuments that represent his legacy around it. One of them entitled "The Eternal Flame" symbolizes the continuing effort to realize Dr. King's dream for a world of justice, peace, and equality for all mankind. The plaza is located next to "The King Center", which was founded



Fig. 5.22 Picture: The Memorial Tomb



Fig. 5.23 Picture: The Eternal Flame

by Coretta Scott King in the year following the 1968 assassination of her husband. This center is a nongovernmental, not-for-profit organization that aims to nonviolent social change.

5-5 Center for Civil and Human Rights

“Center for Civil and Human Rights” is a museum and human rights organization established in 2014 in Atlanta. This museum is based on the history of the civil rights movement in the United States, and is one of the few places in the world educating visitors on the link between the United States Civil Rights Movement of the 1950s and 60s and the contemporary struggle for human rights around the world. The center’s iconic exhibitions feature the papers and artifacts of Dr. Martin Luther King Jr.



Fig. 5.24 Signs near the Entrance

This museum has a characteristic outlook. The curved walls of the center represent two cupped hands, protecting something sacred: the dignity of all human beings. The exterior facade displays many tones, a mosaic of different nationalities. It represents the idea that people from all over the world can work together in harmony.



Fig. 5.25 The Architecture of the Center

This center has three levels of exhibition galleries and event spaces. Each gallery is very important to understand the history of the U.S. Among them, “Lunch Counter Sit-in Exhibition Gallery” was one of the most unforgettable exhibitions for me. Here, we can participate in a lunch counter sit-in simulation and place ourselves in the shoes of non-violent protests in 1960. Listening to the violent voices which discriminate against you, you can see how long you can keep

calm with your hands steady on the counter. Just reading this explanation, I had no idea how difficult this would be. However, a very hard time was waiting for me. I couldn't stand it even for 30 seconds. I cannot describe how scary it was. After that, I reconfirmed the seriousness of discrimination in the United States. There were also shocking photographs in the "Martin Luther King Jr. Exhibition". One of them showed us the moment he was carried with a stretcher after being shot. There was also a photograph of the hotel owner wiping the blood of the assassinated Martin Luther King Jr. on the balcony floor. Sometimes, photographs can have a great impact on us. There are things that pictures can convey that words can't. I was glad I had the opportunity to see it.

In the history of the US, a lot of brave people have fought against discrimination. Some people believe that the era of discrimination is over, but it hasn't been solved yet. We must carry on the will of our predecessors and must not let their actions be in vain. I am convinced that this experience gave me a new perspective and will help me in the future.



Fig. 5.26 One of the Exhibition galleries

5-6 2023 InVenture Prize Finals

5-6-1 About InVenture Prize

In Venture Prize is an innovation competition held at the Georgia Institute of Technology. The participants are undergraduate students and recent graduates of Georgia Tech. They work independently or in teams to win a prize which is judged by experts. This competition has 3 rounds.

In the first round, the participants present their inventions and the judges decide who will advance. In the second round, they have 5 minutes to present their inventions and then answer questions and comments from the judges. In this round, the judges select six finalists. Finally, the six finalists made a three-minute presentation of their inventions. The three expert judges then give a three-minute question-and-answer session. After that, the prizes for the final round were determined. This final round was broadcast live on the Georgian Public Broadcasting Company (GPB).

The judging criteria used by the experts consisted of five parts, which we can see below.

- Innovation
- Marketability
- Market Size
- Inventor Passion
- Probability of Becoming a Successful Business

From these scores, the final prize is determined. For 1st place, they will receive \$20,000. The 2nd place winner will also receive US\$10,000 and the People's Choice winner will receive US\$5,000.

5-6-2 Review

We participated in the 2023 In Venture Prize Finals. That was held at Ferst Center for the Arts at Georgia Tech. The first prize winner was SellRaze. It's an online platform that makes it easy for sellers to manage their e-commerce stores across multiple marketplaces by providing tools for inventory management, order fulfillment, and sales analytics. The second prize winner was SpoilerALERT. It's an antibody test for insulin degradation that allows diabetics to evaluate their insulin supply. The third prize winner was Novela Lamp. It's an interactive shadow puppet lamp that allows children to tell stories using puppets and scenes, promoting imaginative play and fostering the development of their communication skills through creative expression.

One of the strengths of the InVenture Prize Final is the quality of the ideas presented by the student teams. Many of the inventions are highly innovative and have the potential to make a significant impact in their respective fields. The competition also provides a valuable opportunity for the student teams to gain experience in pitching their ideas and honing their entrepreneurial skills.

Another strength of the InVenture Prize Final is the judging process. The panel of judges includes experienced entrepreneurs, investors, and industry experts who provide valuable feedback to the student teams. The judges are also given time to ask questions and engage with the student presenters, which helps to create a dynamic and informative discussion. Overall, the InVenture Prize Final is an impressive and valuable event that showcases the creativity and entrepreneurial spirit of college students.



Fig. 5.27 Venue of InVenture Prize Final

5-7 World of Coca-Cola

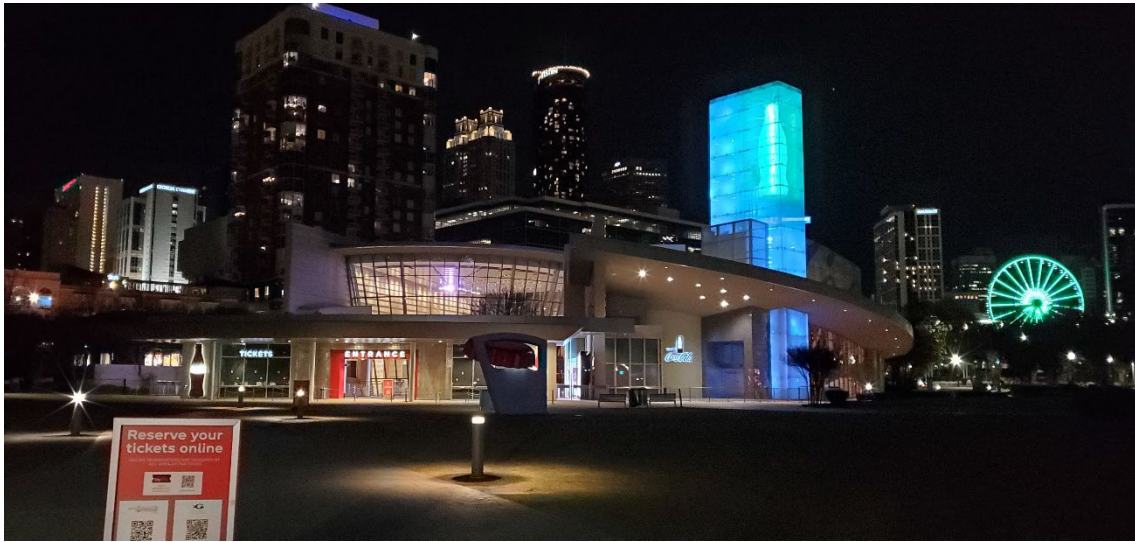


Fig. 5.28 Building of World of Coca-Cola

5-7-1 What We Can Do

World of Coca-Cola is a museum about all of Coca-Cola. It's in The Attraction District in Atlanta. There are World of Coca-Cola, the Georgia Aquarium, and the Center for Civil and Human Rights(6-5). After the Center, it's free time, we can choose where to go. The Attraction District is clean and wide and the building of World of Coca-Cola has Coca-Cola elements, so it is a nice location to take pictures. In addition, the Georgia Aquarium next to World of Coca-Cola is huge and fun, so you could go after World of Coca-Cola. In the World of Coca-Cola, We can learn about histories, manufacturers, and tastes. Learn about Coca-Cola items, machines, and beverages.

5-7-2 What We Did

We made plans to meet with GT students and we spent free time with them. Before entering the building, we had our photo taken and got a postcard. We can print out the photo on Kiosk.

First, we entered The Loft. There're nearly 200 items in more than 135 years. An ambassador wearing a red dress talked about the Coca-Cola artifacts. In this talking, she asked us where we were from or what Coca-Cola beverages we like. Normal Coke and Sprite were popular, as expected. She made us pleasant and feel the Coca-Cola world.

After, we were guided to The Coca-Cola Theater. We watched a short movie about celebrations in life with Coca-Cola. Birthday, proposal, returning home, and more. It actually made me tear up. End the movie, the screen opened and the way to the hall appeared as if we joined the history of Coca-Cola.

Enter the hall, we saw a large safe, The Vault. In the vault, much information about the secret recipe of Coca-Cola. How its taste and shape were created, changed, or how the recipe was kept secret. And they were fun because they are exhibited like pharmacies, laboratories, newspapers, or Coke. Last of The Vault, there was the vault. We took photos. But, it was a warning. Be careful not to cross the line before the vault. We crossed two or three times and the alarm rang.

The secret recipe was the most important thing, because “Keeping the secret ensures that the MAGIC lives on”.

Finally, we went upstairs to Taste it! It could be a main of the World of Coca-Cola. We can taste 50 or more Coca-Cola beverages. Almost all are soda and sweat, so it made me full and I couldn't taste, just drank. In addition, the floor was so sticky. A GT student executed a concoction. Mixed all beverages in a machine and tasted them. It's a warning again. It turns into the same color all time and it was not a bad taste, but after he had a stomachache, he said. However, Taste it! was so fun and I love it. My favorite flavor was JAMAICA&NADA from Mexico. Please try it and choose your best.

By the way, there are more exhibitions, but we skipped them. I turned back and see them roughly. There are many kinds of Coca-Cola items like cars, vending machines, signboards, and bottles. It includes the Japanese one. In Bottle Works, machines were bottling coke and carrying cokes. You may be like if you like or major about machines. The cokes were carried hung on the rail and went through above the room of Taste it! I could experience to smell in the hall, and upstairs, there is a variety of Coca-Cola arts. There's a sofa and we took a photo there. If you have time, I recommend you to see them more slowly, there could be some discoveries. If you have enough time, you could go to the 3-D theater and take some pictures with Coca-Cola Polar Bear.

Lastly, we went to Coca-Cola Store. If you came to like Coca-Cola more, buy some items for souvenirs, and love Coca-Cola.



Fig. 5.29 Group photos in World of Coca-Cola

5-8 The APEX Museum

How many African American people are there in the US? The answer is zero, but why? The APEX museum makes you question what you took for granted.

The APEX museum, an acronym for African American Panoramic Experience, is a small museum located in the south part of Atlanta, and the oldest black history museum founded in 1978 by veteran filmmaker Dan Moore Sr., who was inspired by the life of Dr. Benjamin Mays. Over 65,000 individuals visit there from all 50 states as well as 50 foreign countries. That is the only museum in Metropolitan Atlanta solely dedicated to telling the rich and often untold story of people of the African Diaspora. Not related to the game of the same name.

History is always written by the winners. Even the language we use without thinking about it shows the influence of the rulers. For instance, the US is a multi-racial nation with many different ethnic groups like African-American, Native-American, and Asian-American. These are called hyphenated American, derived from a word with a discriminatory meaning. But who are the Normal-Americans? The US is a multi-racial nation and the people who lived there from the beginning is Native Americans. In fact, these words are created by rulers such as European countries that dominated in the early 19 century, who “discovered” the American continent.

History textbooks say that Columbus “discovered” American continents. However, some people, who are now called Native Americans, were already living there. If so, then Native Americans were really the ones who discovered the Americas, weren't they? Yes, the moment Columbus came to America, the continent was defined as discovered for the first time, and hyphenated Americans were born. Even though they are all human beings. That is the example of history written by the winners.

So, how many African American people are there in the US?



Fig. 5.30 Explain the history of African American

5-9 Delta Flight Museum

5-9-1 Basic Information

Delta airline is the oldest surviving American airline. Its headquarters are located in Atlanta, Georgia. Delta Flight Museum is located near Delta headquarters and Hartsfield-Jackson Atlanta International Airport (ATL). The admission fee is \$15 per adult. The museum consists of two main hangars. Hangars are the building to hold aircraft. There are also outside exhibits and a souvenir shop. Hangar 1 introduces the evolution of airplane and in-flight services in the era of the propeller era. Hangar 2 introduces the evolution of airplane and in-flight services in the jet era. There is a so huge plane in the middle of this building. It is Boeing 767 and is called “the spirit of the Delta”.



Fig. 5.31 Exterior

5-9-2 Exploration Inside

Hangar 1 is located immediately after entering the entrance. It has five aircraft and one of them is the airplane used for Delta’s first passenger flight. It introduces the start of carrying mail by air, innovations in customer service, and new technology that ensured smoother flying. Some of them have engines that can be seen in full view. We can also see how well-worn it is.



Fig. 5.32 Airplane Propeller

Next Hangar 1 is Hangar 2. In Hangar 2, exhibits highlight customer experience and Delta’s growth from 1959 to now. We can learn about Innovations in the modern jet age, crossing the Pacific service in Asia, and the changes in uniforms and first-class seats. We can see the history of the collaboration with Coca-Cola, which is headquartered in Atlanta, and the Olympics held in Atlanta.



Fig. 5.33 Jet Aircraft

In a souvenir shop, there are a lot of clothes, carpet, and glass with Delta Airlines lettering. After looking at all the exhibits inside and went outside, there are several exhibits. One of them is Boeing 747-400. It is very big because it has two floors and we can also go inside and see the cockpit and first-class seats.



Fig. 5.34 Outside Exhibit

5-10 DISCO Hi-Tec

DISCO, an abbreviation of Dai-Ichi Seitoshō CO. Ltd., is a Japanese company that provides total solutions related to cutting, grinding, and polishing. Its philosophy is “Bringing science to comfortable living through advanced *Kiru* (cutting), *Kezuru* (grinding), and *Migaku* (polishing) technologies”, which clearly declares its pride and goal in metal processing technologies. They originally started their business as a grinding wheels provider in 1937. However, since their technology grew up so rapidly, no grinding machine in the world was able to fully utilize their wheels. In order to solve that, they started to manufacture their own grinding machines for their own grinding wheels in 1970. This is when they started the “total solution” business, which provides not only wheels and machines but also their maintenance, product experiments, etc.

DISCO Hi-Tec is the generic name of DISCO’s overseas subsidiary. Not only DISCO Hi-Tec America Inc. which we visited, there are many of them like DISCO Hi-Tec China Co. Ltd. and DISCO Hi-Tec France Sarl. I had wondered where its name “Hi-Tec” had come from, since “Hi-Tec” had seemed to come from the Japanese abbreviation of “high-technology”, and it should rather be “High-Tech”. Asked about that, the president of DISCO Hi-Tec America, Shinji Ueno, said that he wasn’t sure, but he also said that the president of that time might not have been good at English.

After holding the president’s presentation about DISCO, they kindly held the office tour. I found that each meeting room has an interesting name, for example, Olympic and Yellow Stone. Later, the guide staff told us that they all had names of national parks. After looking around the office, we saw grinding machines in the experimentation room. We were so surprised at their accuracy and speed.

Overall, we enjoyed the visit so much and were very proud that a Japanese company strongly supports Silicon Valley technologies.

Chapter 6

Others

6-1 Food

Atlanta has a diverse food scene that offers something for everyone. From classic Southern dishes to international cuisine, including fried chicken, barbecue, peach cobbler, international cuisine, and craft beer.

Atlanta is known for its fried chicken, and there are plenty of places to try this Southern classic. Some popular spots include Busy Bee Cafe, Gus's World-Famous Fried Chicken, and Mary Mac's Tea Room.

Georgia-style barbecue is characterized by slow-cooking meat over hickory wood and serving it with a tangy vinegar-based sauce. Some top barbecue joints in Atlanta include Fox Bros. Bar-B-Q, Daddy D'z BBQ Joynt, and Community Q BBQ.

Georgia is known as the Peach State, and peach cobbler is a classic Southern dessert that you can find in many Atlanta restaurants. Some places to try including Mary Mac's Tea Room, The Colonnade Restaurant, and Busy Bee Cafe.

Atlanta's food scene is also diverse, with many international options. Some popular choices include Korean BBQ at Iron Age or Breakers, Indian food at Bhojanic or Chai Pani, and Mexican cuisine at Taqueria Del Sol or El Rey del Taco.

Atlanta has a thriving craft beer scene, with many local breweries offering unique and delicious brews. Some of the best places to try craft beer in Atlanta include SweetWater Brewing Company, Monday Night Brewing, and Orpheus Brewing.

Atlanta's food scene is diverse and offers something for everyone, from classic Southern dishes to international cuisine and craft beer. Visitors to Atlanta should be sure to try some of these local favorites to get a taste of what the city has to offer.



Fig. 6.1 Atlanta's Food

6-2 Town

Atlanta city has a diverse architectural style that reflects the city's growth and development over time. The city has a mix of modern and historic buildings that showcase different architectural styles.

The most used style is modernism, which emerged in the mid-20th century and is characterized by clean lines, simple forms, and a focus on functionality, like the Bank of America Plaza and the High Museum of Art.

Atlanta's transportation reflects the city's mix of history and modernity, offering residents and visitors a variety of options for getting around and exploring the city's diverse neighborhoods and attractions. Although people in Atlanta use cars most of the time, there is a variety of transportation options.

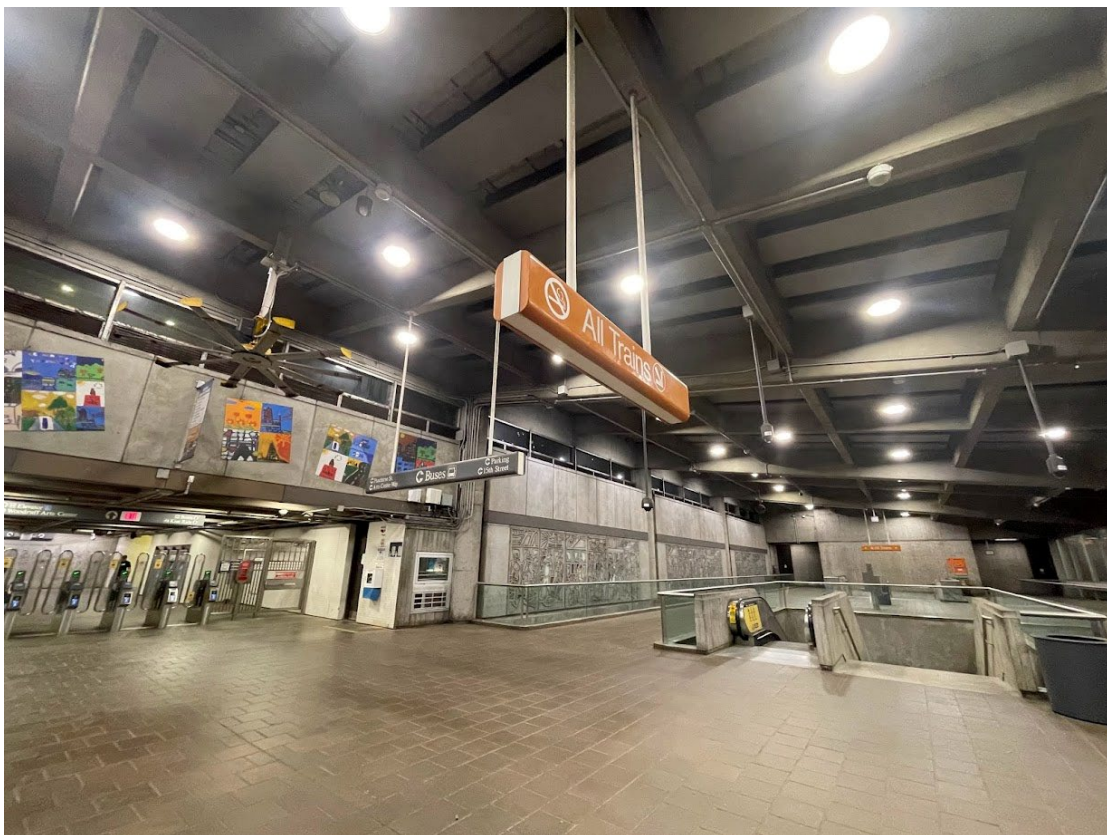


Fig. 6.2 MARTA

Atlanta's Metropolitan Atlanta Rapid Transit Authority (MARTA) is a rapid transit system that includes both trains and buses. MARTA is a convenient and affordable way to get around the city, with stops at many popular destinations. The Atlanta Streetcar is a modern streetcar system that operates on a 2.7-mile loop through downtown Atlanta, connecting popular destinations like the Georgia State Capitol, Centennial Olympic Park, and the Martin Luther King Jr. National Historic Site. Ride-sharing companies like Uber and Lyft operate in Atlanta, providing an easy and convenient way to get around the city. Atlanta also has a bike-sharing program called Relay Bike Share, which allows users to rent bikes by the hour or day to explore the city.

6-3 Others

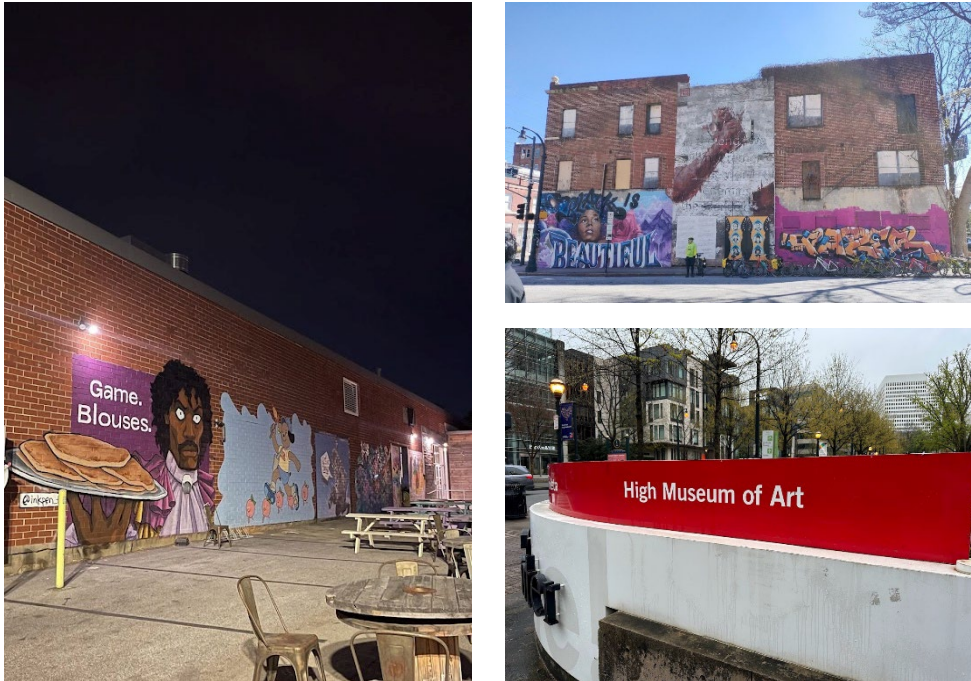


Fig. 6.3 Landscape and Institution in Atlanta

Atlanta is located in the southern United States, and its culture is heavily influenced by the region's traditions and customs. Southern hospitality, which is characterized by a warm and friendly attitude towards guests, is a hallmark of Atlanta's culture. The city is also known for its delicious cuisine, which includes Southern classics like fried chicken, biscuits, and sweet tea.

Atlanta has a significant African-American population, which has contributed to the city's cultural landscape. The city is home to several historic African-American neighborhoods, including Sweet Auburn and Vine City, which played important roles in the Civil Rights Movement. African-American culture is celebrated in Atlanta through events like the National Black Arts Festival and the Atlanta Jazz Festival.

Atlanta has a thriving arts community, with a variety of museums, galleries, and theaters located throughout the city. The High Museum of Art is one of the city's most prominent cultural institutions, featuring an extensive collection of contemporary and classical art.

Chapter 7

Individual Feedback

B1 Student, Material and Chemical Technology

I was really fortunate that I was finally able to visit Atlanta because I have not been able to go abroad for the past few years due to the coronavirus pandemic. There are three main things I learned through this experience.

First, I realized that English allows me to communicate with people from all over the world. During this trip, I talked to lots of people from various nations and see their personalities and cultures. It was an exciting experience for me because I like to talk to people and encounter new points of view. I made a conscious effort to talk to various people, not only students at Georgia Tech but also store clerks and the person sitting next to me on the plane. There were many times when I was not able to express my thoughts clearly in English, and felt down during the program. However, when I was able to carry a conversation well, I felt like I wanted to try again. I was very glad to have made friends and had a good time. I was also able to do my best because the members were also trying their best to communicate with each other in English. From now on, I would like to continue learning English until I can talk more smoothly and actively participate in discussions.

Secondly, I could deeply understand my own personality through this program. In this program, we used self-analysis tools such as Gallup and Culture map and had discussions with other members about the results. Through these activities, I realized that I have more latent strengths than I thought. Especially, I was surprised to find out that positivity was one of my strengths. This was because I had often felt that I was concerned about my weaknesses and unable to act on my own initiative or assert my opinions. It was also impressive that we discussed concrete ideas on what we do to improve our weaknesses as leaders and put them into practice immediately. For example, my weakness was not showing my passion to inspire others. Thus, as a little improvement measure, I tried to express my honest opinions and impressions more clearly than usual during this trip. By understanding my own strengths and weaknesses, I was able to think about how I could contribute to the group and tried to maximize my strengths. I believe that the accumulation of small successes gained through this process will lead to a sense of self-confidence.

Finally, I realized that it is important to start thinking about the future now. I had vaguely thought that I wanted to study abroad or study chemical engineering, but I had no idea about my concrete plan for the future. That is one of the reasons why I applied for this program and I never regretted that. There were quite a few discoveries about my future career through this program. It was very fortunate that I had opportunities to talk with senior students who had studied in the universities I visited, and the members who were also senior students. In addition, I had several opportunities to talk with the local students. They told me about their studying-abroad experiences, research, and so on. They were passionate not only about academics but also about extracurricular activities. I enjoyed talking with them about entrepreneurship, internships, and vacation trips. They had me think about my future career, and realize that the range of action is global scale. I concluded that I have countless options for the future and if I gather information on my own and take action, I can achieve what I hope to do. Also, during the process, I may discover new insights and subsequent options. From now on, I would like to actively think about my future and make good choices and take action, while valuing the time with my family and friends. I sincerely appreciate all of the people involved in this program.

B1 Student, Environment and Society

In this program, I was able to see a glimpse of university life in the US, the importance of understanding in yourself to become a good leader, and the division of American society, through both learning and experiencing.

The leadership course's classes were very inspiring and insightful for me. In the past, I was trying to pursue the results too much and disregarded the importance of fostering the relationship between group members. I was able to learn about my weakness and strength, so now I'm making the first step to become a good leader.

I mainly had classes or activities at Georgia Tech, but I also visited other universities, like UC San Francisco, UC Berkley, and Stanford University. These universities were of the highest standard in research, faculty, extracurricular activities, facilities, publicity and admissions, and I was able to see with my own eyes why they are world-renowned.

The biggest difference I felt at those universities, was how actively students participate in the class. I sat in on the physics class at Georgia Tech, and when the professor asked the question, many students raised their hands with no hesitation. This happened in every class. I felt like this is because Japanese class is a place where the knowledge or skill is passed down from professor to students, while in the US, it is more like an interactive place to increase students' understanding or ability.

And after touring such a beautiful campus, when you take the MARTA subway to return to your hotel at night, you will suddenly find people crowding you and shouting. In some places I walk along the streets with beautifully manicured lawns and falling cherry blossoms, smiling and exchanging greetings, and in other places, I see homeless people lying on the side of the road. In Japan, I am rarely vigilant about my surroundings, but it was shocking to experience a situation in Atlanta where I could not be assured that my life was unconditionally protected. Because I saw a beautiful university, I strongly felt the division that still remains in American society and the reality that such social problems are turned a blind eye to.

The inspiring leadership classes, the enthusiasm of Georgia Tech students, and the sad reality of the US made me want to solve global issues around the world. I am going to major in architecture, and want to become an architect to build public facilities in the future. Like the Atlanta Beltline Project, I want to contribute to make a better future by using my knowledge and taking action.

B2 Student, Electrical and Electronic Engineering

This was my first experience traveling to the U.S. for the Georgia Tech Leadership Program. I thought I knew about American culture and characteristics from textbooks and hearsay, but when I experienced it firsthand, I found countless differences from Japan. The most striking of these was the diversity. Wherever I went, I saw people of various nationalities, races, and personalities. And everyone communicates with each other through English. Having grown up in an environment with almost exclusively Japanese people, this was a great stimulus for me.

My English skills are not particularly high, and my speaking is not particularly good, so I struggled with communication. What I found important in such situations was non-verbal communication. There are various ways to communicate, such as gesturing, asking each other favorite songs, and introducing each other's country and culture through pictures. It was an opportunity to learn in-depth what to do when words and expressions do not communicate well.

In an environment that is different from the usual, the theme of leadership was difficult for me. It is very difficult to control a group of people with different cultural and educational backgrounds. Based on this experience, I thought four processes were important. First, analysis. What is different and what is the same? This is the first step. Next is strategy. Based on the analysis, we consider how to manage the situation. The differences obtained from the analysis are not necessarily a bad thing for the team. There are strategies that can be gained by viewing the differences as diversity and having different perspectives. I believe this is an important element in leadership. And then, there is execution. Based on the strategy, you control the group and try to achieve the goals. There is no guarantee that everything will go according to the strategy. You also need to be flexible and adaptable. And finally, there is feedback. This time, management will consider what went well and what did not go well for each of the three processes so far. While this is not as directly useful for management as the other processes, it is an essential step in becoming a better leader.

We learned various forms of leadership in programs such as "leadership challenge," "lectures at GT," "learning about Dr. Martin Luther King, Jr., and the human rights liberation movement," "StrengthQuest," and "case study presentations." What I have gained is just a learning experience. From here on, there will be various situations in which I will need to exercise leadership. I will continue to be active so that I can make the most of this experience.

B2 Student, Systems and Control Engineering

One of my goals for this program was to experience ordinary life at an American university. In terms of education, we found significant differences with Tokyo Tech. Georgia Tech offers a broad curriculum covering many fields. By studying a variety of fields, students are able to develop a broad perspective that is not limited by their specialization. Some of the students I met at the reception were taking language and translation classes while their major is computer science. In addition, the university offers small class-style classes. The lecture we were allowed to participate in was a class in which small groups of students worked on product development. Discussions beyond the grade level allowed for deeper learning and a wider point of view. Some of them were using CAD to build models of products, and others gathering information, and summarizing the feasibility of the products. Each was trying to complete the project using his or her own strengths. It was a valuable experience for me to take classes that could not be found in Japanese universities.

I am glad that I was able to talk with many engineering majors. One of the Georgia Tech students studying engineering showed me some handouts from the lecture of control engineering, which is my major. As far as I could see from the handouts, they were studying the same thing as Tokyo Tech undergraduate students. They learn Matlab, Java or Python just like Tokyo Tech Students. I was relieved because I had always thought that overseas university students were studying more difficult theories.

My Georgia Tech friend took me to see the dormitory. At American universities, many students live in on-campus dormitories. Some of the dorms were used as an athletes' village for the Olympics. I thought that living in a group would foster cooperativeness and leadership.

Students are aware of their future careers, and many go on internships from freshman year. Many have a clear vision for the future, such as working for a company after graduating or joining Ph.D. programs. Meeting them also made me think about my future career. Georgia Tech provides not only research programs, but also practical education directly related to employment, emphasizing

the career development of students. For this reason, the university also has extensive corporate partnerships and internship programs. My friend told me that in Georgia Tech, students have the option of graduating without doing research while Tokyo Tech students are required to belong to a laboratory during their undergraduate years. This allows Georgia Tech students to intern for a long time before graduation, which can lead to future career opportunities.

For some reason, I thought I would live in Japan forever. However, after I joined this program, I see that there are so many possibilities and chances overseas. I want to rethink my future career and clarify what I want to do and where I should go to achieve that. Then think about what I can contribute today.

I enjoyed the wonderful experience I had in the US. I am grateful to new friends I met at Georgia Tech. They broadened my thinking and gave me a chance to rethink my future career. I would like to thank all of the members and GSEC staffs who supported this program for the great memory.

B2 Student, Material Science and Engineering

I had two purposes for studying abroad this March. The first one was to get involved with American culture and to interact with local people as much as possible. The second one was to check how well my current English is understood by the native speaker. My final goal is to make use of these experiences in my future English studies and long-term study abroad.

Firstly, the culture and atmosphere were completely different inside and outside the Georgia Institute of Technology. The campus has its own police force and is well-ordered and quite safe. On the other hand, outside of the campus, we often see vagrants and police car sirens were heard more frequently than in Japan. Also, when I entered the local supermarket, the products on display were all messed up. One time, when I went to a supermarket and was about to check out, the clerk asked me "I don't know the price of this item, but is \$5 okay?", it was quite surprising because I have never experienced the same thing in Japan. There were also considerable differences in food culture between Japan and America. I felt that there was less of a variety of food in America. While I was walking around the city, most of the restaurants were fast food chains. When I looked at the menu at a restaurant, there were very few items that included vegetables and I felt that the price of vegetables was high. However, the steak and hamburger were pretty good.

Also, every student I interacted with was very friendly and kind. Even though the welcome reception for Tokyo Tech students was held during the examination week and some Georgia Tech students had exams the next day, there were still a lot of students present. Through this party, we became friends with several students and made plans with them to go sightseeing in Atlanta together. It was so much fun that I will never forget it. Many students are interested in Japan and some are studying Japanese now. Sometimes, there were students who spoke to me in Japanese, which made me very happy. While interacting with native English students, I was able to check what level my English proficiency was. When I was talking with native speakers, I was able to understand most of what they said, probably because they spoke slowly for me. However, the conversations between native speakers were very quick and they used slang a lot, making it difficult to understand. At this point, I realized I still have some challenges ahead in my English-learning journey. I can easily discuss topics that I'm familiar with, but I need to focus more on topics that I do not usually talk about. I also want to learn to use casual words little by little so that I can have smoother conversations with students there.

I gained a lot through this leadership development program, which was the purpose of this study abroad trip. During our stay in Atlanta, we had the opportunity to do group work with Japanese students for the final presentation and to learn about leadership with GT students. Since both tasks were group work, I needed to express my opinion as well as listen to others' opinions. While working in groups, we didn't decide who would be the leader, but we were able to make use of what we learned in the classes about leadership. For example, by clarifying the purpose of the group work and actively listening to the other members' opinions, the group discussion progressed effectively. I was also able to gradually enhance my ability to listen to other opinions, which was my personal issue. I can apply what I learned there to future activities that involve working with multiple people.

Through this short-term study abroad program, I experienced various aspects of American people and culture and I confirmed what my current level of English is by interacting with native speakers. I would like to try studying long-term abroad in a few years, so I am going to use what I have learned here. I would like to express my gratitude to all the staff who helped us prepare for this program and to the students who were involved.

B2 Student, Material Science and Engineering

This was my first time studying abroad and I am glad I spent many productive days. Before participating in this program, I couldn't imagine working abroad clearly, but now I am so motivated to work abroad. One of the reasons I was reluctant to work or study in the U.S. was that I was really worried about safety in the U.S., and as I had expected, on the MARTA subway, I met a hostile person. One of them shouted "North Korean!" to us. Though I didn't like that, it was a good experience for me because I realized how serious the poverty problem was and I reconfirmed how safe Japan was. At the same time, during my stay there I came to understand that we could avoid most of the risks with utmost caution. I also met a lot of kind people. I was embarrassed I had just looked at the bad side of the U.S., and now I know a lot of great things there because I learned about their lives and cultures during this stay. However, this stay wasn't long enough to learn everything about it and I just gained some acknowledgement about a little portion of their culture.

We visited a lot of places like Georgia Institute of Technology, World of Coca-Cola and Atlanta Aquarium. My time in all of them was really nice, but the most memorable experience was learning about civil rights. I cannot forget two pictures in the Center for Civil and Human Rights. In the first picture, Martin Luther King Jr. was carried with a stretcher after he was shot in the balcony. In the second picture next to the first one, the hotel owner was wiping the blood of Martin Luther King Jr. I was so shocked and realized how much power the photographs had. Also, those photos were hard to find on the Internet when I looked them up in Japanese, and I don't think I would have been able to see them without going. As shocking as it was, I am even more glad I had the opportunity to visit there.

Unfortunately, in the U.S., discrimination has become so much a part of their history that they learn about it from elementary school. I did not learn much about discrimination when I was in elementary school. I think the children in the U.S. would have been shocked to learn that such things existed in their own country. Especially for African Americans, it made me depressed to think how they would feel if they knew that their ancestors had been severely discriminated against. At first, I was afraid to learn about and listen to discrimination. It was easy not to listen to them because I thought I was not a part of them. However, as I took the unsafe MARTA subway almost every day and was frequently spoken to by poor people, I came to understand that this

issue of discrimination was not a problem for another person's affairs. Before visiting the Center for Civil and Human Rights, I was just scared to see them, but after learning about discrimination, I found mixed feelings in my mind that I felt bad for not responding to them. Though I am not a full participant, I think I should not forget what is happening in the U.S. I believe that there should be many things that outsiders can do. I think I understood a little bit of what they feel like to be discriminated against through the verbal abuse that I received at the Lunch Counter Sit-in Exhibition. It was so terrifying just to hear it through headphones that I can't imagine the fear of the people who had actually sat in that place, and I cannot help but admire their courage. However, I still don't understand how the discriminators feel. I still don't understand how they could do such an inhumane thing. Perhaps two weeks was too short a time to understand both sides. I think I need to learn how discrimination was born in people's minds from now on.

Finally, I made some friends in GT and had dinners with some of them. Though there were some difficulties communicating all in English, those were very fulfilling times. Whenever I found a culture difference, I felt excited. I was chatting with one of them and he was planning to come to Japan this summer, and I'm really looking forward to hosting him. I would like to improve my English to communicate fluently, so I need to keep practicing.

B3 Student, Electrical and Electronic Engineering

First of all, it was fun. That's it. I think that is the most valuable achievement I can get from studying abroad.

The most exciting part was the communication with GT students. One day we walked around, had dinner, and played cards until eleven o'clock. On another day, we went around Georgia Aquarium to have fantastic food. Surprisingly, while hanging out with several GT and Tokyo Tech students, I was naturally in the circle of GT students. I felt more comfortable when chatting with them than with Tokyo Tech mates. So, I want to study abroad longer as an exchange student.

Bird scooters were what I was most surprised by since electronic scooters are not popular in Japan. I was fascinated by them as I tried them. I rode them from the hotel to GT, through GT, and even around Atlanta. I was crushed a little on the trip, but I couldn't stop riding them because they had magic that attracted me so much. If I could study abroad at GT, I would buy one.

I appreciate everyone who enabled me to go on such a great trip and made this trip fantastic. I want to see my friends at GT again!

B3 Student, Computer Science

This was the third time to study abroad in the program at Tokyo Tech. In the summer of the same school year, I went to Thailand, and in the winter to South Korea, concluding this year's study abroad program. My experience in the study abroad program in the U.S. reinforced the importance of English and broadened my international perspective. In this article, I would like to write about my impressions of the study abroad program from the perspective of my own objectives of the program.

My purpose for this program was "to experience the level of English in the United States, the home of English, and to understand my current situation. I also wanted to immerse myself in the academic environment of a top university and gain insight into my future aspirations. "

Georgia Tech and UC Berkeley, which I visited, are very famous in a wide range of fields including Computer Science, my major. I was able to experience the secret of the strengths of these universities and the reality of student life from a close distance.

I realized that native English is more difficult than I had imagined during my study abroad. I had to concentrate on the content of the lectures to keep up, but above all, the chatting among students was extremely difficult. I found it challenging to follow their conversations, which sometimes led to feelings of frustration and embarrassment. Although I believed my English had improved over the past year, I realized that living in the U.S. would require further effort to fully grasp the language. I plan to enhance my skills by pursuing language certifications and seeking opportunities to communicate in English more frequently.



Fig. 7.1 Picture: Group photo with GT students

The universities I visited were all on an impressive scale. While the overall framework of universities is similar both in Japan and the U.S., the organizational structure, the lifestyle environment of students, and the close connection between the university and the city are very different from those in Japan. There are a large number of work areas, benches, and cafeterias in the university, and the campus is rich in nature. The environment provides an ideal atmosphere for students to focus on their studies in a relaxed manner. Of course, it would be difficult to do exactly the same thing in Japan due to land issues, but even so, there should be more places where students can study and where meals are provided. As I keenly felt when I visited Korea, Tokyo Tech in particular has too few cafeterias. I suspect the university may underestimate the importance of providing ample dining options for its students.

In terms of academic policies, Japan is the exact opposite of the United States. At Georgia Tech, for example, students can start research activities from their freshman year if they want to, and if they want to start a venture company, they have the opportunity to receive support from a variety of sources. On the last day of the program in Atlanta, there was a university competition for new businesses called the "InVenture Prize Finals," which I was very impressed with. Teams that made it through the internal selection process gave presentations in front of a panel of judges, who evaluated the originality and fun of their presentations. The major difference from Japan is that this is not an event only for developers, but there are many supporters who support the teams and cheer them on. Similar to sports, American events often feature enthusiastic supporters who contribute to the lively atmosphere. And to ensure that the event does not become a small event on campus, it is broadcast on TV. I strongly felt that the university as a whole is

aware of the importance of creating an environment that enlivens and supports various activities. This is not just a theoretical idea. There was a real atmosphere of support and encouragement for all the activities of the students. I couldn't help but feel envious of this environment and disappointed that similar levels of support and encouragement are not as common in Japan. I am aware that various factors, including the role of universities in society, funding challenges, student population size, and cultural values, contribute to the differing environments between Japan and the U.S. prefer to study at an American university, making Japanese universities less attractive than they should be. As a university student, I hope that measures to improve Japanese universities will continue to be taken.

I would also like to briefly mention American life and culture. It is not as easy to consume vegetables in the U.S. as it is in Japan. Without making a conscious effort to consume vegetables, it is natural to end up consuming a diet high in carbohydrates and fats. American-style food such as hamburgers, steaks, and pizza are available everywhere. During my two-week stay, I did not have to be too conscious of this issue, but if one stays in the U.S. for a longer period of time, it is important to be aware of this point. While taking the subway from the hotel to the university, I found the trains to be unsanitary and had a strong unpleasant odor with vagrants on board, making them unsafe. In this car-based society, people who use trains are those who cannot afford a car, and subways are places where many poor people gather. Atlanta was not a good place to live in terms of public safety. The downtown area and the southern part of the city were quite rough, and it was necessary to always be on the lookout for people in the area. Living areas are clearly segregated according to the economic environment in the U.S., where the disparity between the rich and the poor is so great. We must not forget that behind the U.S. being the world's top country, there is a large number of poor people who are negatively affected by the economic disparity. Having a sufficient safety net is very important.

Overall, I can confidently say that I learned a lot from my study abroad in the U.S. Not only did I improve my language skills, but I also understood both the advantages and disadvantages of Japan and the U.S., which will help me in my future policies. Although I am not sure if I will study abroad next year due to my research activities, I would like to try various countries after entering graduate school. Seeing is believing, and I would like to cherish my experiences and continue to challenge myself in the future.

Finally, I would like to express my gratitude to Ms. Ota, the faculty member, and Ms. Goto and Mr. Nishida, the staff members, who supported our study abroad program. I appreciate their prompt preparation in advance, communication, and instructions in the field. Without their support, I would not have been able to experience studying abroad with such ease. Thank you very much.



Fig. 7.2 Picture: Apple Visitor Center

B3 Student, Mechanical Engineering

Who can decide Who You Are

I learned how important it is to connect with others and it is not so difficult to connect with others, in this program. I had a role to prepare a presentation about Japan and Tokyo Tech for a welcome reception at Georgia Tech. First, I planned to act in a play about Shinwa. But it was too late and too difficult for us. We couldn't decide on our roles. And we changed the plan to do quizzes. So I felt that it may be a little difficult to complete this program with this team. However, they helped me to prepare a presentation in spite of only a few days left. In these days, we talked a little and a barrier between us may be disappearing.

In the program, we spent time when we eat, we go shopping, and we sleep together. I couldn't talk with members before the flight, but I started to talk with them when we arrived in America. Maybe they also tried to talk with anybody, so we could dissolve the barrier, I think.

With people in GT, we talked and made friendships. First, the number we talked to was small, but Japanese international students, people at a party about Japan (held by a kind of Japan Club), and so on joined. They gave us nice experiences. He drove us to the hotel, we went to exhibitions with them, and we had a meal together.

On the other hand, I couldn't make friendships with students whom I met in just one class. But I wanted to talk about more not only about the class. To talk with them, I need to be more brave. To be brave, it is important to know much amount of English words and topics that I want to talk about with them.

During these experiences, I thought spending time together is so important to make friendships and completing some missions. In this program, we were given some tasks in the class. If it was the first day of this trip, that might have failed. It could succeed because we could be an actual team, I think. There are more events that help us be a team. Leadership Challenge Course is not only climbing rope but also some games. The game actually needs our cooperation. We shared ideas and made plans and do the plan together. I think we should consider more ideas and execute the plan more quickly. But that was almost good. Above all, that was fun! This course was fantastic because we could enhance our friendships with pleasure. If I have regrets, I couldn't catch the pole when I jumped off the tour.

I am not sure how long these relationships could continue, but I want to continue. I have to practice English more to talk with them more freely. And I had become more excited to join a laboratory. I want to talk with them about what I am researching. I could talk only about my major, and it was boring. And I listened to people we met in America and elders in our members about what they research and how the lab is. It looks so enjoyable and people who talk about their field look cool to me.

In this program, we also went to exhibitions about discrimination. In Atlanta, I felt how terrible and difficult the discrimination is. The gap coming from discrimination still remains. And I sometimes felt a little scared when I saw African-American at night or when I passed through homelessness. It comes from my bad assumption. I think we have to walk up together and try to know who we are. To use the APEX museum's phrase, the number who could be branded what they are is "ZERO". I had caught the idea that the person who can decide who you are is only you.

Making relationships is not so difficult. Time spent together and efforts for cooperation must help us. In this program, I met and talked with a variety of people. Respect others and talking

with others friendly, which might be important to make relationships. They may be the most important thing for leaders. I want to be an engineer who can create products to help people in the future. I will never forget to care about others and I hope I can make our lives more brilliant with my products.

B4 Student, Life Science, and Technology

One of my goals for this program was to make American friends, so I spent time after school and on weekends interacting with and getting to know Georgia Tech students. There were three events that left a particularly strong impression on me.

The first was when we went to a baseball game together. I wanted to see an American college sport, so I invited a Georgia Tech student I met at the welcome party on the first day and we went to see a game together that was held at the stadium on campus. During the game, they taught me many things about baseball and Georgia Tech. After the game, we went out for dinner together and came closer. They showed me around the aquarium and many good restaurants on weekends. It was a great experience for me not only to discuss my research field and future but also to become friends with these students, who have roots in Japan and are interested in Japanese culture. We discussed the differences between Japanese and American cultures and ways of thinking, as well as the good and bad points of each other's countries.

Second, I went out to dinner at night with the first student who gave me a campus tour. Two of them, one from Kenya and the other from the UK, are international students at Georgia Tech. They told us about their countries' educational systems, differences in job hunting and ways of thinking, and whether they would return to their home countries or stay directly in the US in the future. At Georgia Tech, where 25% of the students are computer science majors, many students want to work for Microsoft or Google in the future, and for this reason, many of them have been doing internships since their freshman year, which was surprisingly different from the job hunting situation in Japan. I heard that they study for 6 hours a day due to exams and assignments and found that Japanese university students have more time to spare. I did not expect to make friends with students from Kenya and England when I went to Georgia Tech. I think I should appreciate this nice meeting and keep in touch with them.

Third, a girl I met at the welcome party on the first day took me for a drive. She was born in Taiwan and has lived in the U.S. since high school. She loves Japanese clothes and cosmetics. On Sunday morning, she took me to a cafe that is popular among young people in Atlanta, and we talked a lot about our backgrounds, what we liked, and our future. She was back in Taiwan after Covid-19, and she told me about how hard it was to take online classes at Georgia Tech. I have never talked about Covid-19 with foreign students, so it became a meaningful time for me. After the cafe, she took me to a shopping mall and a museum, and we had a very enjoyable weekend. We promised that we would contact each other again when we visit Japan or Taiwan, and next time I would like to show her around.

Through this program, I was happy to be able to make friends with students from all over the world who also specialize in science fields. I will never forget my gratitude to all the people who arranged and prepared for the program, and I will use this experience to work even harder in the future.

B4 Student, Life Science and Technology

My motivation for studying abroad this time was as follows.

- I had the opportunity to learn about teams through internships and club activities during my undergraduate life, and I want to lead in some way in the future
- I know this may sound idealistic, but I want to make sure that everyone has the rights they need
- To test my English
- To get tips from GT's Entrepreneur

I think there are two ways of thinking when it comes to leadership growth. One is to make use of the characters that currently have strengths, and the other is to make up for what is lacking based on ideals. Neither should be right. I believe that I am good at support and I would like to continue to provide psychological safety. During the group work this time, I was asked how I would support a person who is indifferent or apathetic in any way. I believe that the answer exists within us, and that living itself is actually the result of a tremendous mechanism and energy, and that what we are able to do is to work hard, lovingly, and wonderfully, and to tell people that just being alive is enough. However, this question is one of the most difficult situations in support, and I would like to think about it because it is important to have other ways of thinking. It was very good because I felt the need to reconsider through group work. In contrast, with regard to compensating for weaknesses, it is to lead from the top down. It depends on the situation and my mentality at the time, but the cause is that I rate my ability to do my own work and look ahead as low, and tend to think that it would be better if others proceeded. I thought about the further reasons for this program. When we evaluate our abilities as low, what we fear is that we will hinder others. Partly because we are afraid of hindering others and having their displeasure directed at us, but also because we do not want to hinder others because we think of them seriously. While this idea makes sense, on the other hand, it can also be seen as an act of disrespect and disinterest, an attempt to sever one's own relationship with the other party. We need to be careful to support "each other" and be a little bolder to be willing to be a little more annoying at times. I've learned that failure can be a good example, so let's not be afraid to try!

As for human rights, I was able to experience the graphic past treatment of people of color. I heard abusive language through headphones and saw radical images that I had rarely seen in Japan. I was shocked to see the strong exclusion, even though (or because?) they are the same people. Unfortunately, in Japan, it is covered in the news, but I see some people on social media who think BLM is just a performance and they don't want it. My shock is strong because I actually visited the site, and I would like to tell those who are comfortable communicating what kind of discrimination and inequality of rights still remains today.

As for the entrepreneurial part of GT, we heard from several students about the impact of the competition. I am looking forward to seeing what Tokyo Tech is starting to focus on regarding similar initiatives. (I wish I had asked about how to implement the Beltline, I felt the day after the visit.) Also, as for English, I felt more confident in my listening and speaking skills than 4 years ago but felt inadequate, so I want to learn while my motivation is still high.

Finally, I would like to thank the three leaders for their planning and management of the event as the restrictions in Covid-19 were beginning to settle down. It was a very valuable experience and I would like to give back in some way that I can. Also, I would like to express my gratitude to the Tokyo Tech students and local students who were with us :)

To future participants!!!!!!!!!!!!!!

- Subways are not safe, at least after 9:00 p.m.
- I felt it was safer to sit down unless you were next to a suspicious person. If you are standing near the door, there is no place to escape if you are entangled with a suspicious person.
- I felt that it is important to be aware of how to protect yourself, because even when you are in a group, you may not be able to protect those around you.

B4 Student, Computer Science

In this program, the main focus was on leadership, with case studies on Martin Luther King Jr. and James Cameron, and my own personality analysis. MLK was an American activist who was one of the most prominent leaders in the civil rights movement. He is well known for his I Have a Dream speech. We actually visited the Birth Home of MLK and listened to the story about his childhood life. The upbringing and childhood environment of the great leader had been more normal than I expected. I think that that is why he is supported by a lot of people and his speech is highly gets convince. We also visited the APEX museum and learned about not only MLK but also African-American itself. I was impressed by the story of a speaker that originally there were no blacks or whites. It is a historical fact that never bothered to be written in textbooks and also a cry from the heart of those whose identities were imposed on them by others. James Cameron is a famous filmmaker. Through the case study about him, I thought that since even such a famous leader has a weakness, I need to take care of my own weakness even more. In the personality analysis, StrengthsQuest, I realized that no one person had the same combination of strengths, and I learned that there were people around me who had strengths that I did not have. By observing people based on the classification of strengths, we can collaborate more powerfully and, at the same time, reevaluate our weaknesses.

In addition, I had experiences that can never be obtained in Japan such as visiting Universities, urban areas, and suburbs in a foreign country and interacting with American students. While American universities have very well-developed campuses, I had the impression that spheres of student life were complete only within those campuses because of dangerous areas around the campus. It was a good opportunity for those who do not have much experience abroad yet are interested in long-term study abroad to experience the actual atmosphere. I felt that the tendency for suburbs to be a mosaic, dotted with unpopular and unsafe areas, was closely linked to the car-oriented society in the U.S. At the same time, I saw the vitality of the BeltLine, which overcame those problems, and learned that the social environment can be changed. Considering the number of vagrants and the lack of public safety, I realized how much compulsory education is provided in Japan and it affects the situation. I believe that one of the reasons is that Japan consists of many homogeneous people, and the diversity that Japan is now striving for is a double-edged sword. When I interacted with the students, I realized that there are many people in the world who are interested in Japanese culture and lifestyle, and I decided to casually look at the world in the same way to find something interesting.

I believe that I was able to have a very meaningful experience abroad at this time of my undergraduate graduation when I have to decide the important direction for my future career. To be honest, I do not feel that my skills have improved dramatically as a result of this study abroad, so I would like to continue to improve my English and communication skills to expand my future possibilities.

B4 Student, Chemical Science and Engineering

I want to be a person who works in the world. In order to have a global and broad perspective, it is necessary to know about other cultures and understand their ways of thinking. I volunteered for this project because I thought it would improve my later life by giving me experiences that I would not be able to have if I just lived in Japan, and at the same time, by exposing me to and understanding leadership, which is more important in places outside of Japan.

Was what I gained really the same as what I had imagined? I feel that I was able to see with my own eyes glimpses of various aspects of American culture, regardless of leadership. I would like to describe not only what I learned in the program, but also what I actually felt.

Segregation

There were two things that I felt when I first landed in the U.S. for the first few days without interacting or conversing with the locals. The first was that the people in my group tended to be of the same race. Whites are with whites, Asians are with Asians, and blacks are with blacks. Even though they all speak English. Of course, there are mixed-race groups, but the most common are same-race groups. The same is true for couples. Instinctively, humans tend to gather with people who are similar. Secondly, the racial composition of the population varied greatly from town to town. I immediately felt this at the airport in Atlanta, a city in the southern part of the U.S. Compared to San Jose, where I had just been, it was obvious. Compared to San Jose, where I had just been, there were clearly more people from African descent. These things made me feel that even on a larger scale, we are divided by race. In other words, they are building a wall between each other, both from a small perspective and a larger perspective. This wall is in no way discriminatory. It arises from a human, conscious thing. It was not clear to me how deep this wall of ethnic consciousness was. However, even for a short period of time, I often noticed that it was hidden but present right next to me. Like when I was tangled up with a black man on the subway at night, or when I laughed at a Korean actor who was acting funny, or when I noticed a protest video on an old post by a friendly guy I had become friends with. I felt like I understood the country of the United States from many different situations.

Leadership

Through the various leadership classes, I felt that there were similarities among them. Each class included elements to deepen self-understanding by categorizing oneself from various perspectives. For example, I felt that there were many opportunities to question oneself in some way, as seen in the discussion of the results of the GALLUP and the class on classifying the roles of each individual in a group. I feel that even more fundamental to the five elements of leadership, one cannot move others unless he or she has a strong sense of self. It is only when one has a firm understanding of oneself that one is able to hold firm opinions.

Conclusion

I believe that as a result of my self-understanding, I have a role in maintaining good relationships with others. In my life, I have always behaved in such a way. I feel that I would like to be a person who can lower, if not break down, the barriers between people, which I have learned from this experience.

M1 Student, Computing

First of all, even though I am a master's student, I am glad that I am able to join in this Georgia Tech leadership program as most of the participating students are undergraduate students.

I found the lifestyle in the US to be very different compared to Japan. The customs and routines were unfamiliar, and I often felt out of place. It was challenging to adjust to the cultural differences, and I struggled to navigate the day-to-day activities.

I was struck by the size and cost of everything in the US. It was overwhelming to see the enormous buildings and cars, even the stone is enormous (Stone Mountain). Everything seemed to come with a hefty price tag. I felt like the country prioritizes material possessions over other values, and it was challenging to adjust to this aspect of the culture. The hotel room in Atlanta was also a little bit broken so I couldn't adapt to it. There were ants in the toilets, climbing up on my pajamas and foot. To save my money I ate the cheapest cup noodles almost every night, until the last few nights I decided to spend my money to try more American cuisine.

I couldn't help but notice the distinct smells in the US, like the pungent smell of weed smoke and the sweet taste of Dr. Pepper. The smells were everywhere, from public spaces to the streets. It was a stark contrast to what I was used to in Japan, and I found it difficult to adjust to the country's unique flavors and smells.

It is hard to live in the US without a car. A car is a must. Transportation in the US was a challenge. I found it difficult to navigate the country's vast geography and transportation infrastructure, and owning a car seemed like a necessity rather than a luxury. It was an expensive and daunting prospect, and I struggled to adjust to the idea of driving everywhere.

I found public transportation in Atlanta, especially the subway MARTA, to be quite dangerous. I noticed incidents of crime and violence, and I often felt unsafe while using the subway system. It was a stark contrast to what I was used to in Japan, and I found it challenging to adjust to the different safety expectations. The two accidents that happened in the last two rides of MARTA were unforgettable.

We learned so much knowledge on Martin Luther King, Jr., the civil rights movements, and African American's equality. I understood that it is very important to stand out and protect our rights. In Hong Kong, we also had the Umbrella Movements to fight for freedom and democracy in 2019. When I saw the speech of "I Have a dream" and videos of black people demonstrating and being arrested by police, I was so emotional that I cried a lot. I thought of the life of my family and friends in Hong Kong. We also worked hard to build democracy in Hong Kong, as a Hongkonger but we failed.

The African American Panoramic Experience (APEX) Museum was also a shocking experience for me. The tour guide introduced the whole history from a totally different perspective, which was the perspective of African American, different from what we learned from lessons, what we had seen on the Internet. They considered themselves as African American rather than black people, they were the beginning of human beings, Columbia robbed their land instead of being "discovered", they experienced "hostage" being a "slave".

However, I couldn't help but notice the contradiction between the country's ideal of racial equality and the reality of racial inequality. It was pardoning that we learned about black rights while we saw that most homeless and suspicious people were black. I felt conflicted and uncomfortable with this aspect of the country's culture and struggled to reconcile the country's values with its realities.

I learned how to communicate and get along with the Japanese students in the group much more than the US students. Most of the time, the Japanese students chose to speak Japanese, even during discussion time were all in Japanese. It was an English-speaking country that I encourage them to speak more English, answer questions, and reflect actively. It was a little bit difficult to engage with them. It was also interesting to see them being active in the US compare to them in Japan, like they went out and hung out with new GT friends frequently. Some of the Japanese reactions and ways of speaking are quite typical. It was fascinating to discover their patterns. We also had some discussions on that with some of the groupmates during the trip. After the trip, I found it easier to bond with the Japanese students and learned valuable communication skills that I can use in future cultural exchange experiences.

Although it was hard to stay on this trip, and the schedule was tough, it was a valuable experience that everyone must have at least once in a lifetime. It was not easy, as Hong Kong residents need to get VISA from the embassy. I think exchange abroad is a nice way for me to learn the culture and living standard of a country, which cannot be easily replaced by simply traveling and sightseeing. You only see the best side of a country by traveling, but you can see most of the sides if you live there as a resident, employee, or student. If I have a chance to exchange abroad, I still want to participate again.

M2 Student, Information and Communications Engineering

During the leadership program, we had the opportunity to participate in a variety of activities that helped us develop our leadership skills. One of the most valuable experiences was the Leadership Challenge workshop, where we learned about the Five Practices of Exemplary Leadership and had the chance to apply them to real-life situations. Through the workshop, I gained a better understanding of how to inspire a shared vision, challenge the process, enable others to act, model the way, and encourage the heart.

Another key component of the program was the Leadership Practices Inventory (LPI) assessment, which helped us identify our strengths and areas for improvement in the Five Practices of Exemplary Leadership. By analyzing our LPI results, we were able to set goals for ourselves and develop action plans to improve our leadership skills.

In addition to the LPI assessment, we also completed the StrengthsQuest assessment, which helped us identify our top five strengths and learn how to apply them to our leadership style. This was especially helpful because it allowed us to recognize our unique strengths and understand how to use them to our advantage in our personal and professional lives.

Aside from these assessments, we also had the opportunity to visit some of Atlanta's most important landmarks, such as APEX and the Center for Civil and Human Rights. These visits provided us with a greater understanding of the history of Atlanta and the struggles that many individuals and communities have faced. It was a humbling experience that reminded me of the importance of empathy and understanding when working with others.

The leadership program was an incredibly valuable experience that allowed me to learn about myself as a leader and how I can continue to develop my skills. I am grateful for the opportunity to have participated in this program and to have met so many talented and driven individuals. I am confident that the skills and insights gained through this program will serve me well in my personal and professional life.

M2 Student, Social and Human Sciences

Previously, as someone who was about to embark on a study abroad trip, I was full of anticipation and excitement for the Georgia Tech ultra-short-term exchange study abroad program. During this program, I will have the opportunity to study at Georgia Tech in the USA, experience different cultures and lifestyles, and interact with people from all over the world. This is a unique opportunity for me and a valuable experience.

I was fortunate enough to visit the prestigious University of California, Berkeley, in the United States, and the Georgia Tech. The trip was not only a rare opportunity to learn, but it also allowed me to meet some wonderful students from all over the world.

Firstly, I would like to say that UC Berkeley is indeed a very good institution. We were given a tour of all parts of the campus.

Secondly, the visit also gave me a taste of the international atmosphere. During the trip, we exchanged our study experiences and views with each other, as well as shared the culture and life in the US together. Such exchanges made me more open and tolerant and made me realize that people from different countries and regions of the world have their own unique charms and strengths.

All in all, this visit to UC Berkeley was a very rare experience from which I learned and gained a lot. I will always cherish this memory and use it as motivation and guidance for my future development.

About Georgia Tech, I have had many special experiences and experiences after participating in the program. The most impressive part of the project for me was taking part in the rope challenge. This is an activity that exercises individual courage, confidence, and teamwork. In this challenge, we had to climb and challenge various difficulties on the rope and then finally jump out of the high jump and grab the crossbar. It required individual courage and teamwork. Although I didn't manage to catch the final bar very well in the end, the challenge made me braver and stronger and gave me a better understanding of the importance of teamwork.

In addition, there are leadership education sessions in the program. These courses taught me how to be a better leader, how to use my personal strengths, and how to communicate and interact with people. These skills will not only be useful during my study abroad but also later in my career. I believe that these courses will help me to become a better leader in the future.

During this program, we also had the opportunity to visit the Martin Luther King Museum. Martin Luther King, Jr. was a famous American social activist and leader whose deeds and ideas had a profound impact on the United States and the world at large. Visiting the museum gave me a better understanding of American history and culture, as well as an insight into Martin Luther King's ideas and beliefs.

Overall, this study abroad experience has allowed me to grow and improve, giving me a better understanding of the world and myself.

Chapter 8

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