

SUMMARY

THE FIRST GLOBAL COLLABORATION

SYMPOSIUM

ON HUMAN SURVIVABILITY

5 MARCH 2013



京都大学 大学院 総合生存学館

思修館

GSAIS

Kyoto University Graduate School of
Advanced Integrated Studies in Human Survivability



Preface

On behalf of the organizers, I am delighted to present the conclusion of the First Global Collaboration Symposium on Human Survivability, which was held in Kyoto on March 5, 2013 with the participation of UN representatives and executives from leading international organizations.



The symposium was organized with the following three objectives:

1. To identify the skills and ethics which are essential in enabling executive global leaders to cope with difficult issues, such as global-scale environmental degradation, economic stagnation, natural and anthropogenic disasters, terrorism, gender issues, and poverty issues. Executive global leaders are expected to bring profit and value to their societies no matter how difficult the surrounding environment is.

The symposium concluded that the following five qualities are essential for global leaders: complexity, diversity, inter-dependence, inter-disciplinary knowledge, and adaptive capacity. Future executive global leaders must comprehend the profound meaning of these five items and put them into practice.

2. To promote international collaboration in educating future global leaders. It is important to establish a global collaboration framework through this symposium to share experiences about educating future global leaders. Such a framework should facilitate a wider range of collaboration and recognize the wide variety of differences between countries and regions, including differences in religion, education, customs, culture, and society, as well as the huge gap in economic status between developed and developing countries.

3. To obtain relevant advice for our new graduate program, the Graduate School for Integrated Advanced Study in Human Survivability (also known as the Shi-Shukan Program). This is an innovative education program launched by Kyoto University in 2012 with full support from the Japanese Ministry of Education, Culture, Sports, Science and Technology. All students will reside in the same dormitory, and will gain experience and training through the Jukugi Internship Program, which will provide face-to-face training from selected world leaders in a traditional education facility every other Saturday.

We appreciate the important messages delivered by the experts at the meeting who described the outer journey of leadership: building interpersonal and networking skills, and being comfortable in uncomfortable situations—such skills are important for executive global leaders, and they will be



given due attention in our training program.

I would like to take this opportunity to briefly introduce Kyoto University. Kyoto University was established 115 years ago, in 1897, as the second imperial university in Japan. The university was established as an institution which would promote science and technology independently from the central government. The academic style of the university is deeply imbued with the rich cultural heritage of Kyoto City. As you may know, Kyoto City and its surrounding areas, including Uji City, include seventeen World Cultural Heritage Sites and many other historic sites, such as very ancient temples and shrines. One reason for this rich heritage is that Kyoto was the capital of Japan for over a thousand years from 794 to 1868, after which the capital was moved to Tokyo during the Meiji Restoration.

There is no doubt that Kyoto University's involvement in the region's rich cultural milieu is one factor in our ability to produce scholars of an exceptional standard, including eight Nobel laureates in science and technology fields. The first of our scholars to win a Nobel Prize was Prof. Hideki Yukawa, who won the Nobel Prize in Physics in 1949. He was, in fact, Japan's very first Nobel laureate. Just recently, in October 2012, Professor Shinya Yamanaka of Kyoto University's Center for iPS Cell Research and Application (CiRA) was awarded the Nobel Prize in Physiology or Medicine.

Building on this academic heritage and tradition, Kyoto University will focus on educating global leaders through the establishment of the new Graduate School for Advanced Integrated Studies in Human Survivability. In doing so, it will be very important to develop our international collaboration network with UN agencies, including UNESCO, with whom we have been collaborating for about two decades. I should mention that UNESCO and Kyoto University concluded a new agreement on internship training in November 2012, signed by Madam Irina Bokova, the director-general of UNESCO and myself, as president of Kyoto University. We are currently in the process of promoting such international collaboration with other UN agencies, including UNEP. We have also established academic exchange agreements with several leading universities.

I sincerely hope that this new stage in our cooperation will be successful and fruitful, bringing further benefits and opportunities for the next generation of young global leaders.

Hiroshi Matsumoto

President of Kyoto University

Welcome address

It is my great pleasure and honor to present the conclusion of the First Global Collaboration Symposium on Human Survivability through inviting relevant inputs from distinguished delegates and guests attended from all over the world.



With a special focus on educating students, this new graduate school aims to develop leaders who have cultivated a mindset of self-respect based on the free-spirited academic culture and open-minded dialogues here at Kyoto University, and are ready to take up the challenges of resolving complex issues in our global society.

This program is a 5-year seamless doctoral course that integrates both micro (advanced, expertise, and theory) and macro (all-encompassing, learning and education, and practice) perspectives. Special emphasis is put on training for multifaceted knowledge and thinking, honing of an international mindset and social skills, and practical education, i.e., thinking logically about complex social issues, discovering solutions, and applying them in the field.

Although the curricula are highly intensive and time-consuming, we ensure that students are able to focus on their research and studies by providing guidance from multiple faculty members, having mentors assist them with daily care, and supplying a residential college, thereby providing energetic and strong-willed students with opportunities to forge their own paths into the future.

To secure the successful launch of this new graduate school, and share the ultimate goal on the need to educate such “Global Leader” capable in working several international organization, the First Global Collaboration Symposium was organized by inviting several UN delegates, specialist from renown universities, representatives from Japanese ministries, international cooperating organizations, and global company, and participants from academic, governmental and private sectors.

I sincerely hope that, throughout organizing this First Global Collaboration Symposium, we established new stage of integrated global collaboration, bringing further opportunities and outcomes, and cultivating a new generation of young leaders who can think and act globally reflecting local needs.

A handwritten signature in black ink, appearing to read 'S. Kawai', written in a cursive style.

Shuichi Kawai

Dean, Graduate School of Advanced Integrated Studies in Human Survivability, Kyoto University



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 - CV and resume of participants



Program

09:30–09:45	Opening Remarks Hiroshi Matsumoto (President of Kyoto University)
09:45–10:00	Guest's Speech Yutaka Tokiwa (Deputy Director-General Higher Education Bureau, Mynistry of Education, Culture, Sports, Science and Technology)
10:00–10:30	Keynote Speech 1 Rossella Salvia (Human Resources Officer, UNESCO)
10:50–12:20	Session 1 <ul style="list-style-type: none"> • Peter Taylor (Professor, University of Leeds) • Ejaj Ahmad (Founder and President, Bangladesh Youth Leadership Center) • Barbara Block (Professor, Hopkins Marine Station, Stanford University)
13:20–14:50	Keynote Speech 2 <ul style="list-style-type: none"> • David Harris (Deputy Chief of CSIRO Energy Technology) • Masato Watanabe (Vice-President, JICA) • Masatsugu Shimono (General Manager, Global Technology Service IBM Japan, Ltd.)
14:50–15:20	Keynote Speech 2 Michèle Pagé (Head of Human Resources Management, OECD)
15:40–17:10	Panel Discussion, Moderator, Yosuke Yamashiki (Assoc. Prof. GSAIS Kyoto University)
17:10–17:30	Closing Remarks Shuichi Kawai
18:00–	



Executive Summary

-Summary and Conclusion for First Global Collaboration Symposium in Human Survivability-

Kyoto University aims to develop ethical leaders with skills and capabilities to engage and thrive internationally to deliver large-scale, mission-directed programs with tangible results that address problems of significance at a global level.

Creating a new educational pathway for training students to address the complexities of the 21st century – ensure survivability of people on the planet.

Along this purpose, the First Global Collaboration Symposium in Human Survivability - took place in Kyoto, Japan from 4-6 March 2013. The symposium, organized by Graduate School for Advanced Leadership Studies (Graduate School for Advanced Integrated Studies in Human Survivability - **GSAIS**) or **Shishukan Program**, Kyoto University in cooperation with the Government of Japan, sought to provide an arena for high-level officers in UN organizations, top scientists in world leading universities and research institutes, leaders in international corporations, governmental and non-governmental development agency to discuss concrete experiences, priorities, ideas and initiatives to achieve a comprehensive global approach for educating global leaders for strengthening resilience capacity against world threads in global and local scale. The symposium also aimed at developing international collaboration framework in educating global leaders.

The event began on Monday afternoon, 4 March, with the preparatory opening session, followed by main open symposium held in 5 March with 250 participants, and concluding discussions in 6 March, hosted by Professors of GSAIS - Kyoto University, UN Agencies, leading universities, governmental and non-governmental organizations, and representatives of private sector met throughout the day to discuss the following key aspects of educating global leaders with the following summary and conclusions;

Summary of the discussions

Essential terms to express the essential characteristics for global leaders are as follows:

- 1) Complexity
- 2) Diversity
- 3) Inter-dependence
- 4) Inter-disciplinary



5) Adaptive capacity

To address above keywords, the symposium brought together experts from diverse backgrounds to engage in a conversation on leadership. The key findings from the symposium are given below:

1. 21st century global leaders need both depth and breadth of intellectual capability across multiple disciplines,
2. They need to have a capacity to envision the future global need and innovate,
3. They need to be both thinkers and doers – training will require both intellectual and practical learning experience.

Some core skills the Shishukan program should focus on:

1. Inner journey of leadership – promote reflection as a habit in global leaders,
2. Outer journey of leadership – embracing cultural differences and understanding context, building interpersonal and networking skills, be comfortable in uncomfortable situation, creating suitable opportunities that will nurture, challenge and mobilize others to reach their highest potential
3. Development of intellectual capacity and interdisciplinary approach to yield solutions to complex global survivability problems

International Collaboration Framework

International collaboration for practical experience of Shishukan graduates is central to the success of the Shishukan program. It is essential to establish global collaboration framework in order to exchange experiences and performance in educational structure for global leadership, with a wider range of participation from different sectors to achieve our common goal to educate young generation for the future of world. Participation of UN organization, NGO, Private Sectors with global perspectives, Research Institutes dealing with global issues are essential, with appropriate leadership with Universities to gather different sector and provide discussion and opinions open to public.

Conclusion and Way Forward

The speakers congratulate the organizers for hosting the first Global Symposium on Survivability and the establishment of the Shishukan program. It was widely felt that the symposium was successful in drawing attention to the need for a new generation of global leaders capable of addressing complex challenges in a rapidly changing world.



It was proposed that strategic alliances across different schools and faculties within Kyoto University should be facilitated to leverage collective learning and capacity of the University for solving global problems, which will require a strong multidisciplinary approach.

The program needs to engage international participation at student, partner and faculty levels from diverse sectors.

Bring possible international partners to promote career opportunities for Shishukan graduates.

It was a landmark symposium. It demonstrated the value of bringing together diverse people to discuss pertinent issues on leadership and survivability. Everyone was in agreement that the concept is unique and timely and it should continue into the future.



Summary of Panel Discussion

Panelists:

Peter Taylor (Professor, University of Leeds, UK)

Ejaj Ahmad (Founder and President, Bangladesh Youth Leadership Center)

Barbara Block (Professor, Hopkins Marine Station, Stanford University)

David Harris (Deputy Chief of CSIRO Energy Technology)

Masato Watanabe (Vice President, JICA)

Masatsugo Shimono (General Manager, Global Technology Service IBM Japan, Ltd.)

Moderator:

Yosuke Yamashiki (Associate Professor, Kyoto University)

At the beginning of the session, Yosuke Yamashiki introduced all participants and their role on the discussion, as well as the Graduate School of Advanced Leadership Studies (Shishukan, as SALS) program in detail, putting emphasis on how the specific components differ from the conventional Ph.D. program. He highlighted three major special components of the SALS; (1) mentor and disciple special training program (Jukugi) that provides students with valuable experience throughout their studies, giving them the opportunity to receive face-to-face mentoring twice a month from leading national and international experts, (2) International practical education (International internship, named as “Musha-shugyo” - Samurai warrior’s pilgrimage), sending students to overseas international organizations, and (3) residential college, where all graduate students enrolled in the SALS program live together in the same residential college through the course of their studies, enabling them to gather, discuss and learn together in a face-to-face manner.

After introducing the SALS program, Yosuke Yamashiki raised the primary target issue of the discussion, emphasizing the difficulty in coping with different social needs throughout the change in social development since the termination of the Cold War, such as September 11, the Global Financial Crisis, and global-scale disasters including the March 11 triple disaster in Fukushima. The importance of leaders and their decisions become all the more important when facing such issues, and at the same time these crises demand even greater skills, knowledge and experiences of our leaders. The primary goal of the session is therefore, to identify the following three items:

The first objective is to identify the essential qualities required in so-called “global leaders” In other words, to determine exactly what “global leaders” are, and the skills and knowledge that such persons should embody to enable them to cope with highly challenging global-scale issues, such as environmental degradation, economic stagnation, natural and anthropogenic disasters, terrorism, and



gender and poverty issues. Global leaders are expected to bring benefit and value to their societies in any given situation. It is persons of such ability that we seek to educate and cultivate through our SALS and our new Graduate School of Integrated Advanced Studies in Human Survivability (GSAIS) – the Shishukan Program. Experts that are gathered from diverse parts of the world will enlighten us with their advice, professional knowledge, and accumulated experiences.

The second objective is to promote international collaboration in educating such global leaders. In doing so, we should recognize the many differences between countries and regions, including differences in religion, education, customs, culture, society, and of course we must acknowledge the economic differences between developed and developing countries. Moreover, we should consider difficult issues, such as terrorism, conflicts, and environmental degradation. Without establishing strong bonds of collaboration, it is unlikely that we will be able to achieve the outcomes that we aspire to.

The third objective is to seek advice for our new graduate school—the Graduate School for Integrated Advanced Study in Human Survivability (GSAIS), where our SALS program is being implemented.

After explaining the introductory part, Yosuke Yamashiki summarized the important issues raised by each expert. Madam Rossella Salvia, from UNESCO, emphasized the importance of “competitiveness”. High academic qualification, adaptability and flexibility, fluency in working languages such as English and French and other interpersonal skills, were highlighted as basic competences to be selected as professional officer within an organization of the United Nations System. People interested in undertaking a UN career must be able to adapt to an international environment and work effectively within multicultural teams including colleagues with diversified backgrounds. Learning about other “ways of doing things” and having good interpersonal skills are key elements to be successful. Her presentation ended with a quote from UNESCO’s Director-General Ms Bokova: “Young people are a wellspring of ideas for innovation. They are today’s thinkers, problem-solvers and catalysts for peace”.

Peter Taylor, Professor of the University of Leeds, covered the next important focal point of the discussion. According to his presentation, important skills for global leaders can be expressed as follows; expertise, teamwork, ability to research, and a talent for explaining difficult issues in a simple manner. Peter Taylor discussed each of these items and explained in detail through referencing the new graduate program in the University of Leeds. For the term “expertise”, he introduced the importance of combining specialization in an engineering field with sociotechnical elements which allow for more practical application to society. Through a request from the facilitator, Peter Taylor



also addressed the advantages pertaining to native English speaker when dealing with debates among participants from different countries with non-native speakers. At the same time, he emphasized again the importance of communicating ideas through simple language in order for those ideas to be shared with all citizens regardless of their background.

Ejaj Ahmad, Founder and President, Bangladesh Youth Leadership Center, addressed the importance of communication skills with participants. A key point discussed was that the leader's role is not to force ideas upon the team, but that the leader should have the ability to integrate ideas extracted from team members in order to take action as agreed by all participants. He also introduced the importance of the capacity of the leader without authority or the name of a big organization, emphasizing that leadership comes not from the "position" but from the "capacity" of a human being independent of his or her social position and career.

Barbara Block, Professor of Stanford University raised the importance of innovation in creative education, by introducing Steve Jobs, founder of Apple Computer and alumni of Stanford. Jobs, who developed the iPhone, had already had the product as a part of his imagination for over 10 years before it was released onto the world market.

Barbara Block stated that at Stanford University the professors are not just teaching leadership, but also a "Vision for the Future". In addition, students and faculty members are expected to imagine a future that is different from the current and ordinary one. This very activity is one of the essential components of the creative education at Stanford. Innovation is about creativity, and innovation and creativity are relevant in all fields of study. Being innovative is at the same time being a visionary.

Masato Watanabe, Vice President of JICA emphasized the importance of being a "moderator" and a "coordinator" rather than just being a "leader". He also argued that a major role of JICA is to integrate existing talented leaders in developing countries. He emphasized that in his experience, leaders of developing countries are more interesting and more dynamic and sometimes more powerful compared with those from developed countries. At the same time, he addressed the leader in the true sense is the one that can really take decisive action at the critical moment, especially at times when various conflicting values and competing interests are involved. Throughout his experience in JICA he observed several outstanding leaders in developing countries who experienced such difficult situations and made appropriate decisions at the appropriate time. Real global leaders should explain to all stakeholders the potential benefits and risks, and incorporate opinions as the decision is being made.

Masatsugu Shimono, General Manager, Global Technology Service of IBM, Japan Ltd. emphasized



the importance of the term “Change” for a global leader. The company where he worked, IBM changed from a multinational company to a global integrated enterprise. Through diversification arises a tendency to transform. Unfortunately, in the IT industry, the change of the environment is extremely rapid. It is a very common saying that the only “constant” in the world is “change”. As Charles Darwin tells us, it is not necessarily the biggest or strongest animals, but the animals capable of change and adaption that are the ones that survive.

Rossella Salvia, Human Resources Officer of UNESCO, also presented the selection procedure of the Young Professional Programme (YPP) at UNESCO whereby YP candidates undergo a 3-day comprehensive interview process including an in-depth panel interview, a technical assessment and a language test. This allows the organization to select the candidates based on their qualifications and on their ability to cope with difficult situations and overcome obstacles

Michelle Page from OECD impressed upon the audience that what gives one’s voice credibility is the depth of one’s knowledge, but what connects them with others is their social and psychological skills.

David Harris, Deputy Chief of CSIRO Energy Technology, suggested that a key to strong leadership is knowing when to step back, delegate, and let someone else provide guidance in the case where the leader cannot know. The leader’s role is to create an environment where everybody can deliver their best and perform at their best. He also introduced the importance of integration and communication among technical experts in order to foster ideas into the global market.

From the audience, the major issues raised were as follows: (1) Importance of domestic language, (2) Importance of inviting international students, (3) Identifying advantages in being Japanese, or extracting Japanese culture for application to the global market.

Issue (1) was addressed by the audience and there was profound discussion on the importance of language skills for global leaders. Global leaders obviously should be talented in international language, but at the same time, they should be more talented in their native language and should have the capacity to convert the essential benefit of their culture into global language. At the same time, globalization and changes should be accepted by all who wish to become global leaders, and they should have the ability to convey their ideas to the global market.

Issue (2) was obviously important when commencing graduate programs in non-native English speaking countries such as Japan. The Shishukan program invites some Korean and Chinese students capable in language and academic skills. Collaboration at the student level should be highlighted and



is the key to success for the integration of students.

For issue (3) some advantage of Japanese leaders were introduced, such as former UNESCO Director-General Mr. Koichiro Matsuura who introduced the philosophy of “和-Wa” as harmony from Japanese culture into UNESCO. Another example introduced was that of the Japanese leader that introduced the importance of illustration when explaining complicated issues and ideas to international audiences. The Shishukan program itself is trying to extract traditional Japanese culture into the international standard. The contents and contexts are continually evolving and require further consideration.



APPENDIX

CV and Summary of Each Speaker

Keynote Speech 1

Human Resources Officer,
United Nations Educational, Scientific,
and Cultural Organization (UNESCO)

Rossella Salvia

CV

Since September 2010, Rossella Salvia, Italian, is the Focal Point for the Junior Talent Management Programmes of UNESCO, Paris, which she joined in 1994, after 10 year experience in Human Resources Management within private sector holdings such as Schiapparelli 1824 and the pharmaceutical holding Ares-Serono. She has worked as manager, trainer and adviser in a broad range of Human Resources areas including recruitment, training and development, classification and administration. She played a key role in the change management process faced by the organizations she worked for, coaching managers on people management issues, counselling colleagues in the resolution of sensitive issues and providing advice to identify opportunities for career development.

During her career within the UN System, Ms Salvia has been responsible for learning programmes in areas such as Leadership and Change Management, Project Management, Cultural Diversity, Harassment and Induction for new staff. She has facilitated workshops in English, French and Spanish, in Europe, Africa and Latin America. She is in charge of the Young Professional Programme, YPP, (established to improve the geographical distribution of the organisation and its gender balance) and the Junior Professional Officer, JPO, Programmes, together with special internships programmes established with prestigious academic institutions such as Kyoto University. Ms Salvia is the Head of Delegates' Information Bureau within the Secretariat of the 36th and 37th General Conference of UNESCO.

Summary of Keynote Speech

Rossella Salvia introduced human resources related matters in UNESCO after reminding the goals and mission of the Organization : 'Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.' UNESCO is unique in that it has staff representing 171 nationalities - as at March 2013 - achieving 50% gender balance at the professional level within the secretariat working at the headquarters in Paris.

UNESCO serves as a clearinghouse which gathers and introduces all the best practices and expertise throughout the world; it helps its Member States to build human and institutional capacities; promotes international co-operation and works as a laboratory of ideas and as standard setter in areas such





as Education, Natural and Exact Sciences, Social and Human Sciences, Culture and Communication.

Ms. Rosella stressed that it is the “staff members“ i.e. the employees who enable the organization to function as such. Currently, UNESCO is trying to maintain not only technical skills, but also develop a greater notion of competencies. They are trying to improve learning and development strategies, which are crucial to accomplish the mission mentioned above. For this purpose new tools are being introduced and utilized. They enable the organization to forecast and respond to staffing needs by implanting a successful workforce planning, performance management, competencies assessment and recruitment action thereon.

In the latter part of her speech, Ms. Rosella referred to the agreement on the internship programme signed with Kyoto University. She explained that an internship placement depends on the overall skills the person has, whether they are analytical, policy oriented, or relationship-based. The importance of having a good academic background and English fluency in order to receive an internship position at organizations like UNESCO and OECD was stressed. She made 5 internship examples: “Education for All” is one of UNESCO leading programs in education. Interns contribute through the collaboration of EFA with stakeholders. This could be with governments, development agencies, civil society and private sector and involves contributing to analytical and strategic work to strengthen the efficiency of collaboration and partnerships. Other examples were from the science sector, social science, culture and world heritage and also communication and information society. A UNESCO-wide biodiversity initiative was established to enhance coherence and synergy among all the program sectors. Ms. Salvia closed her presentation by quoting the Director-General of UNESCO Madam Bokova within the framework of the Youth Forum which takes place at UNESCO every two years: “Young people are a wellspring of idea for innovation. They are today’s thinkers, problem-solvers, and catalysts for peace”.

*Session 1**Training global leaders to meet future energy challenges*

Professor
University of Leeds

Peter Taylor

CV

Prof Peter Taylor holds a Chair in Sustainable Energy Systems at the Centre for Integrated Energy Research, University of Leeds (www.cier.leeds.ac.uk) and is also an associate of the UK Centre for Climate Change Economics and Policy (www.cccep.ac.uk). His research and teaching is at the energy technology / policy interface and he has particular interests in long-term, low-carbon energy technology transitions and the innovation and other policies needed to achieve them. Prior to joining the University of Leeds, Peter was Head of the Energy Technology Policy Division at the International Energy Agency in Paris from 2007 to 2011, responsible for high profile publications such as the bi-annual Energy Technology Perspectives and the Energy Technology Roadmap series. In an earlier consultancy career, Peter was Technical Director of a major UK energy and environmental practice.



Summary of Keynote Speech – Training Global Leaders to Meet Future Energy Challenges

Professor Peter Taylor talked about what is needed in order to become a global leader in the energy field. In terms of the global challenges that we are facing in the energy field, energy is rising along with economic growth. Although renewable energy is likely to be the fastest growing energy source over the next 20 years, we will have a global energy system that is locked into fossil fuels according to the report of the International Energy Agency. All sectors of the economy globally will need to reduce CO₂ emissions. To avoid putting pressure on the economy of fossil fuel importing countries and to give basic energy needs to a large proportion of the worlds' population, it is necessary to transform our energy system. A wide range of sectors and technologies are needed in order to successfully tackle the challenges. However, it is not only technology that is needed to make a change. A global leader in the energy sector will have to be somebody who is able to look across all sectors and consider the system within which technologies operate. When you have a technology that works in practice, but is not accepted by society, then it is not going to be deployed successfully. It is very important to think of the way to introduce new technologies into the marketplace.

One of the things that we are doing in the UK is to try and ensure that our scientists and engineers are equipped with this broad appreciation of how their work and their research fits into this big picture.



Students may well be specialists in the technical areas, but they need to understand these other factors that impact on their particular technology or their particular sector. And they need to take on topics such as sustainable energy process and climate control technologies. It is also important that they undertake some projects in teams. One of the challenges for future leaders is that they need to be able to take the population with them. If you do not have the support of your society, no matter what field you are in, if they do not like you they can get rid of you, and if they do not like you and you cannot take them with you then you are not going to achieve your aims. In order to raise global leaders with interdisciplinary expertise, the University of Leeds has a PhD program which offers special lectures on enterprise, knowledge transfer, commercial awareness, working in teams, and public engagement. Professor Peter Taylor stressed that they are trying to have a cadre of engineers and scientists who can design and appraise sustainable energy systems, and in doing so integrate not only the science and the technology and engineering, but also the socioeconomic considerations and awareness of the market in which that technology might work. There is a student who is looking at the ethnical dimension of some transport technologies. You can see in all of these, they have technology at the heart of them. However, they are often embedding that in a much broader framework, a socio-technical framework to try and understand how that technology is operating in the real world.

He concluded with elements that are important for global leaders in the energy field, which are: skill to combine deep expertise with a broader appreciation of how technologies fit into wider society, teamwork to bring people to consensus, and ability to reach out to the population and explain complicated things in simple ways.



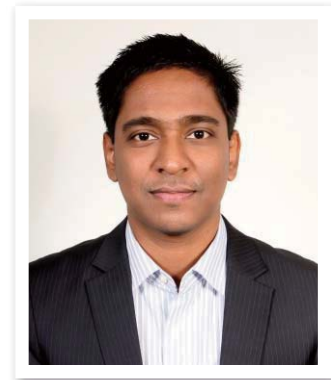
Session 1

Founder and President
Bangladesh Youth Leadership Center

Ejaj Ahmad

CV

Ejaj Ahmad, founder and president of the Bangladesh Youth Leadership Center (BYLC), the country's first leadership institute, is an instructor, practitioner and consultant of leadership. He established BYLC in January 2009 with the vision of creating a more inclusive, tolerant and just society by training the next generation of home-grown leaders. BYLC's international award winning leadership program, developed at Harvard and MIT, unites youth from diverse educational and socio-economic backgrounds, equips them with leadership, problem solving and teamwork skills, and engages them in service-oriented projects in local communities to address Bangladesh's most urgent developmental needs. So far, Ejaj has trained more than 500 high school, college and university students and many of them are now in leadership positions in different youth organizations in Bangladesh and abroad. Prior to founding BYLC, Ejaj's outer journey in life included academic and professional exposure in four continents, more than twelve years of community campaign organizing and public speaking experience, and two years of formal instruction in leadership under world renowned professors at Harvard. He earned a Master's in Public Policy from the Kennedy School of Government at Harvard University in 2008. While at Harvard, Ejaj studied communication under David Gergen, former White House Adviser to four US Presidents, co-founded Harvard Toastmasters Club, an international club for developing public speaking and leadership skills, and campaigned for President Obama during the primary season. Harvard University selected Ejaj to work as a consultant for the Government of Mexico in March 2007 and he developed a strategic plan for a City Mayor to promote entrepreneurship among university students. In January 2008, Ejaj volunteered for a non-profit in Brazil, researched social and educational challenges faced by underprivileged youth, and wrote his final year policy exercise on youth leadership under the supervision of Ronald Heifetz, founder of Harvard's Center for Public Leadership and a world authority on leadership. Ejaj studied developmental entrepreneurship at MIT and his team won first prize in the 2007 MIT100K Executive Summary Contest, a globally recognized business plan competition. In 2007, MIT selected Ejaj to participate in the first Global Science and Technology Leadership Forum in Tokyo, Japan. Ejaj is also an alumnus of the Leadership for the 21st Century program at the Dubai School of Government and the Art and Practice of Leadership Development program at Harvard University. In 2009, he was profiled as one of Asia's most promising young leaders and awarded the 2009-2010 Paragon Fellowship by the Foundation of Youth Social Enterprise. In 2010, he was featured in The Washington Post's 'On Leadership' program and selected as a 2010 YouthActionNet





Global Fellow by the International Youth Foundation in USA. In 2011, he was selected as a delegate to the Asia Society's Asia 21 Young Leaders Summit 2011 in New Delhi. Recently, he was invited to speak on youth leadership at the UNDP Youth Leadership Forum in Nairobi, and was selected as a 2012 Fellow of the Asia Society. In his former career, Ejaj worked as an economist and entrepreneur in Bangladesh. He worked in several World Bank/UNDP/Bangladesh Government projects pertaining to banking, international trade, sustainable environment management, and private sector development. He founded an international trading company engaged in the pharmaceutical sector. In 2003, Ejaj graduated with an MA (Hons) in Economics from St. Andrews University, the third oldest university in the English-speaking world. While at St. Andrews, Ejaj was heavily involved in student politics. He led several cross-campus campaigns and held an elected position in the students' union. In his final year, he ran to become the first non-white president of the ancient students' union and came third in a close-run race. The experience taught him two valuable lessons of leadership: restraint and humility.

Summary of Keynote Speech – The Work of Leadership

Ejaj talked on the idea of authority versus leadership. He explained that authority provides order, direction and protection. Authorized leaders are expected to fulfill the expectation of people. In the 19th and 20th centuries all of the traditional theories of leadership focus on authority. In a society where problems are clearly defined, authority alone can provide leadership, however when problems are complex such as global climate change and terrorism, authority alone cannot provide solutions. If we are all part of the system and if the system is in a mess, we must all take ownership of our part of the mess. Someone else cannot solve our problems because we are all part of the system. We all are required to change behavior, but that is why leadership is difficult because people do not want to do the work.

Ejaj stressed that we do not have to be in a position of authority to exercise leadership. Leadership comes from our heart. Leadership is about going to the people and meeting them where they are. However, when you are in a position of authority, it is very difficult to exercise leadership because you always have to fulfill other people's expectations.

He introduced a framework of leadership which was put forward by Professor Ronald Heifetz at the Kennedy School. According to him, leadership is a three-step process, first to observe, then to interpret, then to intervene in the system. It is a process in which anyone can participate. Every single person in a social system can exercise leadership. When you do not have authority it is difficult to get the attention of the people. The strategy for the person without authority is to partner with authority. You make authority your ally to draw attention to the issue.

The key message of Ejaj's presentation was that leadership is about the work at the center. The work of leadership is not just selling or influencing others. Leadership is value centric, and therefore values are at the heart of leadership.



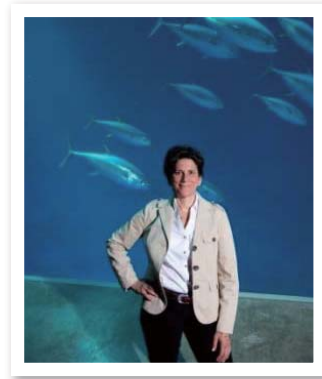
Ejaj runs a 4-month program in Bangladesh for college students. Taking them to the slums, they develop leadership skills. He also does a lot of work on entrepreneurship development. Through running business plan competitions he encourages his students, and includes topics such as how to raise funds and how to set a business up.

Ejaj emphasised that when considering the kind of global leaders that should be developed at Kyoto University, it is vital to keep in mind that leaders are the ones who are thinkers as well as doers. A global leader should be someone who can diagnose the system, who can analyze a problem, who can organize, who can mobilize people, and who has strong communication skills. Once we understand the nature of the problem that we are trying to address, we can focus on the process, which is the set of activities that we need to take our people through to develop their leadership capacity.

*Session 1**Sushi and Satellites: How Tracking Bluefin Tunas Across Global Oceans Provides International Ocean Conservation and Leadership*

Professor
Hopkins Marine Station, Stanford University

Barbara A. Block



CV

Barbara A. Block studied biology at the University of Vermont (USA), and received her PhD in Biology from Duke University. Her research is focused on how large pelagic fish utilize the open ocean environment. She did her postdoctoral training at the Departments of Biology and Anatomy, University of Pennsylvania. She started her professional work at University as Assistant Professor at the Department of Organismal Biology, The University of Chicago, then she moved to Stanford University as Assistant Professor. In 2004 she became Professor of the Department of Biological Science at Stanford University.

Block and colleagues at the Monterey Bay Aquarium have also established the Tuna Research and Conservation Center, a unique facility that permits physiological research on tunas. They are employing new techniques in wildlife telemetry and molecular genetics to directly examine the short and long-term movement patterns, stock structure and behavior of tunas and billfishes. Block and her colleagues are conducting research with a new type of remote telemetry device, call pop-up satellite archival tags. The tags are essentially computers that record navigational information, body temperature, depth, and ambient temperature data. The information gained with these tags will improve our understanding of the biology of these species and increase our knowledge of stock structure. The successful implementation of the novel satellite and archival tag technology has provided marine researchers with new tools for studying inaccessible marine vertebrates.

Professor Block is a recipient of the Presidential Young Investigator Award from the National Science Foundation and the MacArthur Foundation Fellowship, the Pew Marine Fellowship and the Rolex Award for Enterprise.

Summary of Keynote Speech – Sushi and Satellites: How Tracking Tunas Provides Ocean Conservation and Leadership

Professor Block talked about conservation technology, and how science, collaboration, policy, and implementation are taught in a program at Stanford University. Firstly, she introduced a program at Stanford



called Woods Institute. It serves as the catalyst and foundation for all of Stanford University's education and practices of interdisciplinary environmental studies. The type of training they use at Stanford and elsewhere is multidisciplinary: biology, oceanography, engineering, informatics, and model building. Woods Institute sponsors interdisciplinary research that yields new solutions into global sustainability challenges. They develop global environmental leaders for today and the future and infuse science into the policies and practices of business, government, and NGO communities. The Woods Institute is unique in using venture capital.

The program's mission is not only to create leaders at Stanford, but also to create visionaries who see what others do not see and who imagine a world where we have sufficient food to feed the planet without harming the earth. The ocean covers two-thirds of the earth, and we do not understand how it is changing. The two biggest problems are the removal of protein from the sea by anybody who wants to take it, and the fact that all of us are contributing to climate change. The planet will not be habitable if we do not change our behavior very soon. Their students are thinking about our future and what they work on are problems that they call the blue revolution. The take from the sea has reached a constant level such that we cannot get more food from the ocean. Thus we must make up the difference in the coming decades to cater for all who need protein with aquaculture that is sustainable.

The facility associated with Woods Institute is capable of raising and testing fish in very real ways and using scientific methods. Through studying and understanding the animal down to the mechanics they create almost a field of conservation medicine. This research has helped demonstrate that we have to be concerned about cardiac collapse in a warming world.

In the latter part of her talk, Professor Block talked about her research on tuna in the ocean using tagging technology to track their moves and travels. The tagging enables them to find the highways where the big warm currents and the cold currents meet, how the different groups of animals are dividing up their eco space, and so forth. This tagging contributes to multidisciplinary studies trying to solve problems which require different angles in information gathering. She explained that they can use the animals and other devices as ocean sensors which can help tell the future of our planet. We envisage that the future of our climate is being aided by animals that are that are communicating their movements within the ecosystem via oceanographic tags. With a global collaboration, we can create teams that work together to do this type of work and create a global ocean observing system where nations come together to observe the planet and thus help us predict the future.

Finally, Professor Block emphasized the idea that human sustainability and survivorship means planet survivorship. Unless we start teaching this now, we will not have this planet nurturing our life as well as the whole ecosystem in the future.

*Session 2**Researching for Impact: Delivering Large Scale, Collaborative Research Addressing Global Challenges*

Deputy Chief,
CSIRO Energy Technology

David Harris

CV

David has BSc and PhD qualifications in Industrial Chemistry from the University of NSW. David joined CSIRO Energy Technology in 1987 and has extensive research experience in fundamental and applied aspects of coal combustion and gasification systems. David has published over 150 research reports and papers on a wide range of coal and energy technologies with particular emphasis on coal and coke reactivity, high temperature & high-pressure reactions, coal combustion and gasification and their applications in metallurgical and low emissions power generation technologies

David leads the Coal Utilization program within CSIRO's Advanced Coal Technology Research portfolio and is a member of the leadership team of the CSIRO Energy Technology Division. David established the high-pressure coal gasification research facilities at the Queensland Centre for Advanced Technologies which provides unique capabilities for advanced gasification, syngas processing and gas separation research and development. David's group has developed collaborative links with the major coal and power research and technology institutions within Australia as well as extensive research links with international research and technology development groups in Japan, China, Korea, Europe, USA and South Africa.



Summary of Keynote Speech – Researching for Impact: Large Scale, Mission Directed R&D Addressing Global Challenges

CSIRO, the Commonwealth Federal Government Research Agency in Australia, receives 50-60% of its funding from the Australian Government with the remainder gained through project funding. The CSIRO has a staff of 6500 employees working at 13 different research divisions with 58 different laboratories in Australia. It is a leading institution in Australia to integrate scientific knowledge and skills into policy making. CSIRO is currently focusing on 11 priority flagship areas to invest resources, including the fields of virus protection and quarantine, climate adaptation, and digital productivity. One of the most important focal areas is the energy issue with approximately \$130 million per year of activity, whereas other areas



receive around \$80-100 million in annual investment. In the energy field, CSIRO has made several outstanding achievements mainly classified as (1) Analysis of energy efficiency in each country comparing the total amount of energy use with GDP per capita in order to increase energy efficiency in each country; (2) Increasing CO₂ storage capacity by introducing a new type of coal power plant and CCS technology in order to reduce carbon emissions and to establish a clean energy cycle; (3) Integration of global-scale human resource exchanges by establishing the Global Research Alliance; (4) Implementation of those scientific perspectives into national policy by giving relevant reports to facilitate energy transformation. Especially since there is a clear prediction of the shift of the country of greatest energy consumption from US to China, and since one of the major energy resources is coal plants, improving the efficiency of new coal plants and their capability in capturing carbon dioxide during the energy production is one of the most important focus areas in this field. In this field, CSIRO has and will continue to make effective collaboration for the future demands.

Big issues, particularly in the developing world, are where the bigger countries or developed countries can pull together and put appropriate and sustainable solutions together that really make a difference for the people. They often do not take huge amounts of resources, but take a lot of coordination and goodwill. There is a strong need to work across cultural, industrial, and national boundaries to develop a path forward.

Finally, Mr. Harris concluded that we desperately need a large-scale mission directed at research and technology programs that can begin to address these issues, within those boundaries that he has defined. The only way we are going to achieve this is through large-scale partnership. It is important to work on the details but to also know that your work will fit with the work of others. We need creativity, influence, communication and commitment at a global scale to make this happen.

*Session 2**Some fragments of input at the Symposium*

Vice-President
Japan International Cooperation Agency (JICA)

Masato Watanabe



CV

Masato Watanabe studied at the University of Tokyo and received his degree in Bachelor of Law in 1980. He started to work in the Ministry of Foreign Affairs (MOFA) in 1980. He has served as Japanese Embassy staff in various countries including UK, Russia, Austria, and Indonesia. He was appointed as Consul General of Japan in San Francisco in October 2013. Between 2009 and 2013, he worked in the Japan International Cooperation Agency (JICA) as Director-General of General Affairs Department and then as Vice-President.

Summary of Keynote Speech – Abilities and Skills required in Development Cooperation

JICA – Japan International Cooperation Agency - is an organization of Japanese government which supports developing countries' efforts for their nation building through Official Development Assistance, known as ODA. JICA's vision is "Inclusive and Dynamic Development". Currently JICA's operations amount over US\$10 billion per year, ranking number two among all multilateral and bilateral development institutions, second only to the World Bank. JICA possesses over 1800 Japanese permanent staff members with diverse background, coming from different universities and faculties, including Kyoto University. One of the advantages of JICA is that it can mobilize Japanese human resources, expertise and technology which have been highly appreciated in the World. This explains why JICA has been trusted and well accepted in developing world.

JICA places great importance on collaboration with universities as partner of JICA. In order to improve the quality of ODA, science and technology, and other intellectual assets is gaining more importance to respond to diverse development needs. Intellectual assets of universities are extremely useful in formulating and implementing development cooperation in an effective manner.

JICA has implemented several outstanding programs in collaboration with academic sector. In this regard Kyoto University has been playing an important role. There are two good examples in Egypt and Bangladesh. The former is the Egypt-Japan University of Science and Technology known as E-JUST.



Kyoto University has been giving great contribution to Material Science and Engineering, and Chemical and Petrochemical Engineering of the university. The latter is the Participatory Rural Development Project (PRDP-2) in Bangladesh. Kyoto University started this project as a research project and created Link Model. This model puts emphasis on changing mindset of villagers and local officials in developing their community. As a result of this project villagers and local officials have come to proactively take part in planning and managing rural development activities. At present a dozen JICA volunteers have been deployed and are working in Bangladesh as village coordinators and field extension workers to spread out the result of the project in many parts of Bangladesh.

JICA started to collaborate with Shishukan of Kyoto University in fostering future global leaders. Several students of Shishukan will be sent to Bangladesh as short-term JICA volunteers to work with above-mentioned long-term JICA volunteers. The students of Shishukan are expected to experience real life and challenges in a developing country. The aim of sending university students as short-term JICA volunteers is to develop abilities and skills to work together with people from different backgrounds towards a common goal.

For development cooperation mutual learning process is important and we need to have good eyes, ears, and brain. A JICA expert who worked in health project in central America wrote in his book that three different types of eyes are really important. They are eyes of insects, eyes of birds and eyes of fish. With eyes of birds, we can be more careful in observing phenomena near us. With eyes of birds, we can have better overview. With eyes of fish, we can be more sensitive to feel the tide and current both near and far. We tend to think that development cooperation is a one-way traffic process, but it is not. Before we try to influence other people, we have to learn about them using different eyes.

The following five points highlight the abilities and skills required in development cooperation: (1) ability to communicate knowledge and expertise including thoughts and philosophy to one's counterparts; (2) ability to approach issues in a broader perspective; (3) tendency to seek down-to-earth solutions based on findings in the field; (4) ability to coordinate with all parties concerned including other development partners; (5) toughness sufficient to work in different environments.

Kyoto University is at the leading edge of science and technology. It outnumbers other Japanese universities in Nobel Prize winners. It also has one remarkable tradition of the Expedition Club "Tankenbu". The Expedition Club traveled all over the world including the Himalayas and Antarctica where JICA cannot go. Inheriting this pioneering spirit of Kyoto University, Shishukan program will enjoy a wide fame and reputation as a center of excellence for fostering global leaders.

*Session 2**Global Leadership skill in a Global Company*

General Manager
Global Technology Service IBM Japan, Ltd.

Masatsugu Shimono

CV

Masatsugu Shimono, born in Osaka, Japan, studied engineering at Kyoto University, and received his master degree in engineering from the Graduate School of Engineering, Kyoto University in 1978. He joined IBM Japan in 1978, and has since devoted himself to working within an international enterprise, and engaged in important corporate strategies in several divisions. He became Sales Manager in the Kansai Region for IBM Japan in 1988, and then started to work in IBM Corporation in USA. He became Director of Industrial and Distribution Service in 1998, and in 1999 he was chosen as Director of Outsourcing Services Division. Then he was elected as a member of the board of ITS Outsourcing in 2001, and became Senior Managing Director of the Technology Delivery Division in 2007 and elected to the same position of Global Technology Service in 2008. He became Executive Vice-President and General Manager of Products, Services and Operation in 2010. As of 2012, he is Executive Vice-President and General Manager of Global Technology Service.

**Summary of Keynote Speech – Global Leadership Skills in a Global Company**

Global companies can be classified in different formats and styles. One of them, IBM, a leading computer company with a history of creating Information Technology, has implemented an outstanding format, led by multilateral divisions spread across the globe and integrated through mutual communication and human resources exchanges. The biggest advantage of IBM is its ability to maintain continuous change and adaptation in the modern world. IBM has shifted from hardware business to innovative solutions and high value spaces. The outstanding historical development of the company and structure of the company is now being celebrated throughout the world in terms of stock value and company reputation, although the company struggled during the period of early 1990's throughout massive changes in innovation in the field.

To develop human resources capable of handling global needs and requirements, we should admit the capability and limitation of “being” Japanese. Technology has two means; one is a source of products, and the second is to optimize the go-to-market process.



Globalization is nothing special outside of Japan. We sometimes confuse several different globalizations. The globalization of Japan, Japanese and Japanese companies are quite different. For globalization of Japan, we may open up the labor market. The highest impact factor for Japanese is having English capability, as well as cultural behavior. If we want to globalize a Japanese company, we should hire good local talents in the US or Europe. We don't need to send people to other countries.

Masatsugu Shimono also talked about internal issues. Human capital is the most important. In order to be a global company, people is the key. Statistically, the most critical concern of Japanese companies is that the development of global human capital. In a Swiss research organization to provide evaluation of the countries, Japan was ranked 27th overall, with scientific infrastructure ranked at number two. Technological infrastructure however was ranked at 24th.

From an academic perspective, Japan is ranking reasonably well. However currently Japan does not have a substantial advantage in the field of “so called” globalization due to its own language and ways of thinking, although those disadvantages should be adopted into advantages throughout relevant consideration and modification of our skills and behavior, through understanding ourselves in comparison with other races. Mr Shimono has a hard time of working as a global leader in this multilateral company seeking to become a more-effective person in the field of management of the company, however those experiences and skills should be widely shared among those who seek to become the new generation of leadership.

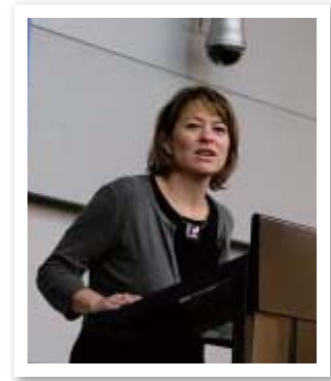
Finally, Mr Shimono addressed some points and other opinions regarding developing much border knowledge within the institute. In order to a good generalist, some expertise is required. The most important talent is how to evaluate the root cause and the issues. People often have many difficult and complicated issues. The collaboration or capability with a wide variety of talents, cultures, and nationalities is very important, so he strongly recommended students not to go to a modern city, but rather experience a much more tough reality of the world.

*Keynote Speech 2**How to Develop Tomorrow's Global Leaders?*

Head of Human Resources Management
The Organization for Economic Co-operation and
Development (OECD)

Michèle Pagé**CV**

A Canadian national, Ms Pagé has wide experience in human resources management. She has held several senior HR positions in the United Nations Office for Project Services (UNOPS), having been Senior Change Management Advisor & Organization Transition Team Leader, and Director of Human Resource Management. Prior to that, she was Chief of the Career Development and Training at the United Nations World Food Programme (UN WFP). Before joining the UN WFP, Ms Pagé occupied HR management functions in several large private sector corporations including Air Canada and General Electric. At the OECD, Ms Pagé is responsible for all aspects of HR Management. She has piloted organization-wide HR reforms, placing the OECD amongst the leading International Institutions in people management. She takes the lead in spearheading effective HR strategies and best practices that directly contribute to the organization's goals. Ms Pagé holds a Master of Science degree in Organizational Development from Pepperdine University California, United States.

**Summary of Keynote Speech – How to Develop Tomorrow's Global Leaders**

The OECD, a multi-governmental and public organization providing funding resources and recommendations for the target focal zone in global issues, is an independent international organization working closely with governments and UN organizations in different fields. In order to develop an organization that is effective and active enough to take appropriate leadership and to be attractive, efforts are being made in human resources development to recruit self-oriented people as future candidates for global leadership in OECD. The structure and hierarchy in OECD operations is defined in different categories of roles, and in each category only a limited number of people can be assigned to each operation. Each leader in OECD is self-oriented and motivated, and capable of handling several different missions using limited resources within a determined period.

To secure such human resources especially within the younger generation, OECD is implementing a global partnership with appropriate and leading higher education facilities and



leading global universities. Kyoto University has been selected as one of these universities to be considered as a top performer in developing such human resources.

The Shishukan program is expected to fully support these collaborations. The program has a 1-year internship in OECD. A part of the deal is to help students be put in situations where they will develop skills in non-specialized fields. Students will develop flexible thinking, diplomatic sensitivity, influence and organizational alignment in OECD. An essential part of the deal with the university is leading students to be an authority in their field with analytical thinking. They have another collaboration with our university to help them train their own staff in leadership areas. The third area of collaboration is to provide a nurturing ground for students and talented young people to come and try.

They will provide the content and make sure they nurture these young talents but also that they challenge them so that it is a real test. The challenging part is to make sure that when students enter an environment where there are people from everywhere, they speak up. This is not about the language, but a challenge for students. After a year when they come back, they will know what their weapon is worth and what they need to refine to be ready to face the world in their own field of work.



This report was edited by Yosuke Yamashiki of GSAIS, Kyoto University, in collaboration with the following persons: Asami Hagino, Lena Murata, Naoko Kimura, Paul James Smith, Mariko Adachi and Michiko Hashiguchi.

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