

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 2024



Contents

1. Purpose of the Georgia Institute of Technology Leadership Program	1
2. Participants	2
3. Schedule of the program.....	3
4. Outline of the United States of America and Atlanta	4
4.1. United States.....	4
4.2. Atlanta	6
5. About Georgia Institute of Technology	8
5.1. Outline of Campus	8
5.2. Location	10
5.3. Student Exchange Programs.....	12
5.4. 2023 InVenture Prize Finals	13
6. Leadership Program	15
6.1. CliftonStrengths.....	15
6.2. Foundations of Leadership	18
6.3. Ground Challenges	19
6.4. Leadership Challenge Course.....	20
6.5. The Leadership Practices Inventory	22
6.6. Understanding Implicit Bias and Micro-aggressions	24
6.7. Diversity and Intercultural Spaces on Campus	24
6.8. Final Presentation	25
6.8.1. Group 1	25
6.8.2. Group 2.....	29
6.8.3. Group 3.....	33
6.8.4. Group 4.....	36
6.9. Related sites visit	40
6.9.1. The Life of Martin Luther King Jr. and National Historic Park.....	40
6.9.2. The APEX Museum	41
6.9.3. Center for Civil and Human Rights	42
6.9.4. The Carter Center.....	43
7. Other Places	45
7.1. Delta Flight Museum	45
7.2. World of Coca-Cola	46
7.3. Beltline	47
7.4. Atlanta Culture.....	50
8. Individual Feedback	52
9. References.....	65

Chapter 1

Purpose of the Georgia Institute of Technology Leadership 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

Participants

No.	Affiliation	Year
1	Information and Communications Engineering	B2
2	Life Science and Technology	B3
3	Materials Science and Engineering	B3
4	Materials Science and Engineering	B3
5	Transdisciplinary Science and Engineering	B3
6	Electrical and Electronic Engineering	B3
7	Materials Science and Engineering	B3
8	Life Science and Technology	B4
9	Information and Communications Engineering	B4
10	Materials Science and Engineering	M1
11	Electrical and Electronic Engineering	M1
12	Chemistry	M1
13	Transdisciplinary Science and Engineering	M1

Chapter 3

Schedule of the program

Date		activity	detail
3/5	Tue	Departing Haneda	
		Arrival in Atlanta	
3/6	Wed	Welcome, Ice Break, Campus Tour CliftonStrengths Welcome Reception Dinner	Led by Leadership Education and Development
3/7	Thu	Grand Challenges GT Leadership Challenge Course Five Exemplary Practices of Leadership Student LPI	
3/8	Fri	Visiting Historic site	Mr. Luther King Jr. National Historic Site The APEX museum
3/9	Sat	Explore Atlanta (1)	Center for Civil and Human Rights Delta Flight Museum
3/10	Sun	Explore Atlanta (2)	Georgia Aquarium, World of Coca Cola
3/11	Mon	Workshop Diversity @ Tech Foundations of Leadership Public Policy 4140	Understanding Implicit Bias and Microaggressions Cultural Map
3/12	Tue	The Carter Center Group Meeting for Final Presentation	
3/13	Wed	Presentation Preparation Final Presentation Beltline Inventure Prize Finals	
3/14	Thu	Departing Atlanta	
3/15	Fri	Arrival in Haneda	

Chapter 4

Outline of the United States of America and Atlanta

4.1. United States

The United States boasts the world's third-largest land area, surrounded by the Pacific and Atlantic Oceans, and features diverse terrain. In the West, towering mountains stand tall, while extreme locations like Death Valley sprawl across the central plains. Its expanse is 26 times that of Japan, with a population exceeding Japan's by threefold.



Figure 4-1-1. United States

The country's natural beauty spans from tropical beaches in Florida to the peaks of the Rocky Mountains. In the West, rolling hills and deserts extend, while lush forests cover the Northeast and Northwest regions. Iconic natural landmarks include the Great Lakes, the Grand Canyon, Yosemite Valley, and the Mississippi River. Diverse wildlife and flora thrive, with mammals such as bison, black bears, grizzlies, and polar bears roaming the land. Over 20,000 flower species, predominantly from Europe, add to the rich biodiversity. Active conservation efforts safeguard over 400 areas under the National Park Service, including the protected symbol of the bald eagle.

In American politics, citizens aged 18 and above elect the President every four years, who resides in the White House in Washington, D.C. The Congress operates with a bicameral system, while the Supreme Court oversees the legality of laws. In 2008, Barack Obama made history as the first African American President, securing reelection in 2012. Over the past century, the U.S. has emerged as a global leader in economics, military prowess, and technological advancement, boasting the world's largest coal reserves. Concurrently, it actively engages in environmental conservation and sustainable development initiatives.



Figure 4-1-2. The White House

Lastly, I would like to touch upon the most familiar aspect of life for everyone: food. The American continent

was originally inhabited by Native Americans. Based on their wisdom, immigrants from around the world brought in agricultural techniques, dairy farming, cooking methods, and more, enriching the American culinary landscape. Above all, Americans, who cherish "freedom," actively embraced the strengths and innovations of various ethnicities, fostering a diverse cultural tapestry.

When it comes to American cuisine, hamburgers, steaks, and desserts come to mind first. While overeating was once prevalent, leading to social issues, nowadays there is a widespread effort across the nation to promote healthier eating habits. However, fast food still leaves a significant impression, including what we ourselves have consumed. Breakfast and lunch tend to be simple, with cereal topped with milk, bread, bagels, and yogurt being common options. These choices are readily available even in hotels (Figure 4-1-3).



Figure 4-1-3. American breakfast and lunch

American food culture varies by region. Soul food and barbecue are popular in the South, while seafood and fresh vegetables dominate the West Coast. Additionally, due to the influence of immigrants from various regions, Italian, Mexican, Greek, and Asian cuisines are widely appreciated. In fact, we've also indulged in these delicacies ourselves! (Figure 4-1-4)

Meals play a crucial role in American culture and society. Dining with family and friends is cherished as an opportunity to deepen bonds. Furthermore, in a nation that respects diversity, enjoying cuisines from different cultures is commonplace, with the dinner table symbolizing inclusivity and diversity.



Figure 4-1-4. Mediterranean Food

In summary, the United States stands as a testament to the power of diversity and innovation, from its vast and varied landscapes to its dynamic political landscape and evolving social norms. Through embracing freedom and actively incorporating the contributions of diverse cultures, America has emerged as a global leader in various fields, while continually striving for progress and inclusivity.

4.2. Atlanta

Atlanta is the capital and most populous city in the U.S. state of Georgia. Atlanta is located in the northwest of Georgia State. In the City of Atlanta, 498,715 people live on 343 m² of land, which means its population density is 1/4 that of Tokyo. There are many corporate headquarters there, such as Coca-Cola, Delta Air Lines, and CNN. Delta Air Lines offers mainly Coca-Cola products on board, which is indicative of the cooperation within the region.

Despite its status as a major economic and cultural hub, Atlanta's transportation infrastructure predominantly revolves around automobile travel rather than extensive rail networks. There are only 4 subway lines and 1 streetcar running in Atlanta. We used Uber or Lyft on most opportunities where we had to travel long distances.



Figure 4-2-1 Location of Atlanta



Figure 4-2-2. Subway Map

In Atlanta, most sightseeing spots are located next to Olympic Park. World of Coca-Cola is one of them. We can taste Coca-Cola products from all over the world there. Georgia Aquarium is also there. It was the largest aquarium in the world until 2012. We can see beluga whales, penguins, etc. The American style of dolphin shows is interesting because it differs slightly from the Japanese style.



Figure 4-2-3. Georgia Aquarium

Atlanta and Georgia State have a long history. The state is one of the 13 states that has existed since 1776. It prospered as an essential city for transportation. Before the Civil War, slaves accounted for about half of the population, and the state sided with the Southern side in the Civil War. Racism remained even after the Civil War. Martin Luther King, Jr. grew up under these conditions in Atlanta. He made Atlanta one of his bases of operations. Today, Martin Luther King Jr. National Historic Site is located there.

In Atlanta, we can see a lot of murals. The murals are not only a form of artistic expression but also a means to convey messages of love, culture, positivity, and social justice.



Figure 4-2-4. Murals in Atlanta

Chapter 5

About Georgia Institute of Technology

5.1. Outline of Campus

5.1.1. History and Development of Georgia Tech

Georgia Institute of Technology, founded in 1885 in Atlanta, Georgia, offers outstanding education and research in engineering, technology, science, and business. Commonly known as "Georgia Tech" or "GT," it stands among the top-tier universities nationwide and is considered one of the most prestigious engineering institutions.

The university boasts a sprawling campus spanning approximately 1.61 square kilometers in Atlanta's western region, accommodating over 17,000 students and graduate students. Georgia Tech's history traces back to the heart of the Southern industrial revolution, adopting the Worcester Model alongside MIT to emphasize both theory and practical education.

Offering faculties in engineering, architecture, management, liberal arts, science, and computer science, Georgia Tech also provides joint programs like the MD-PhD program. Particularly renowned for its engineering and computer science departments, it holds the 4th position nationally and 9th globally, highlighting its emphasis on integrating theory with practical applications.

With an exceptionally high employment rate, Georgia Tech has produced numerous distinguished alumni, including former US President Jimmy Carter and astronauts, demonstrating its commitment to fostering leadership and innovation among students.



Figure 5-1-1. The main building of Georgia Tech

5.1.2. Student Life

Students at Georgia Tech typically take 3 to 5 or 6 classes per day, leading to a long schedule from the 8:25 AM start of classes until 6:15 PM. The length of each class varies from 50 minutes to 1.5 hours depending on the difficulty of the course. It seems that many students do not have classes on Tuesdays and Wednesdays. After school on Tuesday, a Georgia Tech student who had become good friends with me gave me a tour of the campus and found that many people were involved in club activities. I heard that many students are involved in two or three clubs. Unlike in Japan, I felt that this culture allows students to enjoy a variety of activities. In between classes or during free periods, students utilize facilities such as the library and campus spaces for self-study and group projects. The library, especially, is open 24/7, providing a spacious environment for concentrated study. It is also used for group learning and project preparation, fostering a vibrant atmosphere.

Residential life is another important aspect for students, with many living in dormitories adjacent to the university. Freshmen often share rooms, selecting roommates based on lifestyle and compatibility. Through dorm life, students build valuable friendships and enrich their college experience. In Japanese dormitories, students often have private rooms, but on the other hand, there was almost no private space, only a bed on a desk. Dormitory students also said they had little privacy, and this is why many of them study in the library.

Furthermore, students actively engage with companies through internships and corporate events. Many students undergo internships for six months or a semester, with GPA, extracurricular activities, and enthusiasm for the company being key factors. Students who conduct campus tours often have experience with major companies like Google, Apple, and Delta. Additionally, club activities are popular, with around 1000 clubs on campus. Students join clubs based on their interests and hobbies, fostering diverse activities and deepening connections while enjoying a fulfilling college life.

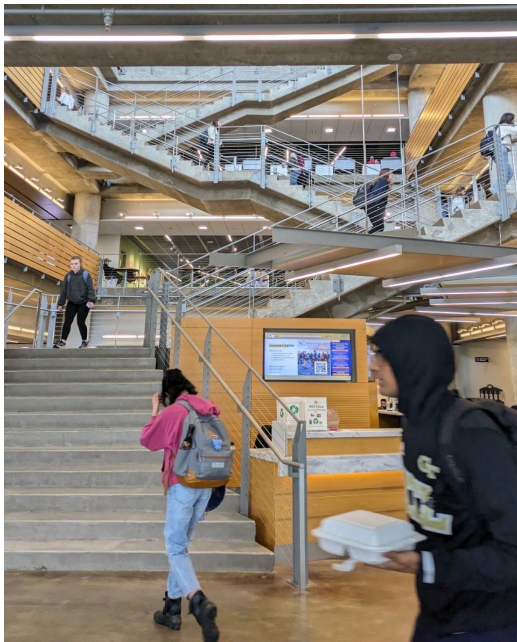


Figure 5-1-2. Library (studying space)



Figure 5-1-3. An example of club activity

5.2. Location

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.



Figure 5-2-1. 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.



Figure 5-2-2. 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.

5.3. 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.

5.4. 2023 In-Venture Prize Finals

5.4.1. Outline of the InVenture Prize

The In-Venture Prize is an innovation competition designed for undergraduate students and recent graduates of Georgia Institute of Technology. The competition comprises three rounds leading up to the finals, which include the Prototype Awards stage. Prototype Awards provide financial support for inventions, with selected teams receiving up to \$500 to develop their prototypes.

During the preliminary round, approximately 50 teams compete for a spot in the semifinals. From there, around 25 semifinalists are chosen to advance to the next stage. In the semifinals, these teams vie for a spot in the finals, where six finalists are selected to present their inventions in front of a panel of expert judges. At the Finals, finalists deliver concise 3-minute presentations and engage in 3-minute Q&A sessions with the judges, offering a platform to showcase their innovative ideas and receive valuable feedback.

The inventions are evaluated by 4 points below:

- I. Idea: idea validity, innovation/novelty, potential social impact
- II. Business model: cost structure, key resources, validation, market strategy
- III. Entrepreneurship: future vision, team commitment, team expertise and knowledge, pitch delivery
- IV. Probability of success: competitive advantage, probability of receiving investment

5.4.2. Review

We participated in the Finals held at the Ferst Center Theater, where six finalists-Candor, Lilypad Health, Greek Connect, Mark Papr, Nalopack, Breezy-presented their innovative ideas. Among them, Team Candor, proposing a Constituent Relationship Management (CRM) platform for local governments, won the people's prize. Their platform streamlines complaint reporting, management, resolution, and communication at the local level, drawing significant interest from the audience. Team Makr Papr secured the 2nd place with their innovative printable paper solution. Inspired by the waste of paper nametags, they developed a patent-pending technology to replace name tags and event apps at conferences with tap-and-go printable paper.

And Team Lilypad Health clinched the 1st place with their invention of a non-invasive menstrual blood screening tool. Offering an alternative to traditional women's health practices, they make testing more accessible to the uninsured. Their solution enables less invasive testing for crucial health indicators like HPV and cervical cancer. By allowing women to conduct these tests at home every month, Lilypad Health is revolutionizing women's approach to health and wellness. Along with the prize money, the team has earned a coveted spot in CREATE-X's Startup Launch, a 12-week summer program designed to transform projects from the idea stage into fully functioning startups.



Figure 5-4-1. The Ferst Center



Figure 5-4-2. The InVenture Prize Final

What makes this competition stand out is its hands-on approach to helping students turn their ideas into tangible products. Participants are guided through three rounds, each designed to address practical considerations essential for bringing an idea to real. During the poster session before the Finals, students have the chance to showcase their ideas to a wide audience, gather feedback, and engage in insightful Q&A sessions with judges. This process not only helps refine the invention but also offers valuable exposure as finalists have the opportunity to present their creations to a broader audience beyond the university. Ultimately, the competition provides a supportive environment that supports the entire journey from idea conception to product realization.

Chapter 6

Leadership Program

6.1. CliftonStrengths

6.1.1. Introduction to CliftonStrengths

Our leadership program began with the CliftonStrengths workshop. CliftonStrengths is an assessment tool designed to help individuals identify their strengths. This workshop laid the foundation for subsequent workshops that focused on teamwork and leadership skills.

Developed by Don Clifton after World War II, CliftonStrengths is based on the question: "What would happen if we studied what was right with people versus what's wrong with people?" Don Clifton's research led to the categorization of individual strengths into four domains and 34 themes. (Figure 1, left) By analyzing these themes, the CliftonStrengths assessment provides insights into how individuals can work effectively together as a team. The resulting Strengths Report highlights an individual's innate talents and provides guidance on how to leverage them to develop formidable strengths.

Prior to the workshops, participants completed the CliftonStrengths assessment and identified their Top 5 Strengths. These strengths, drawn from the 34 themes, are unique to each individual and help illuminate one's role and potential contributions within a team context. Exploring these strengths fosters self-awareness and aids in the strategic application of one's talents in leadership and teamwork.

In addition, beginning with the CliftonStrengths assessment enhances the impact of subsequent leadership workshops. Understanding personal and team strengths is critical to effective collaboration and leadership.

6.1.2. Overview of the CliftonStrengths Workshop

At the beginning of our leadership program, we conducted a CliftonStrengths workshop (Figure 6-1-1, right) that included four primary activities: RESONANCE, FOCUS, and TIPS. These activities were designed to deepen our understanding of individual and collective strengths and to facilitate a more cohesive team dynamic.

RESONANCE

During the RESONANCE activity, participants reflected on statements from their Strengths Report that were particularly powerful and shared their insights in small groups. This exercise not only highlighted individual strengths, but also underscored the diversity of talents within the team.

For example, I resonated with a statement that combined two strengths, LEARNER and FUTURISTIC. It says "Your willingness to embrace new concepts and experiences stimulates your visions of inspiring possibilities." I sympathized with this because it fits me.

I also noticed that this strength is somehow rare because everyone in our team has it except me. So I understood that my FUTURISTIC strengths should go further.

FOCUS

The FOCUS segment involved a detailed examination of three top 5 strengths per participant. Discussions revolved around the nature of these strengths, their practical application, and recent examples of their use, thereby enhancing the collective understanding of the team's capabilities.

Through this activity, I analyzed that my FUTURISTIC strengths can guide the team by inspiring possibilities. This is because my willingness to embrace new concepts and new experiences stimulates our vision.

TIPS

Finally, we had a some tips: what to do if you don't have CliftonStrengths. It is that to share about these phrases.

You get the best of me when

You get the worst of me when

You can count on me to

This is what I need for you

This simple phrase helps your team members understand how to communicate with you.

For example, I can share you like this.

You get the best of me when you feel free to ask me anything.

You'll get the worst of me if you don't contact me when you're late.

You can count on me to take responsibility when I am your boss.

This is what I need, so don't hesitate to report even if you don't know what you're doing.

This concept can easily improve teamwork.

By participating in these activities, we gained insight into our strengths and how they complement those of our teammates. This understanding is invaluable not only for the ongoing leadership program, but also for future team collaboration, ensuring that each member's potential is fully realized and leveraged for collective success.

EXECUTING

- | Achiever
- | Arranger
- | Belief
- | Consistency
- | Deliberative
- | Discipline
- | Focus
- | Responsibility
- | Restorative

RELATIONSHIP BUILDING

- | Adaptability
- | Connectedness
- | Developer
- | Empathy
- | Harmony
- | Includer
- | Individualization
- | Positivity
- | Relator

INFLUENCING

- | Activator
- | Command
- | Communication
- | Competition
- | Maximizer
- | Self-Assurance
- | Significance
- | Woo

STRATEGIC THINKING

- | Analytical
- | Context
- | Futuristic
- | Ideation
- | Input
- | Intellection
- | Learner
- | Strategic



Figure 6-1-1. CliftonStrengths: 4 domains and 34 themes, and group photo of the workshop (Gallup, Left; Taken by participants, Right)

6.2. Foundations of Leadership

Foundation of Leadership is one of the subjects of Georgia Tech's Leadership Program. Students will learn hands-on leadership techniques, their own leadership strengths and weaknesses, and effective ways to work with team members. Through this course, students will learn how to deal with the leadership challenges they face in life, which will have a significant impact on their careers and the organizations they work for. We attended this Class twice with Georgia Tech students.

The first time we learned about personality differences: a group of around 5 GT students mixed with 1 or 2 TokyoTech students and took the class together. At the beginning, we had an ice break by introducing ourselves and chatting a little. I was very nervous at the beginning of the program, but everyone was very friendly, and kind and I enjoyed the interaction. We listened to the lecture together and then divided into groups according to personalities. First, we were divided into two groups based on whether we trusted our colleagues based on their personalities or their ability to get the job done, and then into two more groups based on whether we were more or less emotional involved. Finally, four groups were formed - Dominant, Conscientious, Influencer, and Steady - and for each of their personalities, they thought about what they should do and what they should avoid and shared them with the classroom.

In the second class, we learned about cultural differences. We conducted a Culture Map Survey in advance to find out how we think about things that are different in cultures. For example, each cultures have different ways of thinking, such as whether or not to clearly state negative feedback and whether or not to emphasize consensus building in discussions. In this class, after discussing the differences in each other's way of thinking, each group took up one cultural difference and presented it in a play. Every way of thinking has its advantages and disadvantages. We learned the importance of understanding and respecting each other's culture.

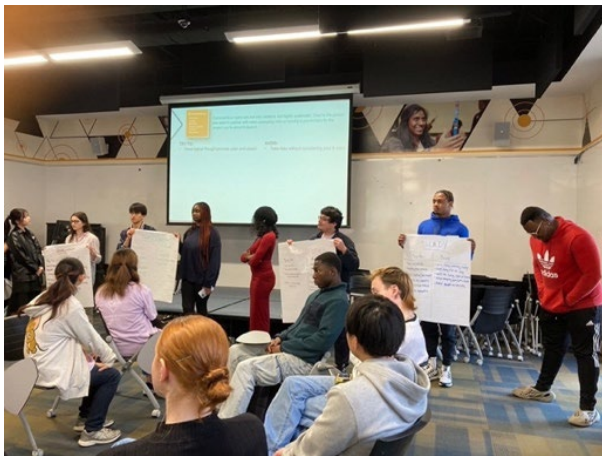


Figure 6-2-1. Sharing Difference of Personality

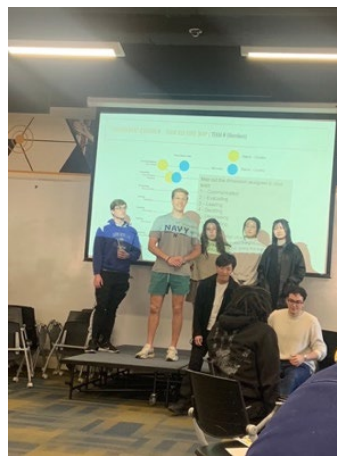


Figure 6-2-2. Sharing Difference of Personality

6.3. Ground Challenges

The Grand Challenge Course is a year-long course sponsored by the College of Engineering primarily for Freshman. Students choose a wide range of issues, including disasters, energy, the environment, and security, and work in small groups to develop solutions. The goal of the course is not only to deepen students' knowledge of such problems, but also to help them learn effective teamwork through honest communication, an understanding of each team member's strengths and weaknesses, and frequent team evaluations in the process. Some teams have competed in the InVenture Prize and received awards for their achievements in this course.

We participated in their group work, with one or two TokyoTech students per group, and after hearing about the issues they were working on and the solutions they were considering, we exchanged opinions. Unlike daily conversation, the speed of the conversation was very fast during the discussion, and it was difficult to understand what was being said at one time. However, by checking to see if their understanding was correct and asking questions about what they did not understand, they were able to understand the content and participate in the exchange of opinions. Furthermore, we were able to better understand what they were talking about by having them show us the data they had collected and the videos they had taken to solve their issues on their smart phones. We were also able to overcome the language barrier when communicating our opinions by drawing pictures on the whiteboard and using gestures as we talked. Their ideas were unique and very interesting. Furthermore, through our discussions, I was inspired by their enthusiasm for solving problems.



Figure 6-3-1. Grand Challenge Course 1



Figure 6-3-2. Grand Challenge Course 2

6.4. Leadership Challenge Course

The Leadership Challenge Course at Georgia Tech provides an innovative approach to fostering leadership through experiential learning activities. Open to students as well as professionals of all ages, the course fosters leadership qualities and provides participants with the skills they need to thrive in a diverse work environment. Some of the activities we experienced are listed below. There are other interesting activities, so please look forward to them if you plan to attend.



Figure 6-4-1. The Leadership Challenge Course

◆ Challenge 1: Reconstruction with LEGO

Participants were instructed to reconstruct an object made of LEGO bricks at a remote location within a time limit. A wall blocked the target object and could not be seen from the place where they were to recreate it. The pairs repeatedly go to see the object and collect information to build the same object with LEGO. There was a restriction that no speaking was allowed during this activity. In other words, we had to communicate information accurately and cooperate when we could not speak. As a result, we managed to reconstruct the same thing with a few minutes left on the time limit. It was impossible to memorize everything to be reconstructed. Therefore, we had to divide up the parts to be remembered. We were able to communicate this successfully through gestures.

◆ Challenge 2: High Ropes

This was an activity that took place several meters above the ground. Participants were required to go with a team member from the start to the finish line, walking on thin ropes and logs. The activity was very difficult physically and mentally due to the unstable platform and the high location. However, we were able to complete the challenge while inspiring our friends. What is difficult to do alone can be done with friends. We learned the importance of teamwork here.



Figure 6-4-2. High Ropes

◆ Challenge 3: Get the ball in a circle!

The challenge was to get the ball, which was placed in the middle of a circle made of string in a limited time, using string, paddles, wooden boards, ladders, and other prepared tools. The difficult part of this challenge is that one person physically could not take it alone. We had to work together to combine the tools. We all had different opinions on how to get the ball. At one point, the group was split in two due to differences of opinion. As a result, both teams were able to work their way through. But I don't know if we could have worked as one team with good teamwork. However, because of arguing each other's points of view in a short period to produce better results, I felt that we were able to create an environment in which we could more easily express our opinions to each other than before. It was an experience that brought us closer together.



Figure 6-4-3. Get the ball in a circle

6.5. The Leadership Practices Inventory

The Leadership Practices Inventory (LPI) is a widely used leadership assessment tool created by James M. Kouzes and Barry Z. Posner, author of the bestselling book "The Leadership Challenge." The LPI is designed to help individuals and organizations measure their leadership competencies and behaviors. It's based on Kouzes and Posner's Five Practices of Exemplary Leadership model, which posits that leadership is a set of behaviors that can be learned and developed over time.

The Five Practices of Exemplary Leadership underpinning the LPI are:

Model the Way: Leaders establish principles concerning the way people should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow.

Inspire a Shared Vision: Leaders envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future.

Challenge the Process: Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization. In doing so, they experiment and take risks, even when there is the possibility of failure

Enable Others to Act: Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity.

Encourage the Heart: Recognizing contributions that individuals make. Leaders celebrate team accomplishments regularly, even small wins, which helps to build a sense of community.

Leadership strengths and weaknesses can be identified by answering quizzes on leadership. The example result of the LPI is as follows.

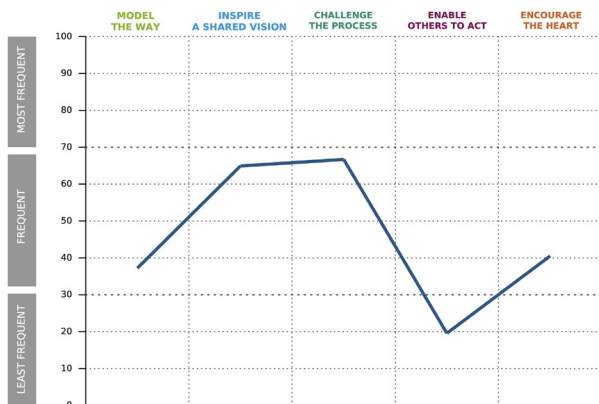


Figure 6-5-1. LPI results of writer

In the class about LPI, we selected the elements we wanted to improve, and groups were formed with those who chose the same ones. We discussed within that group what caused the weaknesses and how we could be improved and provided feedback to each other. Through the LPI, we have identified our leadership weaknesses and what we need to do to improve them in the future.



Figure 6-5-2. Group discussion

6.6. Understanding Implicit Bias and Micro-aggressions

As per discussion in the meeting with the President of American African of Georgia Tech, she shared some topics about Implicit Bias inside Georgia Tech. For example, her professor sent an email to every 20 color students to do the assignment. Although he can make a group and send one time or select only one person to do. Moreover, she had experienced that her college students did not believe in her data, even though she searched a lot of data. Lastly, some students think she came to Georgia Tech since she is a people of color.



Figure 6-6-1. Discussion in the Lunch Meeting

6.7. Diversity and Intercultural Spaces on Campus

There is a lot of diversity on campus, we found Asian students (Japan, Korea, China, etc.), African students, and European students. Everyone is very nice and open-minded to speak with us.



Figure 6-7-1. Discussion on diversity

6.8. Final Presentation

6.8.1. Group 1: Tenzin Gyatso

I. Situation / Background

Dalai Lama is a spiritual leader of Tibetan Buddhism, which is a form of Buddhism practiced around Tibet, and a symbol of the unification of the state of Tibet. The real name of the 14th Dalai Lama is “Jetsun Jamphel Ngawang Lobsang Yeshe Tenzin Gyatso”, also known as “Tenzin Gyatso”.

He was born in 1935, and a few years later, he was recognized as the reincarnation of the 13th Dalai Lama, and as the 14th Dalai Lama.

In 1950, when he was only 15 years old, Tibet was invaded and since then occupied by China.

But in 1959, when the Tibetan people rose and conflict happened, he was exiled to India, and then established “the Tibet Government in Exile”.

Since then, to improve the situation in Tibet and to seek the civil rights of the Tibetan people, he has struggled very hard, traveling to 67 countries and receiving more than 150 awards such as honorary doctorates, prizes, and so on. In 1989, he was awarded the Nobel Peace Prize.

His focus, which guides his activities, is his wish for peace, non-violence, inter-religious understanding, universal responsibility, and compassion.



Figure 6-8-1a. Presentation of group 1

II. Analysis

We can see his ‘Inspire a Shared Vision’ in the Nobel Peace Prize reception speech. He talked about the future in the speech. He said that Tibetans will live happily in the great land of Tibet, and the Chinese will live happily in the great land of China. He has continued to make realistic suggestions on the relationship between Tibet and China, and always said what society would look like in the future if his proposals were adopted, as he did in this speech.

He has also challenged the process in many ways. For example, he has challenged violent processes for many years. His protest to China is known for a nonviolent process. He is often considered as one of Gandhi’s successors, and Time magazine featured him as a child of Gandhi. However, his nonviolent approach was sometimes not spread completely. In 2008 some Tibetan became violent in China. Soon after the violence, he said he would resign all his positions if violence worsens. He fought the violent process with his position on the line. There is another example of his ‘Challenge the Process’, introduction of democracy. Until his exile to India, a

person in the Dalai Lama's position appointed ministers and they ran the government. The Dalai Lama was not only a leader of religion, but also of politics. After his exile, he changed the political system and democratized Tibet. Now, the Dalai Lama is positioned as a symbol. He has challenged the dictatorial government.

We can learn a lot about leadership from his life.

III. "System" of Multi-Cultural Leadership

In our pursuit of effective coordination in diverse environments, our discussion on the sixth day led us to delve into "The Culture Map" by Erin Meyer. We recognized the significance of understanding time preferences, particularly the dichotomy between those who favor linear time and others who lean towards flexible time management. Our group consensus is that comprehending these differences is pivotal for fostering effective coordination and productivity.

Linear time adherents prioritize punctuality and adherence to schedules, while proponents of flexible time management prioritize adaptability and fluidity in their schedules. These distinct preferences can significantly impact how meetings and other events are scheduled and executed within a group setting.

The prevalent practice of scheduling meetings for a specific time, such as 10:00, often leads to challenges. Despite sending invitations indicating the designated time, "late" arrivals are frequent, causing disruptions and necessitating rescheduling. This inconsistency not only undermines productivity but also induces unnecessary stress and inefficiency.

To address these challenges during our stay in Atlanta, our meeting invitations were set 10 minutes earlier than the actual scheduled time. However, we acknowledge the potential flaw in this system, as members may be aware of the actual time and intentionally delay their arrival.

Then, we recognized that specifying an exact meeting time may be convenient for adherents of linear time but could pose challenges for those who prefer flexible time management. This realization prompted us to seek a more inclusive approach to scheduling that goes beyond the insights provided by "The Culture Map" by Erin Meyer.

While it provides valuable insights into cultural differences, it runs the risk of oversimplification and perpetuating stereotypes. Instead, we proposed a more nuanced approach: developing an email extension that incorporates specific questions about preferred arrival times without associating them with cultural norms.

In our commitment to fostering inclusivity and cooperation within our group, we have developed a groundbreaking scheduling algorithm with the assistance of AI. This algorithm aims to mitigate the biases associated with traditional scheduling practices and promote a more equitable and harmonious meeting environment.

Participants are first asked the question: "If the meeting time is 10:00, what time will you arrive?" without knowledge of the randomized deviation. They are then asked to indicate their anticipated arrival time without the influence of external cues. This process ensures that participants respond based on their personal preferences rather than attempting to align with perceived expectations.

Upon receiving responses from participants, the AI adjusts the meeting schedule accordingly. By analyzing the range of anticipated arrival times, the AI identifies the optimal meeting time that accommodates the preferences of all participants. This dynamic adjustment ensures that each individual's needs and preferences are taken into account, promoting inclusivity and fairness.

Here is one example of how it works:

Participants are asked to indicate their anticipated arrival time, independent of external cues or knowledge of the randomized deviation.

The system begins with a designated meeting time, such as 10:00.

The AI generates a randomized deviation, subtracting a duration between 5 to 45 minutes from the specified meeting time. For example, 9:35.

For instance, if a participant responds with an arrival time of 10:15, the AI reveals the actual meeting time to be 15 minutes earlier (9:20).

Participants receive an email notification containing the adjusted meeting time. In the example, the participant who responded with 10:15 will receive a notification indicating a meeting time of 9:20.

To ensure that all participants have arrived by the specified meeting time, an ice-breaking session is scheduled from 9:35 to 10:00. This session provides an opportunity for participants to arrive gradually and engage in informal interactions before the formal discussion begins.

At 10:00, the formal meeting begins, allowing participants to focus on important agenda items with the confidence that all members are present and engaged.

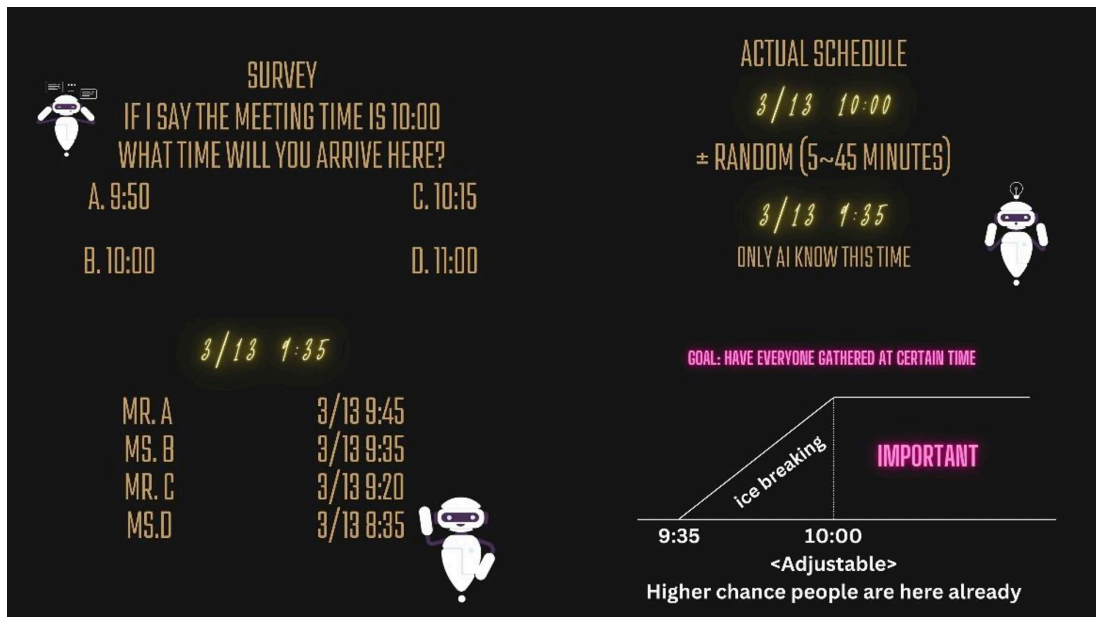


Figure 6-8-1b. The "System" of AI adjusting

Crucially, participants remain unaware of the randomized deviation, eliminating the possibility of blame or resentment associated with arrival times. The intentional ambiguity surrounding the

actual meeting schedule fosters a sense of collective responsibility and cooperation among participants. By removing the focus on individual punctuality, our system promotes a more collaborative and harmonious meeting environment.

Advantages of randomized scheduling are as follows:

With no participant privy to the actual meeting time, blame is eradicated, fostering a culture of mutual understanding and cooperation.

Regardless of time preferences, all participants are subject to the same randomized scheduling process, ensuring equitable treatment.

By removing the distraction of time-related disputes, participants can redirect their focus towards productive engagement during meetings.

The absence of blame encourages open communication and collaboration among group members, leading to more effective decision-making and problem-solving.

6.8.2. Group 2: **Malala Yousafzai**

I. Situation / Background

Malala Yousafzai (Figure 6-8-2a, left), born in the Swat Valley of Pakistan (Figure 6-8-2a, right), has become a symbol of hope and empowerment for millions, particularly for girls denied access to education in regions plagued by conflict and extremism.



Figure 6-8-2a. Malala Yousafzai (left), Malala in the Swat Valley of Pakistan (right)

Malala's journey began at the age of 11 when she started anonymously documenting the Taliban's oppressive rule in her hometown, specifically their destruction of girls' schools. Despite facing threats and intimidation, Malala refused to be silenced, recognizing the transformative power of education in shaping a brighter future.

In 2012, tragedy struck when Malala was targeted and shot by Taliban militants while on her way home from school. Miraculously, she survived and emerged from the ordeal with an even stronger determination to fight for girls' education. Her story captivated the world's attention, sparking widespread outrage and solidarity.

Since then, Malala has become a leading voice for educational rights, advocating tirelessly for girls' access to schooling globally. She co-founded the Malala Fund, an organization dedicated to ensuring every girl has the opportunity to receive a quality education, regardless of her circumstances.

Malala's impact extends beyond her advocacy work. Her courage and resilience have inspired countless individuals to stand up for justice and equality. In 2014, she became the youngest-ever Nobel Peace Prize laureate, further elevating her status as a global icon for peace and education (Figure 6-8-2b).



Figure 6-8-2b. Malala when she got the Nobel Peace Prize

In recognition of Malala's contributions, the United Nations declared July 12th as "Malala Day," commemorating her birthday and celebrating her tireless efforts to promote education for all children, especially girls, around the world. As we reflect on Malala's journey, let us not only celebrate her remarkable achievements but also reaffirm our commitment to the principles she represents. Let us strive to create a world where every child, regardless of gender, ethnicity, or background, has the opportunity to learn, grow, and fulfill their potential. Malala's story serves as a testament to the power of one individual to spark change and inspire hope in the darkest of times. Let us stand with her in solidarity as we continue to work towards a more just and equitable future for all. Thus, Malala faced a lot of challenges. For instance, she bravely advocated for girls' education despite Taliban opposition, documenting the destruction of girls' schools in Swat Valley. Despite facing threats and intimidation, she refused to be silenced and continued her activism. In 2012, Malala survived a targeted assassination attempt by Taliban militants, yet she persisted in her advocacy efforts. Her activism gained international attention, culminating in her being awarded the Nobel Peace Prize in 2014 as the youngest laureate. Despite myriad challenges, Malala's unwavering commitment to educational rights has inspired millions globally. Despite facing numerous challenges, Malala remained steadfast in her pursuit of educational rights and emerged as a global advocate for girls' education, inspiring millions worldwide.

II. Analysis

Malala's case exemplifies two key aspects: "model the way" and "enable others to act".

As a demonstration of "model the way", Malala is an activist for the right to education, and her beliefs are crystal clear. She strongly believes in the right of women and children to receive education. Her aim is to ensure that women and children worldwide have access to education and can enjoy that right. Her background as the daughter of a teacher and her own experience of being deprived of schooling have significantly influenced her understanding of the importance of education. Her speech at the United Nations in 2013 deeply resonated with many, as she passionately articulated her beliefs in her own words. Her famous quote, "One child, one teacher, one book, and one pen can change the world," succinctly captures her convictions. For fourteen years since raising her voice on the radio, Malala has continued her sustained actions, influencing various international organizations such as the United Nations and NGOs. Her actions have promoted the international community's interest in the right to education, leading to investments in education and policy reforms. Her passion and beliefs have inspired many people and propelled efforts towards equality and accessibility in education.

As an example of "enabled others to act", Malala's consistent beliefs and actions have inspired others and facilitated cooperation. For instance, Emma Watson can be cited as someone who was inspired by Malala. Emma Watson actively promotes education and women's rights. Serving as a UNICEF Goodwill Ambassador, she launched the "HeForShe" campaign at the United Nations to emphasize men's involvement in women's rights activism. Emma has become a prominent advocate for women's rights, like Malala. In a conversation with Malala, Emma mentioned, "Feminism is not an easy word to use. But she used it. And Malala even took the time to talk about my work at the end. I'm the interviewer, so that wasn't necessary. I think this attitude symbolizes what Malala and I discussed today." Malala's speech encouraged Emma, highlighting the significant influence Malala has had on her.

III. "System" of MultiCultural Leadership –Daily Systems

Navigating multicultural challenges within teams requires a nuanced understanding of diverse backgrounds and perspectives. Three daily systems can be used to foster harmony and productivity in such environments: the 4 Relationship Essences, Active Comprehension, and the Q Board.

The 4 Relationship Essences framework encourages open communication about personal boundaries. By articulating statements such as "You get the best of me when you feel free to ask me something" or "You get the worst of me when you don't contact me when you're late," team members set clear expectations and build mutual respect. This transparency helps navigate cultural nuances and builds a foundation of trust and understanding.

All 4 Relationship Essences are listed below (mentioned in Ch. 6-1-2):

You get the best out of me when

You get the worst from me when

You can count on me to

This is what I need for you

Active Comprehension goes beyond superficial stereotypes to foster true understanding among team members. It involves questioning and exploring the nuances that define each person, rather than relying on broad cultural assumptions. For example, asking in Japanese, "Are you punctual?" provides insight into the punctual person. This practice not only dispels myths but also cultivates a culture of curiosity and empathy.

The Q Board is an interactive platform where team members can share and learn about each other's cultural norms and practices. By responding to daily questions, such as "How long do you take for lunch?", individuals can visualize the diversity within their team, fostering a deeper appreciation for different cultural perspectives.

Daily implementation of these systems can turn multicultural challenges into opportunities for enrichment and collaboration. By embracing diversity, teams can benefit from a wider range of viewpoints, leading to more innovative solutions and a stronger, more cohesive group dynamic.

IV. "System" of MultiCultural Leadership –Special Event Systems

In addition, we proposed a special event system to promote understanding of the differences in cultural backgrounds among team members. This system promotes cross-cultural understanding as a recreational event in an organization composed of people with different cultural backgrounds. Participants are served a meal and the goal is to deepen cross-cultural understanding while relaxing, socializing, and enjoying tasty food.

For example, participants learn the strengths and weaknesses of each culture while enjoying each other's traditional cuisine and understanding each other's differing views on scheduling. Japan has a culture of gathering earlier than the meeting start time, which puts pressure on participants to be on time while keeping things on schedule. Therefore, we will prepare warm Udon as

a Japanese dish at the venue. The Udon noodles must be eaten quickly or they will stretch and go bad, so participants must come to eat them in a hurry. Since many participants eat Udon at the same time, they can share a pleasant time together, but they cannot communicate slowly if they are in a hurry to eat quickly.

On the other hand, Nigeria has a culture of meeting a little later than the starting time of the meeting, which makes it easier to relax and participate, but also makes the schedule unstable. So we prepare a yakitori-like dish called Suya at the venue, which is delicious both when it is hot and when it is cold. It is also served on sticks, so participants can come and take a Suya whenever they like, and eat it while walking around and enjoying the interaction.

At the end of the event, as a Reflection, participants tell each other what they like about the other's culture. In this way, Special event system fosters a team that can have fun, learn about each other's cultural attractions, and appreciate each other's cultural backgrounds.

6.8.3. Group 3: **Marley Dias**

I. Background / Situation

Marley Dias is a 19-year-old social activist. Her first activity was #1000BlackGirlBooks activity. She launched this project in her age 11.

The #1000BlackGirlsBooks campaign was started in 2015. It all started when she was in elementary school and noticed that there were few books with black girls as main characters in her school assignments. In this campaign, she aimed to collect 1000 books featuring black girls and donate them to elementary schools in Jamaica. This project brought attention to the lack of diversity in children's books and gained a lot of support. Finally, she collected over 13000 books and donated many elementary schools. Finally, she collected over 13000 books and donated many elementary schools.



Figure 6-8-3a. Marley Dias

According to the research, a child's personality development period is said to be from 3 to 5 years of age. From the age of three, children can begin to understand the content of books, so the children's books they are exposed to at this age have a significant impact on their personality development. To achieve a diverse society, children need to be accustomed to having a variety of perspectives from an early age, but the main characters in children's books are all white, male, and able-bodied people. According to survey in 2018, 77% of the main characters in children's books were animals and white characters. This situation is hardly a reflection of the real world in the book. Marley focused on this issue, working on a social networking campaign and Netflix programming.

II. Leadership analysis

a. Modeling the Way:

Marley Dias's leadership in the #1000BlackGirlBooks campaign exemplifies the principle of modeling the way. She clarified her values and beliefs regarding the importance of diversity and representation in literature. Through her actions, Marley set a powerful example for others by initiating the campaign and actively collecting books featuring black girls as the main characters. Her unwavering commitment to her cause and her ability to align her actions with her values inspired countless individuals to join her movement for change.

b. Enabling Others to Act:

Marley demonstrated effective leadership by empowering others to act. She fostered collaboration and built trust within her community, welcoming volunteers, donors, and supporters from diverse backgrounds. By sharing power and discretion, Marley encouraged others to take ownership of tasks and contribute their skills and expertise to the campaign. Through her inclusive leadership style, Marley amplified the impact of the #1000BlackGirlBooks campaign, turning it into a collective effort that transcended individual contributions.

c. Challenges and Resilience:

Throughout her leadership journey, Marley encountered various challenges, including skepticism, resistance, and logistical hurdles. Despite these obstacles, Marley remained resilient and determined, refusing to be deterred by setbacks or naysayers. Her ability to navigate challenges with grace and perseverance underscores her strong leadership qualities and commitment to her cause. Marley's resilience served as an inspiration to others, demonstrating the importance of persistence and determination in the face of adversity.

III. Lessons and our action

From our analysis, we've distilled two key lessons: the power of simple and clear objectives, and the importance of easy participation. Firstly, simplicity is key. A clear and straightforward goal makes it easier for people to understand and rally behind. Take the #1000BlackGirlBooks project by Marley Dias, for example. Her objective was crystal clear: to collect 1000 books featuring black girls as main characters. Secondly, participation should be effortless. Complex processes can deter people from getting involved. Marley's use of a simple hashtag, #1000Black-GirlBooks, made it easy for anyone to participate. All they had to do was share the hashtag and discuss the books they were reading.

Building on these lessons, our aim is to promote diversity in the field of science. Recognizing the challenges of working in diverse teams, we believe it's crucial to embrace multicultural backgrounds with respect. But before diving into that challenge, we need to ensure our own team reflects diversity. The statistics speak volumes: in 2018, only 39% of students in physical science were female, and a mere 19% in computer science. Furthermore, the majority of scientists are white men, leaving other groups underrepresented.

To address this, we've launched the #everyonecanbeascientist hashtag campaign. This initiative asserts that anyone, regardless of background or appearance, can pursue a career in science. We've also developed an engaging Instagram filter to further encourage participation. Through #everyonecanbeascientist, individuals in the scientific community can showcase the diversity within the field. For aspiring young scientists, this hashtag serves as inspiration and reassurance that science is accessible to everyone. Additionally, we've created a website to provide more information about our initiative and how individuals can get involved.



Figure 6-8-3b. Our website
<https://everyonecanbeascientist.squarespace.com/>



Figure 6-8-3c. Instagram Filter of our campaign, #EveryoneCanBeAScientist

6.8.4. Group 4: **Autumn Peltier**

I. Background / Situation

a. Introduction

Autumn Peltier is an environmental activist from the Anishinaabe tribe. She has dedicated more than half of her young life to bringing clean water to Indigenous communities in Canada. Since 2019, Peltier has served as the chief water commissioner for the Anishinabek Nation in Ontario, Canada. In this role, she represents 40 Ontario First Nations.



Figure 6-8-4a. Autumn Peltier

b. What made her “Water Protector”

She became aware of indigenous water issues for two reasons. One was her great aunt's activism, and the other was a sign she saw at a First Nation ceremony when she was a child. Her great aunt, Josephine Mandamine, raised awareness of the urgent need to combat water pollution and contaminated water in Canada's First Nations reserves. That is why Peltier grew up understanding the importance of water and the need to protect it. By the age of eight, Peltier began attending Indigenous water ceremonies. She was shocked to see warnings about "toxic" drinking water due to pipeline leaks and contamination. This experience inspired Peltier to become a water advocate, and she eventually began attending water ceremonies throughout Ontario.

c. Her Goal

Peltier has 3 goals:

1. Communicate water issues to the world, highlighting the limited access to clean water faced by many indigenous communities, including those in Canada.
2. Encourage countries to take action to solve their water problems, advocating for the adoption of laws that ensure sustainable water management and protect the rights of indigenous peoples.
3. Educate young people, especially indigenous youth, to become actively involved in conservation and sustainability issues, believing in the power of youth to effect change.

II. Analysis

a. Challenge the process



Figure 6-8-4b. Challenge the process

Fight for safe, clean water in First Nations communities across Canada are getting tired of broken promises. There are two examples of Peltier's action.

◆ Example 1

She presented the Water Bowl to Prime Minister Justin Trudeau in 2016. To remind him of his responsibility to protect water, after he just approved two fossil fuel pipelines.



◆ Example 2

She was invited to speak at the United Nations Secretary-General's Climate Action Summit in New York, in 2019. She participated to repeat again about the importance of clean water.

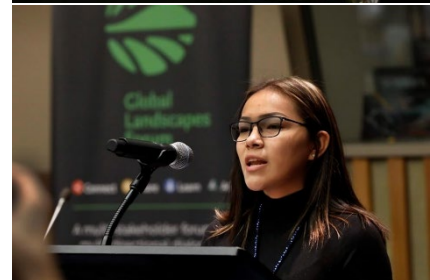


Figure 6-8-4c. Speaking of Peltier

III. How to apply diversity to our team: Using the Culture Map

a. Scheduling



Figure 6-8-4d. Cultural Map for Scheduling (J: Japan, C: China, T: Thailand)

It is observed that attitudes towards scheduled appointments vary significantly among individuals. Participants from Japan exhibit a notable sensitivity towards punctuality, often endeavoring to arrive five minutes prior to the appointed time. Conversely, individuals from China and Thailand display a more flexible approach to timing, which can vary considerably. This disparity in time management can present challenges in collaborative projects, particularly in scenarios where the tardiness of one or more members may cause delays in meeting conclusions, thereby impacting the schedules of others involved.

To address this issue, it is proposed that a system be implemented to gather information from participants regarding their preferred departure times from meetings in advance. Furthermore, this system would inform participants of the maximum allowable lateness to ensure that meetings conclude satisfactorily without adversely affecting subsequent commitments of the attendees.

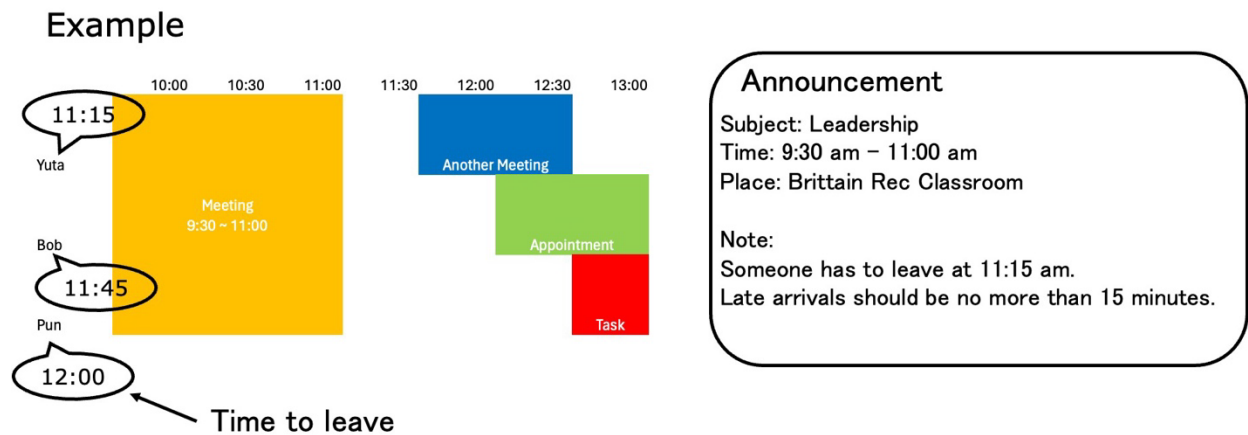


Figure 6-8-4e. The Scheduling System

b. Deciding



Figure 6-8-4f. Cultural Map for Deciding (J: Japan, C: China, T: Thailand)

People in multi-culture have different ways to make decisions. And Sometimes we need a leader's top-down to get efficiency. Sometimes it is not the case.

Therefore, We made a chart for people of different levels people to make decisions.

			Multi-culture Deciding	
			Short-term	Long-term
Task	Small	For junior	Top-Down	Consensual
		For middle	Consensual	Consensual
		For senior	Consensual	Consensual
	Large	For junior	Top-Down	Case by case
		For middle	Top-Down	Case by case
		For senior	Consensual	Case by case

Figure 6-8-4g. The Deciding System

6.9. Related sites visit

6.9.1. The Life of Martin Luther King Jr. and National Historic Park

Martin Luther King Jr. was born on January 15, 1929. He grew up in Atlanta. When he was 6 years old, he experienced discrimination. Because of his race, he was not allowed to attend the same school as his close white friends. He received doctorate in theology from Boston University in 1955. During his student days, he met his wife, Coretta Scott, and they married. In 1955, Rosa Parks was arrested in Montgomery, where he was assigned as a minister, for refusing to give up her seat on a bus to a white man. Dr. King and others campaigned for a boycott of the buses in response to this incident, and in 1956 this discriminatory law on buses was ruled unconstitutional. In 1959, he went to India to study Gandhi's techniques of nonviolent resistance and moved back to Atlanta to assume leadership of the SCLC. Throughout the 1960s, he was arrested several times because of the protest. In 1963, King penned the Letter from Birmingham City Jail, outlining the moral basis for the civil rights movement. In August 1963, he delivered his famous "I Have a Dream" speech to more than 200,000 people gathered on the National Mall in Washington. In 1964, President Lyndon Johnson signed the Civil Rights Act, which legally guaranteed human rights to blacks in the United States. The same year, he received the Nobel Peace Prize. On April 3, 1968, Dr. King made "I've been to the Mountaintop" speech, the next day, he was assassinated on the balcony of his hotel room.

National Historic Park was established in 1980. There are many exhibits related to Martin Luther King Jr. and his activities. The most memorable exhibit for me was the statue of the people who joined the protest march. On the floor of the statue, there are many names of the place where they did the march of protest, and there are statues of the people who have various ages, jobs, looks and background. The direction in which they were moving was indicated by a large pane of glass, through which light shone down, making it appear as if the marchers were moving in the direction of the light. There was exhibit of the coffin which was used at the funeral of Martin Luther King Jr.

The outside of exhibition area, we can see the burial site of Martin Luther King Jr. and Coretta Scott King. Their burial is located in the pond and it is written "We will not be satisfied until justice rolls down like water and righteousness like a mighty stream." Also, his birthplace is located nearby this park.



Figure 6-9-1. Statues in the Life of Martin Luther King Jr. (left) and National Historic Park (right)

6.9.2. The APEX Museum

The name APEX is an acronym for African American Panoramic Experience, and this museum provides visitors with a complete view of African and African American history and culture. APEX Museum was founded in 1978 by Dan Moore. The museum is housed within a 100-year-old building, erected by African American masons. In this museum, we were able to view the exhibits while having the historical background explained. There are five exhibition areas in this museum. The first is an area where visitors can learn about the history of Africa, beginning in B.C. and continuing through colonization. This exhibit was created based on Professor Asa G. Hilliard, III's idea of "Never let them begin our history with slavery." In the second area, there are exhibits that allowed visitor to see what enslaved people went through. It is the exhibits of the ship, and it shows how the enslaved people was treated. Some people jumped from the ship and chose the die instead of sold as a slave, because they believed that the soul could come home by dying in the ocean. There is a tunnel between these two areas. While passing through that tunnel, visitor can hear the cries of those who have been deprived of everything that shapes a person, such as hairstyle, clothes, and position with the sound of the sea. In the third area, there is an exhibit which recreates the drug store of Moses Amos. Moses Amos was the first registered pharmacist in Georgia. This store was meeting place where residents shared their thoughts, ideas, and experiences. Also, Martin Luther King Jr. went this shop to buy an ice-cream. The fourth area is an exhibition of the inventor of the Black people. The fifth area is the exhibition of the Black woman in STEM.

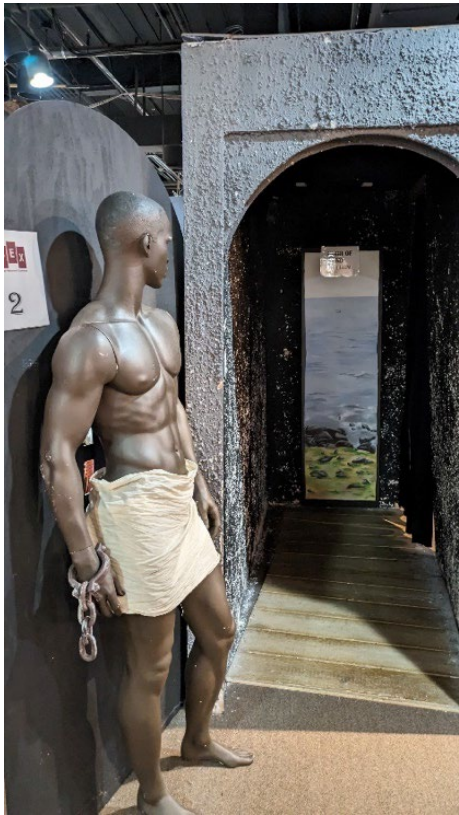


Figure 6-9-2. The tunnel at the APEX museum

6.9.3. Center for Civil and Human Rights

We went to “National Center for Civil and Human Rights” on the morning of the fourth day, or Saturday, March 9th. This is a museum and human rights organization established in 2014 in Atlanta. They believe in justice and dignity for all and the power of people to make this real. They aim to inspire visitors and our other audiences with their iconic exhibitions featuring the papers and artifacts of Dr. Martin Luther King, Jr.; the history of the civil rights movement in the United States; and stories from the struggle for human rights around the world today. We walked around the museum for more than two hours and learned about the history of human struggles for their rights.

The museum has a unique outlook which is designed by an award-winning architect Philip Freelon and represents its vision. The curved walls of The Center represent two cupped hands, protecting something sacred: the dignity of all human beings. The mosaic pattern wall implies different nationalities and represents the idea that diverse people can work in harmony.

The museum has three permanent exhibits. In "Rolls Down like water: U.S. civil rights movement", we firstly learn the Jim Crow segregation and the people who led it, and then introduced the activists against such an environment. The people introduced here were not necessarily well-known figures such as Martin Luther King, Jr. but included Rosa Parks, who worked against segregation in the buses, Ruby Bridges, who was the first African American child to attend formerly whites-only elementary school, and the first black students to attend college. There was a “Lunch Counter” where visitors could simulate the sit-in campaign that was taking place at the time. Here, visitors would experience a situation in which they were subjected to intense abuse, anger, and harsh violence in a state of nonresistance. This experience reaffirmed the seriousness of the discrimination at the time and the courage of the activists who took action against it. “Spark of conviction: global human rights movement” introduces the human rights movement that is still going on today, reminding us that the issue is not a thing of the past. “Voice to the voiceless: Morehouse College Martin Luther King, Jr. Collection” was a gallery of MLK artifacts.



Figure 6-9-3. Outside of the building (left), the Lunch Counter simulator (middle), and our group photo (right)

6.9.4. The Carter Center

We went to the “Jimmy Carter Presidential Library and Museum”, which located about a 10-min drive from Georgia Institute of Technology, on Day 7, March 12th.

The “Carter Center” is a nongovernmental (NGO), not-for-profit (NPO) organization founded in 1982 by 39th U.S. President Jimmy Carter. Its activity is guided by a fundamental commitment to human rights and the alleviation of human suffering. It seeks to prevent and resolve conflicts, enhance freedom and democracy, and improve health. It is located in a shared building next to the Jimmy Carter Presidential Library and Museum.

The museum opened in 1986 and is situated next to John Lewis Freedom Parkway. Some parts of the museum are owned and administered by the federal government to preserve the papers, records, collections, and other materials, that’s why the museum is recognized as a presidential library. In the museum, we learned about his life, from his childhood in rural Georgia, his youth age in the navy, a governor of Georgia, a U.S. president, and his post-presidential activism, through artifacts, replicas, movies, and so on. Interactive displays, multimedia presentations, and artifacts bring Carter's story to life, allowing visitors to explore his personal values, leadership style, and the challenges he faced during his time in office and post presidential time.

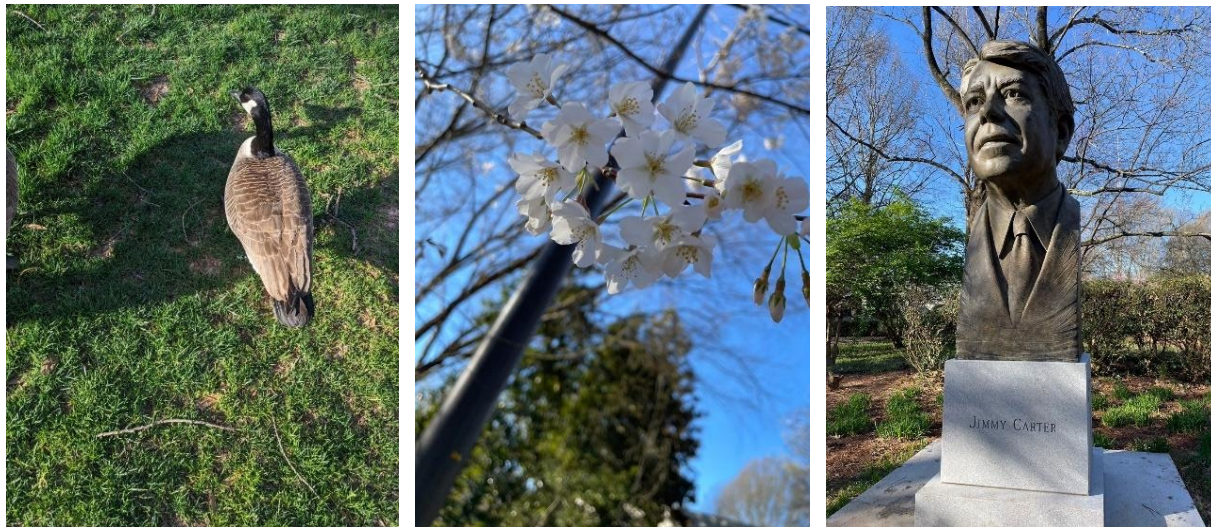


Figure 6-9-4a. outside of the Carter Center. A goose (left), cherry blossom (middle), and the sculpture (right)

One of the museum's most notable features was a full-scale replica of the Oval Office as it appeared during Carter's presidency, providing visitors with a rare experience to see the workings environment of the U.S president. Additionally, the museum shown us his activities with the Carter Center from peace programs such as observing elections and advancing human rights to health programs such as disease eradication efforts and training health workers. Moreover, the museum has beautifully landscaped gardens with beautiful flowers and blossoms and a reflecting pool, which let us relax and reflect ourselves.



Figure 6-9-4b. The oval office (left), the lectern (middle), and the garden (right)

Chapter 7

Other Places

7.1. Delta Flight Museum

I. Embracing Innovation While Honoring Tradition

Delta Air Lines' ethos of constant innovation coupled with respect for its origins is vividly showcased throughout the museum. The transition from propeller-driven aircraft to cutting-edge jets is more than just a testament to technological progress; it reflects Delta's adaptability and forward-thinking approach. This balance between embracing new technologies and honoring the past illustrates the airline's dedication to growth without losing sight of its roots.



Figure 7-1-1. Aircraft at the Delta Museum

II. Preserving Historical Integrity

The exhibition of old artifacts and technologies at the museum provides an invaluable historical context to Delta's journey. By meticulously preserving and showcasing these items, Delta demonstrates reverence for its heritage, offering visitors a comprehensive understanding of the airline's development over the decades. These artifacts serve as tangible links to the past, highlighting key milestones and the technological advancements that have shaped the aviation industry.

III. Immersive Experience Design

The entrance of the museum itself is designed to resemble the inside of an aircraft, providing an immersive and memorable experience that transports visitors through Delta's history. This unique approach not only engages visitors but also deepens their appreciation for the complexity and innovation inherent in aviation. The thoughtful design of the museum space, from the layout to the interactive exhibits, creates a captivating narrative journey that mirrors the experience of flight.

IV. Showcasing Brand and Values

Through its exhibitions and the overall museum experience, Delta effectively communicates its brand values and corporate identity. The museum stands as a physical embodiment of the airline's commitment to excellence, innovation, and customer satisfaction. By sharing its history and evolution with the public, Delta reinforces its brand image as a leader in the aviation industry, dedicated to enhancing the travel experience while paying homage to its legacy.

The Delta Flight Museum offers much more than a historical recounting; it serves as a vibrant testament to the airline's journey of innovation, resilience, and commitment to quality. Our visit to the museum was not only educational but also profoundly inspiring, highlighting Delta's ability to evolve while staying true to its core values and traditions. The museum succeeds in creating a rich, engaging experience that celebrates Delta's past achievements and looks forward to its future contributions to aviation.

7.2. World of Coca-Cola

I. Coca-Cola's Vision and Values

One of the most striking aspects of the World of Coca-Cola is its ability to seamlessly integrate Coca-Cola's vision and values into the visitor experience. The museum doesn't just recount the history of a beverage; it encapsulates a journey through a brand that has become a symbol of joy, unity, and refreshment worldwide. Through interactive exhibits and captivating storytelling, visitors come to recognize and appreciate the core values that Coca-Cola stands for, including happiness, community, and innovation.



Figure 7-2-1. Inside of the World of Coca-Cola

II. Strengths of Coca-Cola

The museum eloquently highlights Coca-Cola's strengths, particularly its reputation as a beloved refreshment enjoyed across the globe. This reputation is not merely stated but felt through every exhibit, from the tasting room offering an array of Coca-Cola products from different countries to the displays of vintage advertisements that remind us of Coca-Cola's enduring presence in our lives. The brand's ability to maintain its status as a symbol of refreshment and joy is a testament to its strong market position and deep emotional connection with consumers.

III. Positive Brand Image

Throughout the museum, the consistent portrayal of a positive brand image is evident. Each exhibit, whether it's showcasing the secret formula vault or the bottling process, is designed to reinforce the quality, heritage, and global reach of Coca-Cola. This positive imagery serves to enhance brand loyalty and admiration, demonstrating how Coca-Cola has remained relevant and beloved through generations.

IV. Innovative Beverage Experience

A highlight of my visit was the sensory exploration of Coca-Cola's diverse product range in the "Taste It!" exhibit. This attraction goes beyond just tasting; it's an exploration of flavors and aromas that showcase Coca-Cola's innovation in creating beverages that cater to different palates and preferences around the world. It's a clear indication of the brand's commitment to variety and experimentation, always seeking to surprise and delight its consumers.

Our visit to the World of Coca-Cola was not just an educational journey through the history of a beverage company; it was an immersive experience that allowed me to understand the depth of Coca-Cola's vision, values, and strengths. The museum masterfully communicates the brand's global impact, its commitment to bringing happiness to its consumers, and its continuous innovation in the beverage industry. I left with a greater appreciation for Coca-Cola, not just as a beverage, but as a brand that has truly mastered the art of connecting with people's hearts and minds across the world.

7.3. Beltline

7.3.1. Ryan Gravel

The inception of the BeltLine project traces back to a seminal graduate thesis crafted by Ryan Gravel during his tenure as a student at the Georgia Institute of Technology. In 1999, Gravel presented his master's thesis, titled "BeltLine: Atlanta's New Public Realm," which introduced a groundbreaking vision for the revitalization of Atlanta's historic railroad corridor. Gravel's thesis laid out an innovative proposal to repurpose the 22-mile BeltLine corridor, originally established as a network of railroads, into a dynamic and inclusive urban greenway. His visionary concept envisioned the conversion of this industrial relic into a multi-use trail and transit loop, seamlessly interweaving parks, trails, transit lines, and mixed-use developments.

Central to Gravel's vision was the idea of fostering connectivity among diverse neighborhoods while promoting sustainable transportation alternatives. By transforming the BeltLine into a vibrant and accessible public space, the project aimed to enhance the overall quality of life for Atlanta residents.

Gravel's forward-thinking thesis served as the catalyst for the subsequent development and implementation of the BeltLine project, which has since become one of the most significant urban redevelopment initiatives in Atlanta's history. Through his pioneering work, Gravel laid the foundation for a transformative endeavor that continues to shape the city's landscape and community to this day.



Figure 7-3-1. Pictures from Beltline

7-3-2 Joyful Community

At the Beltline, you can enjoy walking, jogging, riding scooters, biking, skateboarding, and even walking your furry friends. As we strolled along the BeltLine, we could not help but marvel at the playful energy and creativity on display. From daring cyclists executing impressive tricks to carefree individuals blowing bubbles with bubble gun, each moment exudes a sense of community and vitality. It is such a captivating display that reminds us of the simple yet profound joys found in embracing leisurely pursuits.

Along the Beltline, you can find magnolia trees that bear stunning pink and yellow-cream flowers. Magnolia trees, with their large, fragrant blossoms, are a common sight along the Beltline, especially during the spring months when they burst into bloom. These iconic flowers, with their creamy white petals and delicate fragrance, create a picturesque backdrop for leisurely strolls or bike rides along the Beltline trails.



Figure 7-3-2. Joyful moments in the Beltline

7-3-3 Art Installations

The BeltLine features an extensive collection of public art installations, including murals, sculptures, and interactive exhibits. These artworks showcase the talents of local and international artists, celebrate Atlanta's cultural diversity, and enhance the aesthetic appeal of the corridor. From colorful murals adorning bridges and underpasses to whimsical sculptures nestled along the trails, public art invites exploration and fosters a sense of wonder among visitors.

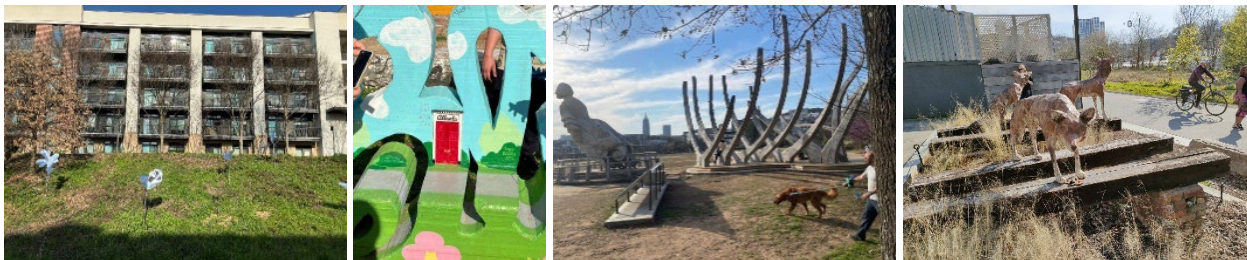


Figure 7-3-3. Art installations: 33 Oaks, Tiny Door 6 by Tiny Doors ATL, Wake by Mel Chin, Canis Rufus by Chris Condon (from left to right)

◆ “33 Oaks”

The collection of 33 stainless-steel leaf sculptures serves as a delightful addition along the Eastside Trail of the Beltline in Atlanta. Nestled among the trail's grasses, these gleaming leaves exude a radiant glow, catching the eye and sparking joy as visitors pass by.

◆ “Tiny Door 6 by Tiny Doors ATL”

Tiny Door 6 now resides on the 'Believe' bench, generously on loan from artist Ira Hill. Tiny Doors ATL has been bringing big wonder to public spaces in Atlanta through joyful and

interactive art since 2014. The project is the work of artist Karen Anderson Singer, who describes her mission as “creating a tiny canvas for the public’s imagination through accessible art which respects its unique surroundings.”

◆ “Wake by Mel Chin”

The sculpture gazes towards 501 Auburn Avenue, the birthplace of Dr. Martin Luther King, Jr., inviting reflection on the past and future. Originally installed in Times Square, New York in 2018, it creates a contemplative space for the public to engage with themes of history, legacy, and social justice.

◆ "Canis Rufus by Chris Condon"

The sculpture is a poignant tribute to Atlanta's rich history and the importance of conservation. Depicting a trio of red wolves navigating an abandoned railroad track, the sculpture incorporates elements symbolizing Atlanta's past, including the railroad, the brick industry, and the endangered red wolf.

7-3-4 Ponce City Market

One standout experience at Ponce City Market is the culinary adventure it offers. Whether you are craving southern comfort food, international cuisine, or innovative gastronomic creations, you will find it all within the bustling corridors of this historic building. During my visit, I had the pleasure of sampling some of the delectable offerings, including a mouthwatering serving of fried chicken. The experience was nothing short of extraordinary—the crispy exterior, succulent meat, and flavorful seasoning left a lasting impression that lingered with me long after the meal was over.



Figure 7-3-4. Pictures at Ponce City Market

7.4. Atlanta Culture

7.4.1. Food

Food halls and markets have emerged as popular destinations for food enthusiasts seeking a taste of Atlanta's eclectic dining scene. Ponce City Market and Municipal Market are among the city's culinary hubs, offering a diverse array of dining options under one roof. Atlanta's population is incredibly diverse, with residents hailing from all over the world. As a result, the city has a wide range of international cuisines, including Mediterranean, Mexican, Cuban, Jamaican, Italian, Vietnamese, Korean, Indian, Chinese, and more. Despite its international flair, Atlanta remains deeply rooted in Southern culinary traditions.

7.4.2. Art

Reflecting Atlanta's rich culture, the city's vibrant mural scene pays homage to its storied history, dynamic music scene, enduring civil rights legacy, and multicultural identity. As visitors traverse Atlanta's streets, they are greeted by a kaleidoscope of colors and images adorning building facades, alleyways, and public spaces. Each mural tells a unique story, celebrating the city's heritage and embracing its cultural diversity. Atlanta's murals are more than just works of art—they are living expressions of the city's soul. They serve as powerful symbols of unity and inclusion, bringing people together in appreciation of art and community.



Figure 7-4-2. Artworks in Atlanta

7.4.3. Sport

Attending NBA and MLS games in Atlanta offers a firsthand glimpse into the fervent passion and unwavering dedication of American sports fans. The Hawks, renowned for their fast-paced style of play, take center stage at State Farm Arena, captivating audiences with thrilling performances and showcasing exciting talent. The energy in the arena is electric as fans cheer on their beloved team, their enthusiasm reverberating throughout the stadium. Similarly, Atlanta United FC, the city's MLS team, delivers epic matches that unite fans in celebration of the beautiful game. From the moment the players step onto the field to the final whistle, the atmosphere is charged with excitement and anticipation. Supporters clad in team colors fill the stands, waving banners and chanting in unison, creating an unforgettable spectacle of passion and camaraderie.

Before each game, the air around the stadium buzzes with activity as fans gather for lively tailgating rituals. Grills sizzle with delicious fare, music fills the air, and laughter echoes across the parking lots. It's a time-honored tradition where friends and strangers come together to share in the excitement of game day, forging bonds that transcend differences and unite them in their love for the sport and their team. Throughout the game, American sports fans demonstrate unwavering loyalty to their favorite teams, hanging on every play with intensity and fervor. Every basket, goal, or save is met with roars of approval or groans of disappointment, as emotions ride high with each twist and turn of the game. Win or lose, fans stand by their team through thick and thin, embodying the true spirit of loyalty and dedication.

This deep-rooted connection to sports reflects the cultural significance of athletics in American society. Beyond mere entertainment, sports serve as a unifying force that brings people together, transcending boundaries of race, gender, and background. In the stadium, strangers become friends, and differences are set aside in the shared pursuit of victory and celebration.

7.4.4. Civil Rights

Atlanta holds a prominent place in the history of the civil rights movement, serving as the birthplace of Dr. Martin Luther King Jr. and home to numerous other civil rights leaders and organizations. The legacy of activism and social justice continues to permeate the city's culture, inspiring a strong sense of community engagement and advocacy for equality. Atlanta's residents are passionate about social justice issues, and the city serves as a hub for activism, organizing, and advocacy efforts aimed at addressing systemic inequities and promoting positive change.

Chapter 8

Individual Feedback

1. B2 student, Information and Communications Engineering

Through the program, with many opportunities to speak my opinion in English, my English skills improved so much. Also, I had a lot of experiences in GeorgiaTech and outside the university.

I love history, and I already knew about Martin Luther King Junior and his nonviolent protests against racism. However, in the program, I realized my knowledge was not enough. In National Center for Civil and Human Rights, there are some headphones. Using the headphones, we can hear what protesters heard in nonviolent protest events. From the headphones, we can hear a lot of violent words that racists uttered and the sounds of striking and guns. Finally, we can hear the sounds of the protester being killed. Nonviolent protesters were exposed to violence without having any weapons. Only then did I learn that they were literally risking their lives to protest. I realized that Dr. King's talent and his and his fellows' braveness changed the country. Initially, I was worried that I would be faced with racism in the program, but fortunately, I wasn't faced with it. That's thanks to Dr. King's struggle.

At Georgia Tech, I was shocked to the style of the classes. There are often some meals or sweets, which are all delicious. The lectures are also interesting. In particular, Group Coaching Session is the most impressive class for me. In this session, we were 'coached' by students in GeorgiaTech. We talked about a personal problem we had, and we and GT students tried to find a solution through conversation. To share my problem made me clarify what is my problem and why it is a problem. The problem I shared is that I seldom ask a question in lectures at the university, which is probably natural in Japan but many students in the U.S. ask questions actively. Through conversations, we find the factor of the problem. When it comes to my problem, the factor is that I am not confident that I am listening intently to everything they are saying, and I am sorry to make them talk again about something they have already said once. Understanding the factor must make it easy for me to solve the problem. I think such sessions are very effective when a friend has problems or when working on a project in a group. We would like to conduct this session as needed.

When it comes to leadership, I would like to focus on the following two points in particular and apply them to my future. The initial lesson gleaned from this program underscores that leadership transcends merely guiding discussions or forging consensus; it encompasses both pre- and post-discussion skills, along with the significance of acknowledging and celebrating small triumphs. Reflecting on my communication style, I acknowledge a propensity for reticence in expressing emotions and a tendency to withhold praise. In hindsight, I realize I have often overlooked the invaluable contributions of others. Moving forward, I aim to cultivate a culture of appreciation and acknowledgment, ensuring that the efforts of others are duly recognized and valued.

Secondly, this program has broadened my understanding of cultural diversity, particularly in terms of various customs such as attitudes towards time management and decision-making processes. Of particular interest are the nuances in trust-building approaches across different cultural backgrounds. While some individuals exhibit a predisposition to trust readily, others prioritize

the development of personal relationships as a prerequisite for trust. Identifying more with the former approach, I recognize the need for patience and understanding when collaborating with individuals who adhere to the latter perspective. In contexts such as club activities or group projects, I will understand the time required to establish trust and actively facilitate opportunities for social interaction, such as organizing dinners, to foster stronger interpersonal connections.

Through this program, we learned about leadership and international culture at the university and history in the museums and heritage sites. It was all exciting. I want to make the most of this experience as much as possible.

2. B3 student, Life Science and Technology

At the Georgia Institute of Technology Leadership Program, I had the opportunity to explore various aspects of leadership through a series of workshops and analysis of human rights leaders. This experience was transformative, providing insight into my strengths and the complex dynamics of leadership in the context of social justice.

One of the most powerful aspects of the program was the CliftonStrengths workshop. CliftonStrengths is an assessment tool developed by Don Clifton after World War II. It is designed to shift the focus from what is wrong with individuals to what is right by helping people identify their unique strengths. The tool categorizes strengths into four domains and 34 themes, providing a detailed framework for understanding how individuals can effectively contribute to team dynamics and personal growth.

Before traveling to Atlanta to participate in the program, I took the CliftonStrengths assessment and discovered my top five strengths: Learner, Futuristic, Relator, Input and Maximizer. At first, I was surprised to see Futuristic as one of my top strengths. I have always thought of myself as more of a present person, not very good at making long-term plans. However, the workshop sessions helped me to understand how this strength plays an important role in my approach to learning and growth.

The Learner strength resonates with my constant desire for knowledge and improvement, indicating a forward-looking approach to acquiring new skills and information. Relator reflects my satisfaction in developing close, trusting relationships, emphasizing the importance of building a supportive network for future endeavors. Input signifies my tendency to collect and archive information, ideas, artifacts, and relationships, all of which are valuable for future reference and application. Maximizer focuses on enhancing strengths to achieve personal and group excellence, which is critical to envisioning and realizing a better future.

These reflections helped me to appreciate the interconnectedness of my strengths and how they collectively direct me toward a future-focused mindset, even as I naturally prioritize the present.

The program also included visits to significant sites related to human rights, such as the MLK and APEX Centers and the National Center for Civil and Human Rights in Atlanta. These experiences were profound because they connected the theoretical knowledge of the workshops with

the real struggles and achievements of civil rights leaders. At the National Center for Civil and Human Rights, I was particularly struck by the exhibits that illustrated the sacrifices made in the fight for freedom and equality.

One of the most powerful exhibits was the sit-in simulation, which recreated the intense atmosphere of nonviolent protests against segregation. Participants were invited to sit at a counter, close their eyes, and place their hands on a surface that vibrated with the sounds of a hostile crowd, including verbal threats and the sounds of physical violence. This simulation was a powerful reminder of the courage and resilience of those who participated in sit-ins and faced the very real threat of death for the sake of advancing civil rights.

The words of Malcolm X, "The price of freedom is death," (Figure 2) echoed through the center and left a lasting impression on me. It underscored the harsh reality that the fight for freedom often comes with the ultimate sacrifice. This experience deepened my understanding of the civil rights movement and the ongoing struggle for human rights around the world.

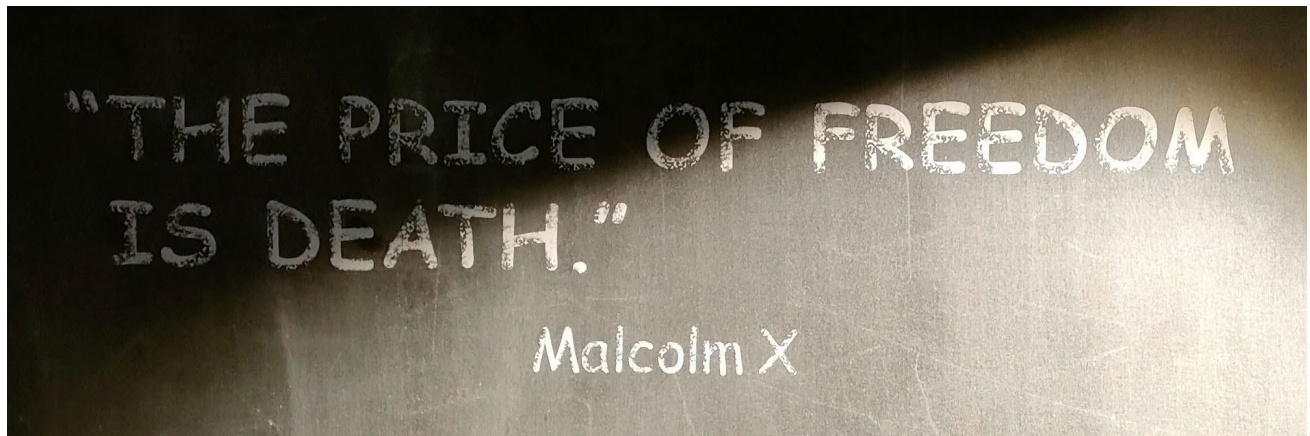


Figure 8-2-1. "The price of freedom is death." Malcom X. (Taken by author)

Through the Georgia Tech Leadership Program, I gained a more nuanced understanding of leadership, particularly in the context of social justice and human rights. The program's combination of personal strengths assessment, historical education, and immersive experiences provided a comprehensive learning journey. It highlighted not only the intrinsic value of each individual's strengths, but also the collective power of informed and empathetic leadership to drive social change.

In conclusion, my time in the Georgia Institute of Technology Leadership Program was a period of significant personal and intellectual growth. It challenged my perceptions, broadened my understanding of leadership in the context of human rights, and deepened my commitment to making a positive contribution to the future. This experience was a pivotal step in my ongoing journey of learning, growth, and advocacy.

3. B3 student, Materials Science and Engineering

I would like to reflect on how my perspective and perceptions have changed through the program. Before participating in this program, I used to think that leadership was about charisma and leadership skills possessed by a particular individual, and that these were directly related to the success of the team. However, as I learned leadership skills, analyzed myself, and worked with team members from different cultures and backgrounds, this view changed. I realized the importance of mutual understanding and communication in multicultural teamwork. I learned that language and cultural differences can create misunderstandings and affect the team atmosphere. In particular, I gained a deeper understanding of bias. I understood that while it is easy to create a common understanding within a group with the same bias, it can be difficult to collaborate with members who have different biases. I was most impressed by the class that used a play to illustrate the cultural differences that can be an obstacle when building a team. Since such improvisational plays are rare in Japanese classes, I felt that the local students' unique ideas and discussions were the result of their regular practice. I would like to use plays myself as a means of communicating in an easy-to-understand way to others.

The places I visited and experiences I had while studying abroad also provided opportunities to expand my worldview. Especially, I could not forget what I felt when I learned about the history of the Civil Rights Movement and visited those places. Experiencing the discrimination and inequality of the past from a headphone, I was speechless at the unimaginable tragedy. It made me think again about the discrimination and inequality that occurred among so many races and cultures in the United States. It also made me realize the need for reform. Their belief that "reform will not end until we can completely eliminate the barriers of race, gender, and culture" deeply touched my heart.

I also made truly wonderful friends. Although I often felt my English skills were lacking, everyone on the team was very kind and helped me when I needed it. If there are people who have given up on participating in the program because of their English ability, I would like them to try it. I also enjoyed using and outputting English not only in class but also during communication. The party at the hotel on the last day was very memorable. Several local students who became good friends joined the party. Not only Japanese, but also English, Korean, Chinese, and many other languages were spoken. Everyone accepted and respected diversity. They went with me to visit tourist spots, gave me campus tours, introduced me to their dormitories, introduced me to their club activities, and it was enjoyable two weeks. I am glad I joined this program because I was surrounded by extremely warm and friendly friends.

Through this study abroad experience, I learned about the historical background of Georgia and the importance of multicultural cooperation. I realized that being able to communicate and build friendships with people from diverse backgrounds through English, regardless of language barriers, is the greatest strength of learning English. This realization has motivated me to continue my English studies in order to overcome language barriers and communicate with newfound friends from different cultures. I aspire to utilize the leadership skills I acquired in the program to become someone who can excel internationally.

4. B3 student, Materials Science and Engineering

Leadership is more than achieving goals; it's about empowering and trusting your team. Initially, I equated good leadership with results, focusing on creating productive environments and working hard. However, a leadership program taught me the importance of understanding and trusting team members. In multicultural teams, recognizing biases and appreciating cultural backgrounds enhances communication and collaboration, whereas imposing one's methods can lead to dysfunction. The program underscored the value of trust, open communication, and a shared vision in leadership. Moving forward, I'll focus on building trust, fostering communication, and embracing team diversity to lead more effectively. This approach aims not just at results but at nurturing relationships and understanding individuals for collective success.

5. B3 student, Transdisciplinary Science and Engineering

Participating in the leadership program at Georgia Tech has been a transformative experience. Through workshops, hands-on activities, and immersive cultural experiences, I have gained valuable insights and developed essential competencies that will benefit me both personally and professionally.

One of the most challenging aspects of leadership for me is entrusting others with tasks and responsibilities. While the concept of teamwork is central to achieving common goals and objectives, it is daunting to relinquish control and trust team members to deliver the desired outcomes, especially when concerns about quality or reliability arise. However, I understand that navigating this balance is essential for fostering a healthy and effective team dynamic.

Stacey, a mentor and guide in our leadership journey, offered invaluable advice on this matter: to gradually build trust by delegating tasks in small increments. This approach resonated deeply with me, as it acknowledged the importance of trust-building while providing a practical strategy for overcoming the hesitation to empower others. To implement Stacey's advice effectively, it is crucial to break down larger tasks or projects into smaller, manageable components. By starting with less critical or lower-risk tasks, team members can gain confidence and demonstrate their capabilities. As a leader, it is essential to provide clear instructions, resources, and support to ensure success. Offering constructive feedback and guidance along the way can help team members improve and grow in their roles.

As team members prove themselves capable and reliable, gradually increasing the complexity and responsibility of the tasks delegated to them becomes feasible. Celebrating their successes and acknowledging their contributions are vital steps in reinforcing a positive team culture and building trust over time. By recognizing and valuing the efforts of individual team members, a sense of camaraderie and shared purpose is cultivated, further strengthening the team's cohesion and effectiveness.

Furthermore, effective communication plays a pivotal role in enabling others to act successfully. Establishing open lines of communication where team members feel comfortable asking questions, seeking clarification, and sharing progress updates is essential. Encouraging

collaboration and providing opportunities for team members to contribute their ideas and insights fosters a sense of ownership and investment in the project, driving motivation and engagement.

This program has also provided me with a rich cultural experience and opportunities for personal growth. Immersing myself in American culture, interacting with peers from diverse backgrounds, and developing cross-cultural communication skills have broadened my perspectives and enhanced my adaptability. Through cultural exposure, I have gained a deeper understanding of global issues, fostered empathy towards others, and cultivated a more inclusive worldview.

One of the most impactful experiences during the program was my visit to the National Center for Civil and Human Rights. It stirred a myriad of emotions within me, ranging from outrage and sorrow to hope and inspiration. One of the center's most impactful aspects is its emphasis on personal narratives and firsthand experiences. Here, we had the privilege of listening to accounts from activists, survivors, and ordinary individuals who played pivotal roles in the civil rights movement. These narratives humanized the movement and illuminated its profound impact on individuals and communities alike. We deepened our understanding of pivotal events, leaders, and struggles that shaped the movement, including the Montgomery Bus Boycott, the March on Washington, and the Voting Rights Act. Additionally, the exhibits addressed broader themes such as women's rights, LGBTQ+ rights, and refugee experiences, underscoring the interconnectedness of global struggles for justice and equality.

Additionally, exploring the Carter Center, founded by former President Jimmy Carter and former First Lady Rosalynn Carter, provided further insight into the importance of humanitarian efforts and global leadership. Learning about President Carter's post-presidential work and the center's initiatives in promoting democracy, advancing human rights, and alleviating suffering reinforced the value of ethical leadership and public service.

Lastly, the visit to the King Center provided a profound understanding of Dr. Martin Luther King Jr.'s legacy and the ongoing pursuit of social justice. Founded by Coretta Scott King in honor of her late husband, the King Center serves as a memorial and educational institution dedicated to advancing Dr. King's nonviolent philosophy and principles of equality, justice, and love. Walking through the exhibits at the King Center, I was deeply moved by the artifacts, documents, and multimedia presentations that chronicled Dr. King's life, teachings, and contributions to the civil rights movement. From his leadership in the Montgomery Bus Boycott to his iconic "I Have a Dream" speech at the March on Washington, Dr. King's unwavering commitment to nonviolent resistance and his vision of a beloved community resonated deeply with me.

6. B3 student, Electrical and Electronic Engineering

The study abroad experience has proven to be a transformative journey, enhancing leadership skills and broadening global perspectives for individuals committed to personal and professional growth. This reflection encapsulates the depth of learning and the impact of various experiences encountered during the program.

A pivotal aspect of the leadership development was understanding unconscious bias and its significant impact on decision-making and interpersonal relationships. The program emphasized the need for promoting inclusiveness and equity, necessitating continuous self-reflection and open dialogue to mitigate biases within teams. Participants were equipped with practical tools to navigate cultural differences and foster cooperative relationships, highlighting the importance of transparency, honesty, and mutual respect in multicultural settings.

The visit to the Carter Center provided inspirational insights into Jimmy Carter's ethical and bold leadership, underscoring that effective leadership is rooted in ethical principles and a commitment to the greater good. Similarly, experiences at the National Center for Civil and Human Rights connected participants with the civil rights movement, offering a profound understanding of the sacrifices made in the fight against racial injustice and the relevance of these historical events to contemporary leadership.

At GeorgiaTech, the dynamic educational environment, coupled with interactive sessions and group coaching, offered valuable opportunities for personal growth and communication enhancement. These experiences facilitated a deeper understanding of personal and cultural challenges, promoting an environment where diverse perspectives are encouraged and valued.

Looking forward, the learnings from the program have equipped individuals with a broadened understanding of global leadership challenges and the importance of ethical leadership. There is a strong commitment to applying these insights to engage in initiatives that address critical social issues, advocating for inclusivity, fairness, and social responsibility. The study abroad experience has laid a foundation for future endeavors in global leadership, marked by a commitment to continuous learning, ethical values, and a proactive approach to fostering a more just and equitable society. Through these efforts, individuals aim to make a lasting impact in both local and global contexts, embodying the principles of effective and transformative leadership.

7. B3 student, Materials Science and Engineering

It is often said that one of the importance of studying abroad is to gain the opportunity to broaden one's perspective through exposure to diverse values. This study abroad program was rightly such an opportunity for me. I had participated in a three-week study abroad program in California during my freshman year of high school. The study abroad program at that time was only a language program. However, this program was more than just a language study. It was a valuable experience for me to learn about civil right movement, leadership, and multiculturalism in Atlanta, a place of great historical significance in the United States. In this program, I went to National Historic Park, APEX Museum, Civil Right Museum and Jimmy Carter Presidential Library and Museum. There were many facilities where we could learn about the history of the civil right movement and the struggle against discrimination, as well as the history of the oppressed in Atlanta. I was shocked by the fact that discrimination was practiced until only 70 years ago, so much so that it was hard to even look at it. At the same time, I felt hope that society can change so much in 70 years. I had never had the opportunity and interest to visit such a museum in Japan, and Japan is a country that does not have a strong civic movement, so it was a

very new experience for me. As we approached the final day, I wanted to share with everyone the discomfort and problems I felt in my daily life, and we discussed various issues such as the low rate of women at Tokyo Tech and the treatment of Asians that occurred at the Academy Awards. In Japan, people tend to avoid such topics, so it was a very fresh and enjoyable experience.

At first, I was worried because I was not confident in my English ability, but I was able to hear more than I had imagined and felt that I had grown. On the other hand, while interacting with Georgia Tech students, I realized that my lack of confidence in my speaking was not only due to my English ability, but also to my lack of knowledge about the topic. I felt that I should pay more attention to the social issues facing the world and Japan and gain more knowledge about them. I also wanted to have opportunities to discuss such issues with my friends and family in Japan. I also wanted to participate in other projects because I felt less resistance to longer-term study abroad after participating in this study abroad program.

8. B4 student, Life Science and Technology

Through participation in this program, students were able to interact with local faculty and students, improve their language skills, understand leadership, and learn about the history of the civil rights movement.

I. Discussions and international exchange with local faculty and students, and improvement of English skills

Some classes, such as the Foundation of Leadership and Grand Challenge Course, were taken together with local students. In the Grand Challenge Course, in particular, group work was conducted with the aim of inventing products that contribute to social and environmental issues, and I was able to spend a lot of time in contact with local students by participating in discussions. The English spoken among the local students was quite fast, and it was more difficult to understand than in daily conversation. Therefore, I asked questions honestly about what I did not understand, and rather than speaking precise English, I was conscious of keeping the exchange of opinions going without creating silence, drawing pictures on the whiteboard, and using gestures.

At the Welcome Party, I was able to interact with faculty members and students. I also went out during free time with students I had become friends with through the classes and enjoyed conversations about my research life, tourist attractions in Japan, and what surprised me when I came to the U.S. I felt I had improved my English on the last day. Although my vocabulary did not suddenly increase, I felt that I was able to immediately convey what I wanted to say in English and my pronunciation had also improved.

II. Understanding of leadership

In this program, we learned about leadership both in class and in practice. In the classroom sessions, we reviewed the results of the Clifton Strength and Student Leadership Practices

Inventory, analyzed our own leadership strengths, and discussed how we could apply them to our work. I found that I am good at building good relationships within a team, observing team members, identifying their strengths, and applying them to role assignments. Therefore, I was conscious of demonstrating these strengths in my practice. This time, in terms of maintaining good relationships, I was able to contribute in the form of giving roles to team members, although I was only able to observe the entire team without getting frustrated in the short time limit. In the future, I would like to challenge myself to be a leader who can create a good atmosphere by finding and voicing what is going well in the team, etc. I also learned afterwards that some cultures prefer to build consensus carefully, while others prefer to draw conclusions quickly. After discussion with local students, I concluded that it would be good to separate the time to discuss and the time to implement the project in order to reach a consensus in advance.

III. learning the history of the civil rights movement

We visited several facilities where materials related to the Civil Rights Movement were compiled, such as Dr. King's birthplace and the APEX Museum. In the prior study, we had learned about the history of discrimination against colored people in the U.S. and the Civil Rights Movement, which aimed for a society where all citizens were treated equally. The facility we visited exhibited many images, audio, and video materials. I felt their intense and strong anger when I saw Dr. Martin Luther King, Jr. Furthermore, it was shocking to see an exhibit that used stereoscopic sound technology to experience the viewpoints of those who suffered discrimination and were assaulted by colored people. I was able to empathize with the people who worked for the elimination of discrimination against colored people more than I had before participating in the program, and I feel closer to them now.

IV. Impressions

In Japan and the U.S., the way we treat people we meet for the first time or people we meet in passing was different. Japanese people do not treat people they do not know well in a friendly manner. On the other hand, in the U.S., when I rode in the elevator at the hotel, I was often greeted with a cheerful "Where are you from?" I was also very happy to be spoken to in a friendly manner with a smile during group work.

I had heard beforehand that Atlanta was not a very safe city. Just a 15-minute walk away from the university, the atmosphere of the city changed, and I saw people shouting alone on the street. I also boarded a free bus and was met by people screaming and vagrants, and although I was not harmed, I felt fear. I hope that next year's participants will be careful.

9. B4 student, Information and Communications Engineering

During the COVID-19 pandemic, I began my studies at Tokyo Tech in April 2020. Initially, I had hoped to study abroad after joining the university, but the pandemic made it a challenging prospect. However, as time went on, my interests shifted, and I found myself drawn to other

passions. Before beginning my master's program, I had considered studying abroad to gain clarity about my future. Although this study abroad program was only for ten days, the schedule was packed with meaningful experiences. I believe that this program is an excellent starting point for those who aspire to engage in international activities or study abroad for an extended period in the future.

The best thing about this program was that I had many opportunities to speak English with local people. I took a class on leadership and had many opportunities to discuss it with local students. As a matter of fact, in the beginning, the speed of English was so fast that I could not keep up with the conversation at all. After a few days of struggling to keep up, I gradually began to understand them more clearly. By participating in classes with local students, rather than English conversation classes for international students, I was able to clarify what kind of learning I need to do in the future regarding English. In addition to that, it was an unexpected pleasure to make friends with Georgia Tech students. I had relatively free time to hang out and have lunch with the local students I made friends with. The local students were very kind, giving me tours of the university campus and taking me on sightseeing tours with them.

When it came to my view of leadership before joining this program, I thought leadership should be utilized to lead members to achieve a goal. Through the Student Leadership Practices Inventory (LPI), Culture Map lectures, and the experience of working with members of different backgrounds to achieve goals and work together, I have recognized that leadership is a tool that all members should have to lead things in the right direction. Among the leadership elements learned at LPI were "Enable Others to Act" and "Encourage the Heart," which are elements that inspire members. These are not the abilities of a leader to lead the members at the front, but rather to support them from behind. Leadership was to be exercised by taking a step back at times. In other words, whether or not any kind of leadership is needed depends on the time and occasion. Moving forward, I believe it's crucial to consider how I can effectively communicate and behave within my team as a leader.

It was a very valuable experience for me to participate in this program. I would like to thank the instructors at Tokyo Tech and Georgia Tech, as well as the wonderful members who participated with me and the students I became friends with there.

10. M1 student, Materials Science and Engineering

In this program, I had so many experiences which is priceless that made me that time flies. In this article, I chose two points of lessons.

As you know, it is often said that it is less diverse in Japan. People in Japan are usually Japanese, speak Japanese, and have grown up in Japan. So, it is said that people in Japan are homogenous. I'm also Japanese, my native language is Japanese, and have been growing up in Japan all my life. However, before this program, I was doubtful about that. This is because all the people I have relations with are all different very and unique. But that thinking changed completely through these experiences. Even in one classroom, for about twenty students in Georgia Tech,

nationalities, races, native languages, etc. varied so much. Through this finding, I found it important and difficult to keep catching up with the environment of diversity. As a result of thinking about it, I believe there are clues to achieve in two perspectives, thinking and behavior. In thinking, we must think that we don't have complete knowledge about diversity, that's why we have to seek that as well as we can. In behavior, we have to keep in touch with many cultures and not let our minds be oriented.

We learned about leadership through this program, but I found it difficult to implement the leadership skills learned during the program. To think about, study, and implement leadership, we studied the importance of understanding diversity and individual personalities. However, I found it difficult to put what I learned into practice. For example, some people whose cultural backgrounds are punctual and some people whose cultural backgrounds are loose may be in the same group as co-workers, which must be uncomfortable for both types of people and may result in friction or conflicts. This is just one of example and such problems vary depending on the situation, or we must change behavior depending on the situation to implement leadership well. After much deliberation, in my current understanding, what I can acquire through learning about leadership is attitudes and mindsets that enable me to achieve make good atmosphere changing the behavior flexibly depending on the situation.

In conclusion, I could get some new perspectives through many experiences such as diversity and leadership in this program. Lessons from these experiences are related to each other like a web. Moving forward, I'd like to continue to grow and learn, taking advantage of these lessons to live in such a changing and diverse world.

Finally, I had excellent experience throughout this program thanks to teachers, clerks, and members related to it. I would like to take this opportunity to express my appreciation to you all.

11. M1 student, Electrical and Electronic Engineering

My perception of leadership has changed comparing before I joined this program. First, leader cannot complete their goal if there is no good follower. After we visited museum of Martin Luther king and we did group presentation, I feel Martin Luther king has great supporter such as his family, his friend and African American people. He could not succeed their objective if he does not receive good support. Moreover, when I did presentation with my group, I think my friend support me to much. For example, I shared my ideas and asked their opinion. They always provide comment and feedback. Also, we shared our task fairly, I could do my job on time since everyone help each other's. In presentation date, we practice several time to make sure that we can complete presentation smoothly.

And for facilitating multi-cultural teams, the important thing is communication. Because we have different nationalities and different cultures, so we should talk each people and tell what we will do, and do it. For avoid point, I think style for each nationality. For instance, I am Thai, and friend is Japanese and Chinese. We have different point about time. Thailand is very flexible, but

Japan is very on time. We should tell each other to understand our style for avoid meeting time and discussion time.

For what I learned about leadership from this experience, good follower, communication, teamwork are major that I learnt from this program. I will apply for my future working in the future. I will respect my leader and follower in our team, also I will try to communication if I am not sure, before starting the job. Finally, teamwork is key to succeed the job in your team.

12. M1 student, Chemistry

This program provided an opportunity to explore both others and myself, with human rights serving as a central theme intertwined with the concept of using one's inner voice as a driving force in leadership. Before visiting Atlanta, we delved into the history of human rights movements in the United States and gained insights into leadership through the study of the five steps of leadership and self-analysis using CliftonStrengths. Subsequently, we engaged in workshops at GT.

During our time in the United States, we balanced classes on weekdays with weekend excursions around downtown Atlanta, where we interacted with local students. Classes were diverse, including invention projects, multicultural understanding sessions, and leadership workshops. The invention project, involving students from various majors, allowed us to experience collaboration and the process of turning ideas into reality.

In exploring multicultural backgrounds, we participated in both group discussions and one-on-one coaching sessions. Through these experiences, we learned about cultural differences and their impact on teamwork, as well as strategies for overcoming challenges within diverse teams. The coaching sessions, facilitated by graduate students, provided valuable opportunities for self-analysis and reflection on coaching techniques.

The leadership workshop, guided by Stacey, our instructor, focused on discussing leadership and biases within the group. Through self-analysis and discussions, we identified areas for personal development in leadership and exchanged strategies for improvement with peers. Additionally, city tours enriched our understanding of Atlanta's history, particularly its role in civil rights movements, and highlighted the importance of leadership in promoting human rights.

Through these experiences, I gained skills in collaboration, communication, and practical leadership, while also cultivating a desire to listen to others' inner voices and integrate them into leadership practices. This program instilled in me a belief in the inherent energy of individuals, which I aim to further develop in my future endeavors, particularly in building meaningful relationships with diverse individuals.

13. M1 student, Transdisciplinary Science and Engineering

Through this study abroad experience, I have learned and thought about so many different things, not least leadership. With the insights I gained from this global leadership training, I

learned some fundamental lessons that I hope will have a profound impact on my future leadership approach.

First and foremost, recognition of unconscious and understanding of its impact on decision-making and relationships was emphasized. Understanding bias is essential to promoting inclusiveness and equity. Therefore, we need to actively address their own and their team's biases and engage in open dialogue and reflection to promote equity and fairness.

Second, the importance of effective communication within multicultural teams was stressed. The framework of the "four relationship essentials" serves as a practical tool for building understanding and trust. It aims to strengthen cooperative relationships between different team members by navigating cultural differences and clarifying personal preferences. Furthermore, trust-building is an important aspect of successful cooperation across cultural barriers. We felt that prioritizing transparency, honesty, and mutual respect would create an environment in which each team member feels comfortable contributing and promoting his or her own unique views and perspectives.

Additionally, through experiences such as a visit to the Carter Center, I gained a deeper understanding of Jimmy Carter's leadership as President and Governor of Georgia. His life and career were an excellent example of ethical and bold leadership and a great inspiration to the participants. From Carter's experiences, I learned that leadership is always rooted in personal actions and values, and that determination and ability to sacrifice self for the public good is critical. Therefore, through these experiences, I can further recognize and address the importance of inclusiveness, fairness, effective communication, and ethical leadership in their future leadership approaches.

My experience has taught me that effective communication and building trust are critical to success. In my future leadership roles, I will be committed to promoting open dialogue with my team members and respecting their diverse perspectives and experiences. In addition, my studies at the Carter Center have reaffirmed for me the importance of ethical leadership and a commitment to the public good. In the future, I would like to apply what I have learned in these courses to develop leadership skills that can be utilized globally. It is precisely in this age of globalization that the ability to cooperate and coexist with people from different cultures and backgrounds becomes increasingly important. This necessitates the elimination of prejudice and discrimination and the creation of an inclusive and fair environment. Therefore, when opportunities arise to address social issues that transcend local and national boundaries, I will take the initiative to participate and bring about positive change. I will take action to seek and implement comprehensive solutions to critical issues such as human rights, environmental protection, and education. Through our own leadership, I will strive to empower others to realize their potential so that together we can build a sustainable future.

Chapter 9

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