



STeLA

Leadership Forum 2011 in California
August 21st-29th, Stanford University, U.S.A.

The report 2011

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Table of Contents

1	Messages from the Presidents	2
2	Message from our Advisor.....	3
3	Overview of the STeLA Leadership Forum	4
3.1	History of the STeLA Leadership Forum.....	4
3.2	Contents of the STeLA Leadership Forum	4
3.3	Topic of STeLA Leadership Forum 2011	5
4	The Program	6
4.1	Schedule.....	6
4.2	Program Details	7
4.2.1	Pre-Forum	7
4.2.2	Welcome Party and Ice Breaking Events	7
4.2.3	Leadership Education	8
4.2.4	Thematic Session (Energy).....	10
4.2.5	Thematic Session (Biodiversity).....	11
4.2.6	Thematic Session (Water).....	12
4.2.7	Keynote Speech	13
4.2.8	Site Visit	13
4.2.9	Group Project.....	14
4.2.10	Final Presentation	17
4.2.11	Large Reflection	17
4.3	Debriefing session	18
5	Accounting	19
6	Participants and Staffs	20
6.1	Statistics of Participants.....	20
6.2	List of Participants.....	20
6.3	Remarks from Participants	22
6.4	List of Staff Members.....	27
7	Sponsors	28
8	Media Coverage	30
9	STeLA Alumni Network.....	30
10	Plans for STeLA 2012	31
11	Acknowledgements	31

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1 Messages from the Presidents

Every year, our leadership Forum is a culmination of hard work, shared vision and an entrepreneurial spirit. Over the eight days of STeLA, participants have a unique opportunity to experience leadership in the context of environmental sustainability. They are encouraged not to passively learn about different leadership models, but to understand them in depth and put them into practice. We ask them to take perspectives not considered before, and require them to achieve goals by working with people from very different backgrounds. By taking up this challenge, STeLA participants undergo incredible growth in their personal relationships and leadership abilities. And when they graduate from the Forum, they join a global network of future leaders in science and technology.

Indeed, all modern scientific and technical advances are accompanied by complex ethical and policy decisions as well as technical and scientific problems. Such challenges call upon the skills of a very specific leader—one educated in science and technology, made aware of global issues, experienced in leadership and enabled with a vision for the future. We believe that STeLA alumni, chosen from top universities from all over the globe and trained in leadership, are the ones who will rise to meet that challenge and make our society a better place. Thank you for supporting us and making this vision a reality.

Jennifer Howard

STeLA-USA President

Department of Electrical Engineering, Georgia Institute of Technology

After the nuclear power plant crisis in Fukushima, the roles and responsibilities of scientists are receiving greater attention all over the world. As social and economic globalization continues to spread further, it is becoming even harder for nations to tackle issues which involve scientific technology; these need to be unraveled as an international society. In order to solve them, we need to clarify what the social technology position is in society and how it can provide solutions, and take necessary actions. Therefore, now is the time when people who not only have technological expertise but also can work effectively in an international space as required. However, it is difficult for just a nation or region to tackle an issue which involves science and technology, and we all have to deal with them together. However, current universities and graduate schools are not always providing enough of an appropriate education system to cultivate the types of individuals we need to resolve these issues. We believe that developing the next generation of leaders should be conducted through an organization with diversity and creativity.

We are an international student association which mainly focuses on global leadership education in science and technology. As one of the few student associations which features science and technology leadership in Japan, I believe our duty is significant. We believe it is time for us to think what people in science and technology field can do for the future of Japan and the world. STeLA is continuing our efforts to develop our education programs to cultivate global leaders with deep knowledge about science and technology.

STeLA has organized the annual STeLA Leadership Forum, an intensive one-week leadership program for university students from all over the world, for five years in a row, the most recent being at Stanford University. The selected students from the top universities of Japan, the United States, China, France, and the Netherlands from this year have enhanced their quality as future global leaders through the eight-day leadership education program. We focused on “Environmental Sustainability,” providing real-world examples of scientific and technological global issues, and the participants deepened their understanding of how science and technology can



be used and how scientists can tackle various international issues. On top of that, STeLA has expanded their global networks by connecting them with one another and previous STeLA participants, enhancing our network of future global leaders.

And last, but not least, on behalf of all the staff members, I would like to express my sincere gratitude to the advisors, sponsors, alumni, and all the people who have supported us to hold this forum. This forum could hardly have been achieved without their warm support. Now, STeLA 2012 has kicked off, with development well underway to host in Japan. We hope that all of the supporters will continue to favor us with kind support.

Riichiro Kimura

STeLA-Japan President

Department of Chemical System Engineering, The University of Tokyo

As the president of 2011 STeLA-China, I'd like to represent all of the Chinese staff and participants to thank all of you, for your endless support and unique contribution that made STeLA 2011 a wonderful memory. Two years ago, I started my first journey with STeLA. The presence of STeLA in my life has changed my goals and my perspectives. No doubt, it also proved to be an amazing experience for everyone and made us realize the power of leadership, how it relates to arising global issues and how anyone can become a leader in his/her field in science and technology and push the society forward. It is the unique theme and structure that make STeLA stand out from other international exchange programs and gain its reputation worldwide.

At the same time, STeLA would not have been growing and heading up so quickly without the support from all of you each year. The financial support we gained from the sponsors is increasing steadily year by year, which greatly promoted the forum and released our budget burden. We are so proud to see so many companies' logos on the banner, and hopefully we did not let you down and presented you the best aspects of STeLA and its great potential.

STeLA 2012 is coming and we are on the road again. We believe it is going to be another great achievement and STeLA will come to a new stage through everyone's hard work. The China side is also going to make more efforts in fund raising and promotion this year. Thank you again for your support in the past year and we look forward to continuing our cooperation with all of you.

Che Xiaozhou (Amy)

STeLA-China President

School of Physics, Beijing University

2 Message from our Advisor

I am proud that the 5th annual leadership forum was held by STeLA at Stanford University, because I have been collaborating with STeLA as a faculty advisor since its founding in 2006. What happened around the world in recent years, including the revolutions in Middle Eastern countries, the nuclear accident in Fukushima, and other historic affairs, have been highlighting both sides of science and technology: benefits and risks. Simultaneously we have learned the lesson that science and technology can never be completely independent of human activities such as politics, economics, and daily life of us all. Addressing the political, economical, and technological challenges facing our society is a daunting task. But there is hope. Young talents with great leadership, technical/scientific expertise, and communication skills are those who will pave the way for our

society to have bright futures. They need to be prepared for the soon-to-come "brain integration" era, when a team of experts from all over the world is formed to work on solving a wide variety of global problems. This year I also joined the forum, and then I believe again that the STeLA forum provides a great opportunity to train both participants and staff members to effectively communicate with those having different technical and cultural backgrounds and to solve real-world problems.

In the end, I would like to express my sincere gratitude to the sponsors, alumni, and all the people who have supported the staff members to hold this forum, and I would really appreciate if all the parties involved kindly give STeLA the precious help to sustainably prosper STeLA's activities and network.

Shigeki SAITO
Associate Professor
Tokyo Institute of Technology

3 Overview of the STeLA Leadership Forum

3.1 History of the STeLA Leadership Forum

Five years ago, the Science and Technology Leadership Association (STeLA) was launched by graduate students studying science and technology at MIT, Harvard University, and Boston University. Through informal meetings and friendly discussions between highly motivated students from different countries and various fields, the founders understood the need for a network of a younger generation of scientists and engineers which would allow for the exchange of ideas on the critical role of science and technology in global society. Shortly after the creation of STeLA in the US, a few founding members, upon completion of their studies, returned to Japan and established the second branch in Japan, composed of students from the University of Tokyo, Keio University, and the Tokyo Institute of Technology.

The first STeLA Leadership Forum was held in 2007 in Tokyo, Japan, organized under the auspices of the MIT-Japan Program. Both the US and Japan branches actively contributed to the success of the Tokyo forum, bringing together students from their respective nations to exchange ideas and learn leadership techniques with and from one another. The STeLA Leadership Forum 2008 experienced similar success at the Massachusetts Institute of Technology in the US and included participants from the US, Japan and China. The third Forum returned to Tokyo in 2009, expanding further to include students from France. In 2010, the STeLA Leadership Forum moved to a new country and was held in Beijing, China, at Peking University.

The STeLA Leadership Forum 2011 returned to the US, being held in the west coast for the first time at Stanford University. Students from Netherlands newly joined the STeLA network, and eleven students from Japan, nine from the US, twelve from China, one from France and eleven from Netherlands gathered together to participate in this exceptional program. The mandate of the Forum was, and still is, to create an intellectual network and to develop leadership skills with the intent of preparing participants to cope with the overarching theme of global issues in science and technology.

3.2 Contents of the STeLA Leadership Forum

The STeLA Leadership Forum is an eight-day intensive curriculum where participants spend time together



collaborating across language, cultural and disciplinary barriers. The Forum itself consists of three components:

(1) **Leadership Education:** modeled after the educational materials developed by leading experts in leadership and organizational behavior including those at the MIT Leadership Center at the MIT Sloan School of Management. Experts explain the concepts of leadership and leaders in science and technology from various backgrounds - business, politics, policy, academia, and media are invited to give keynote speeches.

(2) **Thematic Sessions:** focuses on providing real-world examples of scientific and technological global issues. Discussions on pertinent case studies are facilitated by lectures from experts and enhanced by site visits.

(3) **Group Project:** allows participants to apply the leadership skills and domain-specific knowledge that they learned during the week to a hands-on project. Each member learns to effectively cooperate with others in order to accomplish and finish a complex project in a short amount of time. The Group Project allows participants to practice the leadership skills that they have learned, communicate with those who are linguistically and culturally different, and realize the real-world application of what they have learned.

Through this curriculum, we aim to give the participants 1) universal leadership skills, 2) a broad knowledge of global problems related to science and technology, 3) grass-roots, international networks and 4) the ambition to tackle current and future global problems.

To enhance the learning and understanding of the participants, facilitators guide reflection sessions, which are held at the end of every day during the STeLA Leadership Forum. The facilitators begin training in the late spring, understand all three aspects of the Forum (listed above), and attend the entire 8-day event with their groups. We strive to have two facilitators per group of six participants, so that they can work together to enrich individual and group learning, by pointing out group dynamics the participants may not have noticed and by eliciting the dynamics from the participants themselves.

3.3 Topic of STeLA Leadership Forum 2011

The STeLA Leadership Forum 2011 focused on "Environmental Sustainability". "Environmental Sustainability" has been drawing attention throughout the world for some time now. Science and technology have led to many of the environmental problems we now face, but they also play key roles in solving those problems. In this modern age, there is a global trend to develop and introduce new environmentally friendly technologies and to establish new business models to implement these technologies. On the other hand, in many developing countries, where large population growth is expected, they are struggling to find the balance between environmental sustainability and economic growth. Developed countries also have different policies on this issue, which makes it more difficult to assemble various efforts at international level. Considering the above, it can be said that there still remains many issues to be solved in international society, and we consider it essential to learn the latest advances in science and technology and their impact on the society and environment.

The 2011 Forum addressed sustainable environmental resource management through three sub-topics, 'Energy', 'Water' and 'Biodiversity' management. We also aimed to maximize the education effect by holding the forum at Stanford University in Silicon Valley, a hotspot for leading research on sustainability.

4 The Program

4.1 Schedule

Day	Time	Activities
June, July		Pre-Forum
■ STeLA Leadership Forum 2011		
Aug 21 (Sun)	17:00 -	Welcome Reception & Ice Breaking Events
■ Sub-topic 1 : Energy		
Aug 22 (Mon)	9:00 - 9:30	Introduction to the Conference
	10:00 - 12:30	Leadership Education (Distributed Leadership)
	13:30 - 14:30	Thematic Session (Energy): Lecture
	14:30 - 17:30	Thematic Session (Energy): Simulation Game
	19:00 - 20:00	Reflections
■ Sub-topic 2 : Biodiversity		
Aug 23 (Tue)	9:00 - 12:00	Leadership Education (Role-playing Game)
	12:00 - 12:30	Thematic Session (Biodiversity): Introduction
	13:30 - 14:30	Thematic Session (Biodiversity): Lecture
	14:45 - 17:15	Thematic Session (Biodiversity): Simulation Game
	18:00 - 19:00	Reflections
	19:15 - 20:45	Thematic Session (Energy): Special Topic
■ Sub-topic 3 : Water		
Aug 24 (Wed)	9:00 - 12:15	Leadership Education (Mental Model)
	13:30 - 14:30	Thematic Session (Water): Lecture
	14:45 - 17:15	Thematic Session (Water): Role-playing Game
	17:15 - 20:15	Leadership Education (Visioning)
	20:15 - 21:00	Reflections
■ Silicon Valley Site-visit and Keynote Speech		
Aug 25 (Thu)	8:45 - 11:00	Site-visit: Solar City
	13:30 - 17:30	Site-visit: Google, TechShop & Armageddon Energy
	18:00 - 19:00	Keynote Speech
■ Group Project		
Aug 26 (Fri)	9:00 - 21:00	Group Project
Aug 27 (Sat)	9:00 - 21:00	Group Project
Aug 28 (Sun)	9:00 - 11:45	Group Project
	13:00 - 14:00	Final Presentation: Introduction, Opening Speech
	14:00 - 15:25	Final Presentation: Presentation by Participants
	16:25 - 19:30	Large Group Reflection

4.2 Program Details

4.2.1 Pre-Forum

Each division of STeLA holds a Pre-Forum before the Leadership Forum. The objectives of the Pre-Forum are to maximize the learning of participants in the Forum. This year each division held regular Pre-Forums, and a special Pre-Forum featuring a roundtable discussion with US Ambassador John V. Roos was held in STeLA-Japan.

In the regular Pre-Forums, the participants went through a variety of sessions, which all aimed to prepare participants for the main forum in terms of knowledge on Forum theme, discussion skills and knowing more about each other. The sessions include a variety of ice-breaking activities, presentations from participants on their pre-study about the forum theme and role-playing games. This year STeLA-Japan also conducted its own leadership session, which was a new challenge for us.



Group discussion during the Pre-Forum

The discussion with Ambassador Roos was a special experience for the participants. Ambassador Roos is a graduate of where the STeLA Forum 2011 took place, Stanford University. He was also involved in many startups in Silicon Valley. The participants were able to hear the Ambassador's experiences and discuss about innovation and the importance of science and technology. They also talked about how wonderful a place Stanford is, and through the whole event the participants became highly motivated and excited about their stay at Stanford in the near future.



Roundtable discussion with Ambassador Roos

4.2.2 Welcome Party and Ice Breaking Events

In the opening reception, participants and staff members mingle freely to network, discuss and learn more

about one another. After dinner, the participants joined in a few ice breaking activities. The first activity was human bingo, participants and staff all filled out a bingo card with certain bits of information on it. For example, one of the points was to find someone with the same birth month as you, another to find someone with the same favorite sport as you, and yet another to find someone with the same favorite food. We spent 20 minutes trying to meet people who fulfilled at least one of each of the criteria. The second game was called "speed



Ice breaking games at the welcome party

dating". In this game, participants were told to sit next to someone they had not yet met and were given a question to start a conversation. After two minutes they were told to stand up and sit next to someone else they did not know. In each activity, after the time was up, some participants were chosen to stand up and share their results. We concluded with announcements from the staff and the participants were allowed to leave.

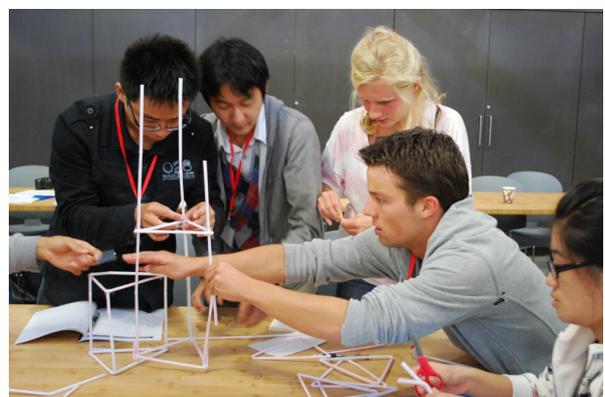
4.2.3 Leadership Education

1) Distributed Leadership

In the first Leadership Education session, the participants learn the basic concept at the heart of STeLA, the Distributed Leadership Model. In this model, unlike a dominant leadership model where one person pulls the whole group, each member is recognized as an individual leader. They all understand each other's strengths and weaknesses and help each other in order to lead the entire group to success. This model can be applied from a small group project to a large firm. The participants had a simple lecture about distributed leadership from Joe Hsueh, PhD (STeLA-US staff and graduate of the MIT Sloan School of Management) and then simulated activities to learn the basic four concepts of distributed leadership: Inventing, Sensemaking, Relating and Visioning.

2) Four Player Model

Brianne Holmbeck (STeLA-US staff) first led a simple group-based activity, followed by an explanation of the Four Player Model. The Four Player Model is based on the concept that there are four types of roles necessary for effective group work: Mover, Opposer, Follower and Bystander. An individual can play any of these roles, or more than one, but all four are necessary at some point throughout a project in order for the project to succeed. The participants discussed about what role they played during the group work, then they went through a second activity,



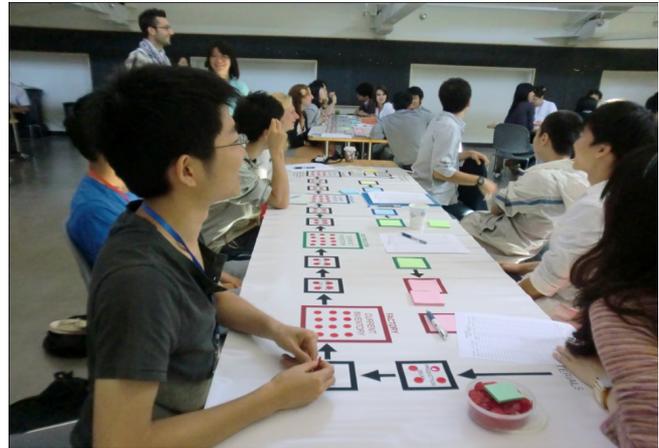
Participants group working



practicing being a different “player” in order to understand this model. This activity made the participants realize each individual’s role in a group and taught them how this model can effectively improve a group’s output. Through all these activities, the participants were able to improve their Relating and Sensemaking skills.

3) Role-playing Game

With Joe Hsueh, PhD facilitating, the participants experienced the Role-playing Game, developed at the MIT Sloan School of Management, in order to learn about System Dynamics. Through this simulation, the participants were able to learn how to grasp a complex situation and improve their Sensemaking skills. The participants formed groups and each participant in the group played different stakeholders, making their own decisions as a piece of a supply chain. The participants learn through the debrief session that they must systematically think about other stakeholders and the system as a whole in order to improve the overall performance of the system.



Participants playing a role-playing game

4) Mental Model & Ladder of Inference

Additionally, Joe Hsueh, PhD carried out a lecture and led a discussion on Mental Models and the Ladder of Inference. The Ladder of Inference is a way of looking at how people perceive and interpret information about the world around them, and how repeat occurrences eventually lead to Mental Models. Mental Models lead individuals to form stereotypes and the discussion looked at how those stereotypes can both be helpful and detrimental. Through these activities, the participants learned more about their process of thinking and recognize the importance of analyzing their own thoughts when making decisions and taking action.

5) Visioning

Hann-Shuin Yew (STeLA-US staff) facilitated a visioning session where the participants could improve their Visioning skills. In this session, the participants first visualized their personal vision for a “Sustainable Future.” Next, they formed pairs, shared their visions, and merged them into a single new vision. The pairs joined with another pair to form a group of four and did the same as before. The groups then presented their visions to the other groups. Through this visioning session, not only were the participants able to draw their own visions, but they were able to practice sharing and merging their visions with others, learning how a group can create a single shared vision.



Participants drawing a vision of a “Sustainable Future”

4.2.4 Thematic Session (Energy)

Various kinds of energy resources are being developed in order to meet the increasing energy demands. However, most of the energy resources are limited and smart grid technology is receiving attention as a way to effectively monitor and use energy. In this session, we had a lecture from an expert, a smart grid simulation and a presentation from the participants about their country's energy policy.

First of all, Paul de Martini, Vice-president of Cisco Systems gave us a lecture titled “Leadership for the Grid of the Future”, in which he outlined the global trends, major challenges and potential solutions for the modernization of our energy system. In his view, the biggest challenges to grid modernization do not lie in technological advances, but in identifying appropriate business models for each of the diverse market niches that comprise the energy ecosystem. Mr. Martini thus ended his speech by challenging STeLA participants to become better leaders, by developing deeper strategic thinking, judgment, people skills, and an understanding of relevant economics and policy.

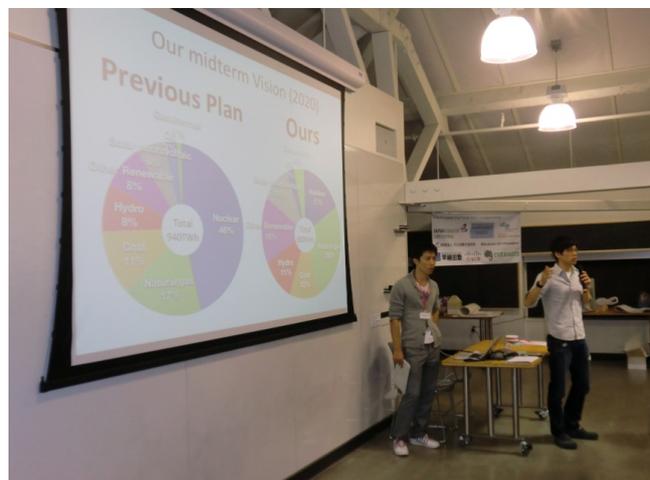
Following to the lecture, we had energy simulation game facilitated by Shiori Yoneda (STeLA-Japan staff). Groups of six people put together an energy portfolio from energy resources of thermal, hydro, nuclear, wind and solar power. The teams decided their portfolio each year and made annual energy generation plans. Each year, the energy demand and a random event that affected the energy production were announced and if the team failed to meet the demand, they had to pay a penalty. The winner was decided based on the amount of money saved overall in the end



Participants playing the energy simulation game

of the game. Half way through the game, an energy storage system was introduced and the teams were able to trade the energy they produced with each other. In this game, we exercised leadership skill of Sensemaking by understanding the complicated energy system as both a nation and several nations, as well as Relating by negotiating with the other teams.

After the simulation, participants presented the actual energy policies of their countries to understand what kind of resources they use and what kind of strategy they have in future. The presentations were made by teams from the US, Europe, Japan and China prior to attending the Forum, and each team had 10 minutes for the presentation. The participants were able to understand the background and the current picture of energy generation of each country. We also had an open discussion after the presentation and



Participants presenting their countries energy policy



participants held vigorous discussions based on understanding the importance of energy problems and how they differ across the globe.

4.2.5 Thematic Session (Biodiversity)

Due to rapid destruction of nature, maintaining biodiversity is becoming more and more important. Therefore, Biodiversity and maintaining it was the second subtopic at the Forum. Since genetically modified crops are being harvested as a result of improvements in science and technology, we focused on the influence on biodiversity by genetically modified crops. Participants learned the importance of biodiversity through lectures and case studies.

First Dr. Henry I. Miller gave a lecture on genetically modified crops and their regulations. Dr. Miller is from the Hoover Institute at Stanford University and conducts research on science philosophy and public policies. He worked for the FDA for 15 years and in his lecture he talked about his experience and the inefficiency of the government and the hesitation to make use of benefits of genetically modified crops. He especially focused on the story of “Golden Rice”; rice with enriched Vitamin A. “Golden Rice” had the potential to save hundreds of thousands of children all over the world, but it took nearly 11 years for approval. Dr. Miller’s lecture showed us the potential influence on biodiversity and difficulties in introducing genetically modified crops.

After Dr. Miller’s lecture, Yuki Ichikawa (STeLA-Japan staff) and Maya Nagasawa (STeLA-Japan staff) gave the participants a brief introduction on the current problems of biodiversity throughout the world. Through a video, the participants understood that many species have become extinct. After the video, the participants were divided into groups of six and had a discussion on whether or not endangered species should be protected and genetically modified organisms should be regulated. Through the discussions, the participants realized not only the importance of biodiversity, but also how differently opinions can vary.

Next, we had a case study on commercial productivity of genetically modified corns facilitated by Hann-Shuin Yew. This case study is based on a hypothetical genetically modified corn ‘Dronon39’, which is insect and drought tolerant. In the first part of the case study, the participants evaluated the environmental risks brought by Dronon39 through given experimental data. The data showed how it influences other organisms when they are fed the genetically modified corn. With this data the participants discussed and determined in groups about the risks of negatively influencing the organisms versus benefits of the modified corn. The risks and benefits were categorized in four levels and the participants chose how each organism should be ranked. Since there was no “correct” answer, the participants carefully evaluated each organism, based on their own opinions and the data provided.



Participants evaluating the environmental risks of GMO

In the later part of the case study, each group played a game of making policy recommendations on introducing Dronon39 or not in a virtual country called “STeLiA”. Each group was first given sets of data on the country’s situation. Two different sets of data were given to the groups who believed they all had the same data set. With this country’s data and the risk evaluation made in the first part, the groups decided whether or not Dronon39 should be commercially produced. Half of the groups received information that the country is in famine and the country needs drought tolerant corn. The other half received information that the country’s economy is held by tourism and introducing genetically modified corn will damage the ecosystem and the country’s tourism industry. Each group presented their policy by making a poster. As a result of giving groups different information, most of the groups given the information about famine agreed to introduce Dronon39 and most of the groups given the information about tourism opposed to introduce Dronon39. From this, the participants learned that biased information leads to biased conclusions. Thus, having correct and complete sets of data and Sensemaking are necessary for making decisions that affect an entire community.

4.2.6 Thematic Session (Water)

Water is an essential resource for life and good health. Lack of water to meet daily needs is a reality today for one in three people around the world. Globally, the problem is getting worse as cities and populations grow. The need to increase water supply for agriculture, industry and households is critical. This session at STeLA highlighted the health consequences of water scarcity, its impact on daily life and how it can possibly impede international development. We focused on water pollution caused by industrial, agricultural or household drainage water in developing countries. One of the solutions to this pollution is the development of water infrastructure and its relation to the water business. We delved deeply on the development of a “Wastewater Treatment Infrastructure”: the collection system, treatment plants and delivery system.

Dr. Kenneth A. Epstein from Principal, NewCap Partners, Inc. gave a lecture titled “Water is the New Oil”, which was about the investment climate for water technologies based on his experience in water businesses worldwide. In his presentation, Dr. Epstein described the challenges facing the water market, potential solutions in technology, and implications of these issues in energy and agriculture. Global water use is only estimated to increase substantially over the next decade, which could result in severe water shortages, particularly in North America and Africa. Currently, the major water markets include drinking water, high purity water (research), industrial wastewater and water used in agriculture, which takes a large majority of the total global usage. Water technologies, including desalination and water reuse through treatment and filtration, analogous to the oil treatment process, have been employed in order to counter the shortage in these markets. However, these technological solutions require constant energy input and have run into difficulties in implementation due to regulatory issues, the current infrastructure and lack of investment. As the main factors for investors include return on investment and time to market, it is essential to select the correct business model for the water markets in conjunction with development of technological solutions for low water consumption and water reuse.

Dr. Epstein’s lecture was a great introduction to the topic of water management and provided several perspectives on the issue, including the business aspect. He also brought up interesting points that connected the previous thematic sessions – water and energy use and water’s role in agriculture. In addition, it was directly



related to the final Negotiation Game, which was to select a business model surrounding a new water technology.

Jinfeng Li (STeLA-China staff) and Takahiro Nakao (STeLA-Japan staff) introduced the “water infrastructure” role-playing game. In this game, groups of six people were formed and each person was given a different role to play: businessperson, NGO representative, scientist, investor, developed country government representative or developing country government representative. The objective of the negotiation was to introduce a water infrastructure to solve the developing country’s water problem. In order to reach a suitable conclusion, the participants had to understand the relationship of all the stakeholders in the game. The game was wrapped up by remarks from Akira Kudo (STeLA-US staff) and most of the groups ended up with a conclusion to import water infrastructure with full support from developed country. The participants learned the difficulty and complexity of infrastructure development in connection with the stakeholders (Sensemaking), as well as had the opportunity to practice negotiation and discussion skills (Relating and Visioning).

4.2.7 Keynote Speech

The keynote speech for the STeLA Leadership Forum 2012 was delivered by Phil Libin, the CEO of Evernote. He spoke about his career, how he attained his position of leadership, and his personal philosophies on success. For example, Mr. Libin spoke at length about his management strategy. Many managers believe that they are the best people to do the majority of the work, but need to hire employees out of necessity. In contrast, Phil hires employees with the perspective that they can do the work even better than he can; he prefers to surround himself with peers who are higher in intelligence, not lower or equal. A participant also asked about Evernote and their competitors. Phil responded by explaining that Evernote is successful because they have the best product. They do not do extensive research into their competition, or try to sabotage their competition; they prefer to compare only to themselves to strive for the best. The participants were given a great opportunity to hear from the CEO himself of a well-known Silicon Valley startup, regarding management and operations strategy, as well as his personal approach to leadership success.



Keynote speech from Phil Libin, Evernote Corp. CEO

4.2.8 Site Visit

The purpose of the site visit is to step away from the deskbound discussions regarding sustainability and into real-world companies striving toward solutions. Seeing the approaches these companies are taking and hearing from employees who work on these issues every day deepens the participants’ understanding of environmental issues. There are many active startups and large firms focusing on environmental issues in the Silicon Valley, and many case examples from which to learn. Participants can understand comprehensively about each step of a company’s growth and vision through visiting mature companies already on the track and startup companies

beginning their journey.

First the participants visited SolarCity, a company leading the US market in developing systems for solar panels. Mr. Ben Tarbell, Vice President of Products, introduced the company and explained his view of the real picture of the solar business. After that, technical experts introduced specific technologies on solar panels and implementation projects that SolarCity has developed. The visit to SolarCity finished with a discussion with the employees and some souvenirs were given out to the participants who were able to answer questions based on the presentation and discussion.



Group picture in front of the SolarCity office

Next, the participants were divided into two groups. One group visited Google, a world renowned company famous as a search engine provider. Google's approach to resolving environmental issues was introduced, and participants were able to tour the company. They were able to feel the innovative atmosphere of an extremely large, successful company. The other group visited Armageddon Energy, a startup that assembles solar panels, and TechShop, another startup that provides workshop space, large tools and instruments to other start-ups. Participants



Inside the Armageddon Energy factory

saw the manufacturing process of solar panels at Armageddon Energy and actually experienced manufacturing at TechShop. Through these experiences, the participants were able learn about the startup culture of Silicon Valley.

Following the site visits, participants were able to share their different experiences with one another regarding visiting Google or the start-up companies, thus enhancing their learning about both types of organizations. The site visits enabled participants to learn more about actual situations where people are tackling environmental issues by learning about the methods of Silicon Valley companies. They also learned about the various perspectives and approaches by visiting companies in various forms and stages and having the opportunity to discuss with and ask questions of both managers and technical experts.

4.2.9 Group Project

The Group Project is arguably the most important piece of the STeLA Leadership Forum. The participants of the forum are divided into groups to finish a task in less than three days that challenges their creativity, teamwork



and leadership skills. We believe that through a challenging situation, with a limited amount of time, participants are able to utilize the leadership skills they have learned and become aware of their group dynamics and how to improve performance.

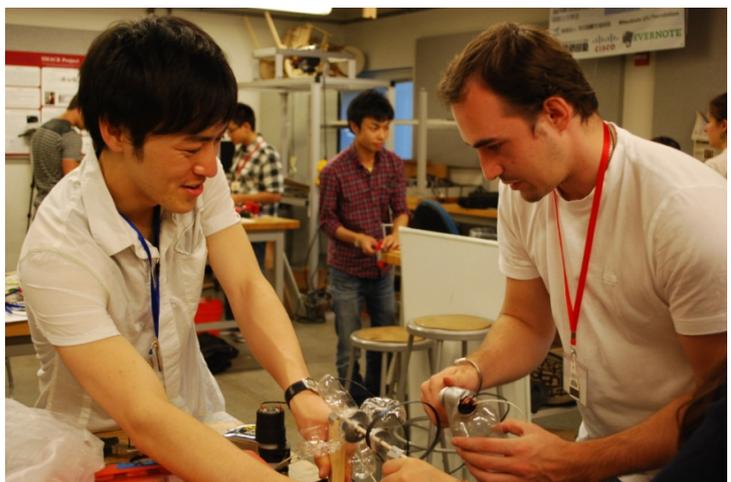
Zero energy buildings or buildings with zero net energy consumption and zero carbon emissions, is an important progression toward a sustainable future. As part of 2011 year's topic "Environmental Sustainability", participants were tasked with designing a model of a "sustainable house" that can provide the daily needs for a family living inside, minimizing energy costs.

The group project was made up of the two parts this year, one with more specific criteria and the other part more open ended. The first part, as explained above, was to build a model of a "sustainable house". The house was assumed to be built in Malibu, Phoenix or Calgary, all with different geographic and climate conditions. After an introduction to green buildings from Quntao Zhuang (STeLA-China staff), participants were able to tour a green building on the Stanford campus to learn more about zero energy buildings. This section required highly cooperative teamwork and excellent visioning skills. The design of this section aimed to enhance teamwork and recognize when a team is not performing well.



Participants creating a model of a "sustainable house"

In the second part, each group was made to focus on one part of the house, either the house itself or the interior. They were able to build some kind of a mechanism that enhances the sustainability of the house or furniture for a specific room built from recycled materials. The mechanism or furniture had to be to scale for actual use and therefore required practical creative skills and efficient usage of limited resources. The second part was announced halfway through the Group Project, which added pressure to an already challenging situation.



Participants creating furniture from recyclable materials

However, pressure often shows groups where their weaknesses truly are and allowed participants to also focus on the leadership models and skills they had learned throughout the Forum.

The resulting group projects are as follows:

Group 1: They chose Malibu as the location of their sustainable house and made a model with main themes of: luxury, usage of local material, and quality of life. The house was equipped with a model of a wind power generator made by a motor. They made a small basketball hoop for children to play with by reusing planters as a piece of recycled furniture.



Group 2: They chose Malibu as the location of the house and named their house "Smile". It included a model of a water power generator and a bio generator and the house reused dirty water to flush toilets or water gardens. They made a food mixer with a motor and a plastic bottle as their recycled machine.



Group 3: They chose Phoenix as the location and made a sustainable house that is equipped with a geothermal generator, wide windows to take advantage of external light and a swimming pool at basement to help regulate temperature. As for the recycled furniture, they made a mobile by using floppy disks and wood.



Group 4: They made a sustainable house named "Dog house" which is located in Malibu. It has a unique roof with a garden for vegetation, which also decreases the temperature of the house. They made a small table and dishes by using planters and bins as their recycled furniture.



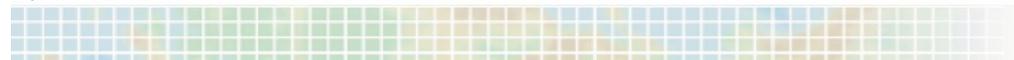
Group 5: They made a sustainable house named "STeLA Submarine" in Calgary. The house itself can float on the lake and therefore it has a hydropower generator.



Group 6: They chose Malibu as the location and made a dome shaped sustainable house. In the center of the dome shaped house, there are several pipes through which dirty water is filtered and the pipes decrease the temperature of the house. They made a chair and a table that can store wine inside from old cardboard boxes as their recycled furniture.



Group 7: They chose Calgary as the location of the house and made a house that can float on the lake. The house is equipped with the solar panels and the angle and direction of the panels can be adjusted by rotating the house on the lake. As for the recycled furniture, they made photo albums and a small chair made from video cases and floppy disks.



The output of the Group Project was evaluated on three criteria: the quality of the sustainable house and pieces of furniture, the quality of the presentation and the teamwork. The judges and audience were involved in the judging and assessment of the projects.

4.2.10 Final Presentation

In the final presentation, the participants present what they made at the Group Project. The final presentation is open to the media and public in order to share what we have accomplished and reach out to the greater community. Jennifer Howard (STeLA-US President 2011) first introduced STeLA and then Dr. Maoyen Chi, Cold Spring Harbor Asia, CEO, who gave an opening speech. After that, the participants made presentations in front of the judges and audience. The judges were Dr. Chi; Consulate-General of Japan in San Francisco Deputy Consul General, Michio Harada; Tokyo Institute of Technology Associate Professor, Shigeki Saito; and Delft University of Technology Professor and Dean, Peter A. Wieringa.

4.2.11 Large Reflection

At the end of the Forum, a large reflection was carried out to look back at what the participants and staff learned throughout the week. To start out, Keli Yen (STeLA-US staff) provided thought-provoking questions about the forum and the participants formed small groups and carried out a discussion style called “World Café”. In this “World Café”, participants gathered around a facilitator who took notes and comments of the discussion for each question. When the question changed the participants gathered around a different facilitator. By repeating this process the participants and facilitators were able to learn from several people and accumulate various comments in a short amount of time.



The “World Café” discussion among the participants

After the “World Café” discussion, Yuka Nomura (STeLA-Japan staff) explained about the history of STeLA and several “new” staff members spoke as to their aspirations for joining STeLA and what their first year as a staff member was like. They encouraged participants to remain actively involved and join as staff to create next year’s forum. Mayu Yoshikawa (STeLA-Japan staff) continued explaining next year’s plans for the Leadership Forum and Keli Yen finished the session by eliciting further comments and remarks from several participants and staff members regarding their opinions on the year’s forum.



Group picture of STeLA Leadership Forum 2011 participants and staff with Phil Libin, CEO of Evernote

4.3 Debriefing session

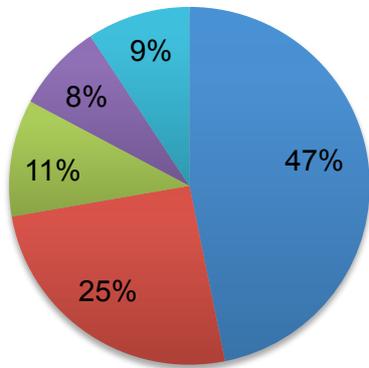
STeLA holds a debriefing session after the annual leadership forum. The objectives of the debriefing session are to 1) report our annual activities to sponsors and supporters, 2) announce our activities to the general public, and 3) tighten the network between current staff members and alumni. In STeLA-Japan, a debriefing session was held on October 15th, 2011 at the University of Tokyo, and about 70 attendees including sponsors, STeLA advisors, students and company employees from the public, alumni, current staff members, and 2011 STeLA Leadership Forum participants attended. Current staff members introduced our activities and leadership program in detail, which successfully provided the attendees a more profound understanding of STeLA. For the staff and past participants, the introduction reemphasized the significance and social responsibility of STeLA's activities and the hard work of the staff members. After the debriefing session, a social hour was held at the University Tokyo, where messages from alumni, introductions of the STeLA-Japan 2012 executive members, a speech from the STeLA-Japan advisor, and a message from STeLA-Japan president were presented to the attendees.



Debriefing session in STeLA-Japan

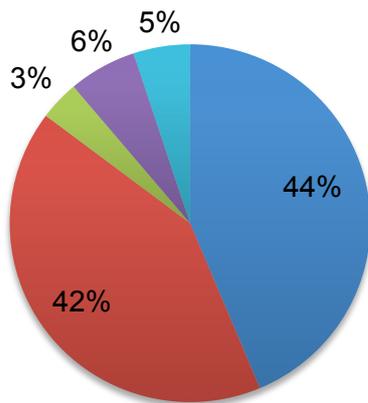


Income



- Participation Fee
- Grants
- Donations from Organizations
- Donations from Individuals
- Other

Expense

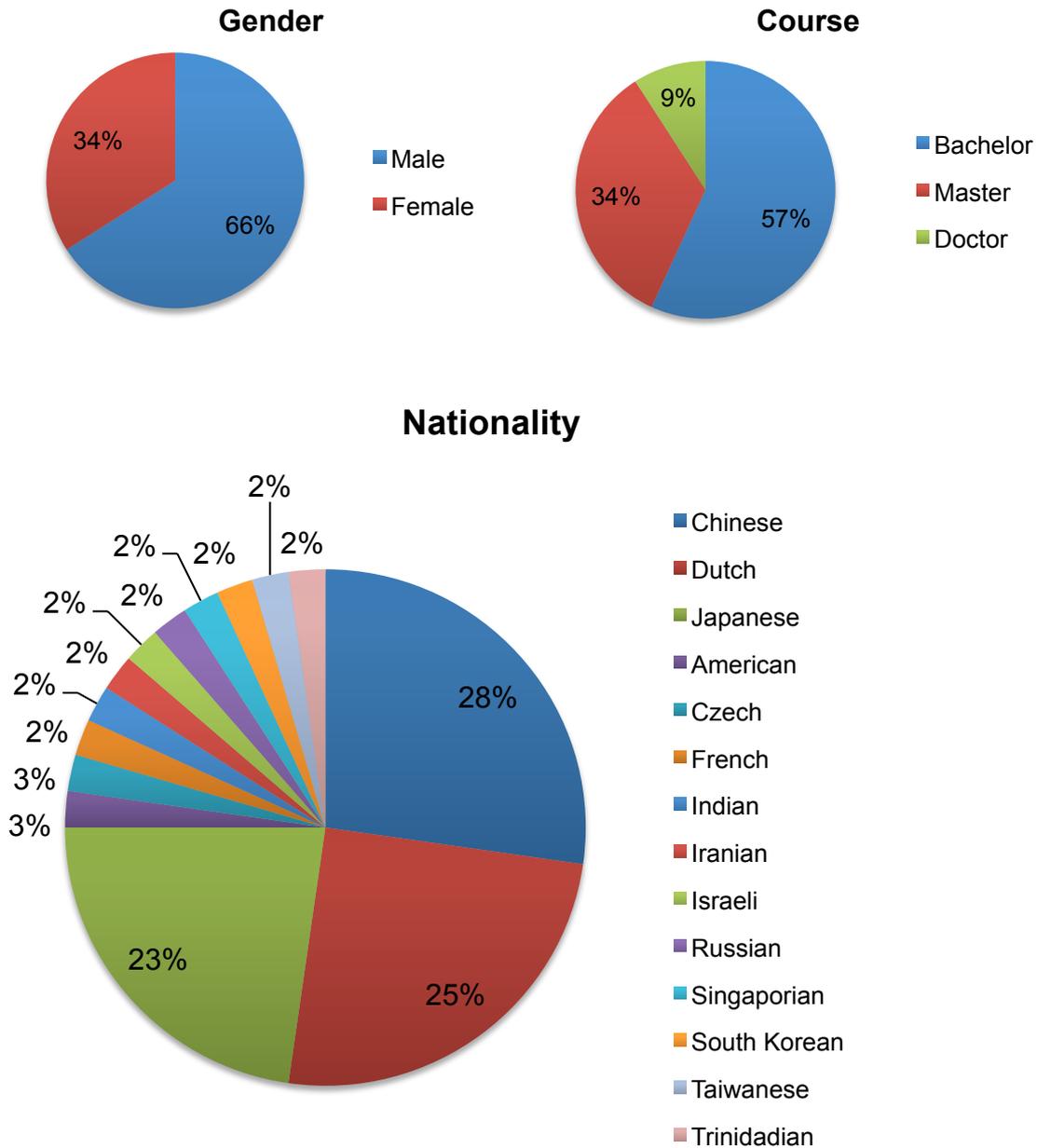


- Accommodation
- Food
- Travel
- Conference
- Other



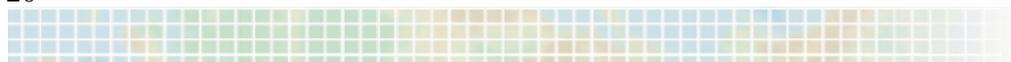
6 Participants and Staffs

6.1 Statistics of Participants



6.2 List of Participants

Name	Affiliation	Major
STeLA-USA: 9 people		
Bryan Chen	Stanford University	Department of biology, Humanities & Sciences
Carlos Saborio Villalta	University of California, Berkeley	Department of Legal Studies
Jonathan Batscha	Massachusetts Institute of Technology	Computer Science & Engineering, Sloan School of Management
Matthew Chu Cheong	Princeton University	Department of Mechanical & Aerospace Engineering
Pallav Agrawal	Stanford University	Department of Civil & Environmental Engineering



Petr Johanes	Stanford University	Department of Materials Science & Engineering, School of Engineering
Taeho Roy Kim	Stanford University	Department of Materials Science & Engineering, School of Engineering
Sy Bohy	Stanford University	Department of Materials Science & Engineering, School of Engineering
Tomoko Iwata	Kitasato University / University of Washington	Department of Clinical Medicine (Biostatistics), School of Pharmacy
STeLA Japan: 11 people		
Kei Nagao	University of Tokyo	Department of Materials Engineering, School of Engineering
Keita Abe	Hokkaido University	Department of Environmental Science Development, Graduate School of Environmental Science
Michiko Namazu	Kyoto University	Department of Urban & Environmental Engineering, Graduate School of Engineering
Minami Ichida	Osaka University	School of law
Navvab Khajeh Hosseini Dalasm	Tokyo Institute of Technology	Department of Mechanical & Control Engineering, Graduate School of Science and Engineering
Ryu Koide	Waseda University	Department of Resources and Environmental Engineering
Seng-Tat Chua	Keio University	Graduate School of System Design & Management
Shimpei Ohsugi	University of Tokyo	Graduate School of Interdisciplinary Information Studies
Takahiro Yamamoto	London School of Economics	International History
Taku Nakane	University of Tokyo	Pathology, Immunology & Microbiology, Graduate School of Medicine,
Yuki Kawana	Waseda University	Department of Global Political Economy, School of Political Science & Economics
STeLA-Europe: 12 people		
Chris Rozemuller	Delft University of Technology	Department BioMechanical Design, Mechanical Engineering
Ekaterina Zatsepina	Ecole Polytechnique	Master at Engineering & Innovation Technologies
Emiel Barten	Delft University of Technology	Department of Precision & Micro Engineering, Mechanical Engineering
Emma van Bruggen	Delft University of Technology	Faculty of Mechanical Engineering and Chemical Engineering
Erik van Berchum	Delft University of Technology	Faculty of Civil Engineering & Geosciences
Floor van Schaik	Delft University of Technology	Faculty of Technology, Policy & Management
Hussain Alkisaei	Delft University of Technology	Structural Engineering, Civil Engineering
Johanna Hoogslag	Delft University of Technology	Faculty of Technology, Policy & Management
Olga Seminck	VU-University Amsterdam	Linguistics, Faculty of Arts
Pepijn Cox	Delft University of Technology	Faculty of Mechanical, Maritime & Material Engineering
Philippe Lee Meeuw Kjoie	VU University Amsterdam	Faculty of Psychology & Education
Valerie Goemans	Delft University of Technology	Faculty of Mechanical, Maritime & Material Engineering
STeLA-China: 12 people		
Yi'an Dong	Peking University	Graduate School of Engineering
Xiangyu Hou	Peking Institute of Technology	School of Mechanical and Electronic Engineering
Xiang Li	Peking University	School of Physics

Dongze Lu	Zhejiang University	Department of Finance & Banking, School of Economics
Meng Ning	Peking Institute of Technology	Department of Optoelectronics, School of Engineering
Jing Tian	Peking University	College of Chemistry & Molecular Engineering
Miao Wang	Peking University	Department of Applied Mathematics, School of Mathematical Science
Shuyan Wang	Peking University	Department of Energy & Resources Engineering, School of Engineering
Yuanda Xu	Peking University	School of Physics
Kai Yan	Peking University	School of Physics
Fang Yi	Peking University	Department of Electronics, School of Electronics & Engineering & Computer science
Boxuan Zhao	Peking University	Department of Chemical Biology, College of Chemistry & Molecular Engineering

6.3 Remarks from Participants

I love the concept, I love the purpose, and I love the end result. Bringing people together from different cultural background is a major step toward solving, in the future, problems facing our world, not as a broken set of interests, but as a global collective. The only thing I would change slightly is perhaps making the pre-orientation to Stela more clear on what exactly the forum will be about, its format and so forth. The Energy simulation was incremental and really well designed as a game. It also encompassed a lot of different aspects of team-building and collaboration with other groups. The group project was my favorite because it bonded our team through our shared vision. We learned a lot of good things about each other, and learned how to execute on our idea. Water lecture was good since the guy actually explained the issues around water investment.

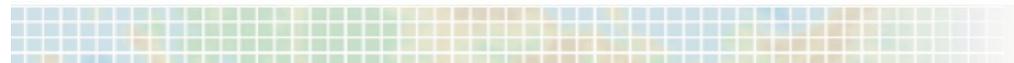
Sy Bohy (STeLA-USA)

I feel it was an excellent forum and certainly one of the most fun eight days I have spent in my life. Any amount of praise that I shine upon it would be meaningless because it can't do justice to how rich an experience it was. I just felt that the team distributions could've been a little better. Also, there could have been another large group reflection. I also found the 12am time limit to work in the workshop absurd. But apart from these things, it was such an amazing learning and bonding opportunity. The mental model game really helped me in realizing that I made a lot of inferences and generalizations and I have reduced doing that ever since attending the session. The Beer distribution game was a lot of fun and it really gave us power in our hands and at the same time, made us feel helpless about other departments. The site visits were very inspiring, specially the Tech Shop visit. The Group project was such an emotionally and physically exhaustive experience, but the presence of excellent teammates and helpful facilitators made it a memorable experience.

Pallav Agrawal (STeLA-USA)

I joined STeLA 2011 as a non-scientist/engineer, hoping to learn from others as well as to add some fresh perspectives. I do not quite know if I succeeded in the latter, but it was undoubtedly a great learning experience. What distinguishes STeLA from other international exchange programs is that it really cares about what you are learning throughout the program. Daily reflection at the end of each day's program, which is held among your teammates with facilitators, is a great way to make the best use of your experience that is fun, intense but often stressful. Disentangling the source of your frustration and discontent and sharing them with your teammates allows you to delve into your mind and tell who you really are and how you see the world. Knowing yourself is an important first step that is usually neglected by someone aspiring to be a good leader. It also helps you build a strong team spirit that could not otherwise be obtained. I would recommend STeLA to anyone who is motivated to learn new ways of thinking and interacting with others, ready to be disagreed and challenged, regardless of their field of expertise. Do not be discouraged if the theme of the forum looked unfamiliar to you. It is not about knowledge. It is about something far more important than that.

Takahiro Yamamoto (STeLA-Japan)



Days in Stanford were the most fruitful time in my life. I can recall each moment vividly, but cannot avoid something passionate welling up in myself. Although it's difficult to explain adequately, I write two things here: one is about my learning related to leadership which STeLA holds as one of its vision, and another is learning from my friends as one Japanese myself.

STeLA gave me great opportunities for "Showing leadership in minority". At first, it was cooperation at the preparation toward forum with Japan delegates. Since it's voluntary activity and delegates don't have interest or high responsibility, it depended on individuals how much they commit and learn from this activity. In the circumstances, it was good challenge to find out meanings of cooperation, to make team and goals in order to maximize this opportunity for me. In the end this gave me great sense of accomplishment and also sense of immaturity myself.

Cooperation with delegates from EU, China and USA was so significant. I first realized how incompetent I am in the English discussion. But with this disadvantage, I listened to members and committed to support the team more than ever before. This led me to get appreciated in the team and to take important role supported by kindhearted consideration from teammates. In Japan, my main role was to organize team like manager. But here I took the mainline role being pulled up by teammates through my supportive commitment to the team. Although this was totally different leadership I took as the target, I learned how important it is to support teammates.

The most wonderful thing in the forum was to have had friends all over the world. I'll get a bit side-tracked though, I thought it's difficult to truly understand each other and cooperate together beyond difference of language or culture. But through the interaction with delegates, now I feel it's originally possible. They are more accustomed to get along with people from different background since they have various races inside their country or outside. I could even find my role model in them and now I definitely would like to work with them in the future.

I had many lessons from them. Add to their major, they have broad view toward other fields and society holding strong ambition for applying their research to the practical use. I also felt it real that the culture of being active and open-minded, which is often pointed out as their eminent tendencies compared with Japanese.

But what I want to mention in the end is that there were some things Japanese can be proud of themselves. Carefully considered attitude toward member's personality is (in worth case it can be hesitation though,) so eminent tendency of Japanese that everybody hopes to work with you. And our thoughts and actions are rational and intellectual enough to take important role in decision-making. If barrier of language could be removed, Japanese can commit much more in the world. And in this sense of removing barrier, China delegates were well practiced. I feel Japan need to learn from China and world once more in order to put our virtue in use for the world.

Shimpei Ohsugi (STeLA-Japan)

First of all, I appreciate everything and everybody in this forum. This forum made me consider the difficulty to behave well among those who have different knowledge and values. I tried to find what I should do to make group better for our goal, but in vain. My ability was too poor to contribute, though I thought that my virtue was supporting others. And through this forum, I've reconsidered what leadership is. Before forum I've only set definition, "leadership is to make people better by being" but not imagine which ability is needed to realize "support leadership". But now, to change one's role understanding team's goal, purpose and circumstances is the ability of support leadership, I think. I'd like to learn this ability in the days ahead. Moreover I'm going to try to realize other type of leadership like mover too. I really learned a lot through this forum. However, I've not able to review all sessions or activities in this forum. So I'd like to repeatedly consider what I've not yet and apply it to activity in the future. Lastly this forum was beautiful opportunity to meet many people from various countries. I learned how to communicate with those people. I really appreciate this experience.

Minami Ichida (STeLA-Japan)

First of all, I would like to thank all related to STeLA forum about giving such a special opportunity to learn and grow up a lot to me. Through the speeches, lectures, games, site visits, and group projects, I learned and experienced a number of things. I was really happy to attend the forum.

During the forum, every day I had many new findings and it was quite amazing for me. Through the forum, I spent a lot of time with group project members. We noticed, leaned and thought about numerous things together. The mood of the group was so comfortable for me. I felt that I wanted to tell my ideas to the members, and I was sure that they would understand them even the ideas opposed to the others or my English skills were so poor. The mood could happen because we shared a common vision and tried to understand the others' opinions to achieve the vision in better way instead of beating the others' opinions. Based on that, we trusted each other and could work as a group together not individually. Therefore each member could be aware the roll in the group, and could try the best on the works with confidence.

Through the forum, I noticed how important and interesting the leadership as group was. Before attending the forum, I thought leadership means to take the responsibility and lead the others as representative, but I learned there were many other leaderships and they were also important. I'm excited to try and use what I learned during the forum in the future now.

Although STeLA forum was ended, our group project has not finished. At the beginning of group project, we talked and decided our two goals. The first goal is to enjoy the group project, and the second goal is to meet again in the next STeLA forum.

Michiko Namazu (STeLA-Japan)

The experience in STeLA forum was amazing. All experience such as discussion with students from other countries, learning framework of leadership, and going to Stanford University which is one of the best university in the world, stimulate me very much.

The summary of my thought for the forum was "shocked" or "lost", but they are not in the sense of negative. The forum was well organized, and I learned a lot. Leadership session is very helpful to construct concrete image of leadership. Thematic sessions provided new information about each topic. The most important point is that my weak points were revealed through the forum.

First, I strongly felt that I must improve my English skill much more. Even if I have some grammatical mistakes, I have to be more fluent and smoothly at speaking. During discussion, everyone is serious and focusing on the contents, so they speak fast and insist their opinions. I was with all I have to catch up the contents of the discussion and could not assert my opinion strongly. In addition, I could not understand all of the lectures and sessions due to lack of English skill. STeLA is a great opportunity to learn leadership framework and other things. Therefore, it is a waste if I could not learn all of their substances.

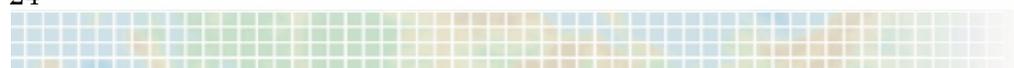
Also, I found that my leadership skill is insufficient to lead a group which has a lot of "leaders". I believe that I was a good leader in my community. To use the four player model, I was a "mover" in the group. However, with other movers, who have better ideas and more eloquent, I was completely helpless against them. I could not relocate my position in the group. I understood the four player model on the surface, but I could not apply it practically. This was very good experience for me. I would encounter a variety of situation discussion, and I would have to be flexible to make discussions better. Therefore I have to have training to be more flexible for discussion. The STeLA forum taught me this.

The experience in the forum changed my mind, and will change my life. I have already started a training to improve my speaking English, and looking for opportunities of discussions. My thought emerged from the experience is changing my daily life and it will change my future. I am hugely grateful for the forum, other delegates and staffs.

Keita Abe (STeLA-Japan)

I sit here in my room back in Japan, missing all the people that I met at the STeLA forum 2011. This is enough to allow me to look back at the forum and say that it was a week spent worthwhile. However, there are many other aspects to add to this satisfying emotion, and I'd like to share one of them. It was a learning experience that was given to me by a group-mate called Meng. Our group was fast in developing group chemistry/dynamics but there was still something wrong lingering in the air. During a reflection session Meng brought this up, and expressed her unsatisfied and sad emotions towards the group's situation. It turned out that it was in our consensus that the group was working efficiently, but yet we were not being open to each other. After this reflection session, our group atmosphere changed drastically as we were able to interact with one another on an emotional level, leading to better teamwork and productivity. Meng's courageous confession taught me of what true courage is; the power to be the first in doing the uncomfortable things that should be done but yet no one wants to do.

Kei Nagao (STeLA-Japan)



STeLA is a platform that brings together a bunch of dynamic and motivated individuals and it had been a stimulating experience interacting with the participants and staff over the eight-day period. Learning to navigate the difference in working styles of people from various backgrounds and cultures that I was greeted by and reminded of at the beginning of the forum was a key takeaway. In closing such a gap, I find there is value in not only being more assertive in expressing one's views, but also to lend a listening ear and acknowledging other people's opinions. More could have been done, however, to work out a shared vision and having the vision percolate down to each and every team member.

While a fruitful session, I thought the forum could have benefited from a greater (and perhaps more thought-provoking) discussion on the issues of leadership and sustainability. For instance, a debate on the prevailing ethos of consumption and "more is better" and how it affects environmental sustainability would have added another dimension on how realistic it is to achieve sustainability given the current trajectory of global growth. Also, very often, discussion on leadership models tends to be Western-centric, and a treatment of the differences in perception of leadership in various cultures, might have given a better balance to the topic at hand.

Seng-Tat Chua (STeLA-Japan)

Feedback! Reflection!— 'What did you learn from the session?' 'What role did you play?' 'It was the visioning in the leadership theory!'—The air was filled with these 'feedback' words every day. STeLA forum gave us enormous opportunities for learning through feedback sessions among various lectures and group works. The most significant feature of the STeLA forum is organic integration of leadership lectures and practical group works. The whole of a week camp was organized to flow from 'theory' to 'practice'. The forum was well organized in this effective method because we cannot learn only from passive classroom lectures nor random group works.

The most impressive time in the forum was the reflection sessions. We spent more than one hour every day for it to share and discuss our soul-searching, observation, awareness and opinions. Although my teammates from China, the Netherlands, Korea and the US had different cultural and educational background, as well as different personality and sense of values, we shared the common goal: to learn leadership and sustainability. During various group works and reflection sessions, we have been finding strengths, weaknesses, tendency and personality each other, as well as solving problems and improving efficiency of the team. Through this process, we have learned a lot about leadership and team building, about myself, and the importance of reflection.

In this age of globalization, expectation of society regarding science students who can work abroad in multicultural environment is getting higher and higher. I believe that the STeLA forum, which we can get leadership education and international experience at the same time, is very meaningful for all science students.

Ryu Koide (STeLA-Japan)

I'm really glad I was able to participate in the forum. I learned a lot in a short time and had the opportunity to meet a lot of nice people from all over the world and befriend them. It gave me the tools to improve my leadership and it actually did raise my awareness on the current state the planet is in. All in all a very valuable experience. The leadership lectures really force you to look at yourself and the games are fun, but also give you a chance to perceive what was talked about during the lectures. You can really learn a lot from it. I liked the keynote speech because he was a very animated speaker and how he worked is different from what I've heard from CEO's so far. The group project was a chance to put everything we'd learned so far into action and I really liked my group, so working with them was a lot of fun. Also, you're really confronted with the cultural differences during the group project.

Valerie Goemans (STeLA-Europe)

It was an amazing experience! I met so many nice people and had inspiring lectures and the group project was really challenging, but the result is something to be proud of! I liked the 4 player model, because this is something you see a lot in practise, so it was really an eyeopener and good to become aware of. I also liked the visioning as first we needed to have a look at our own vision, which was kind of self-awareness and after that getting own shared vision was really fun with the group. Everybody was so creative and cooperating, I liked that a lot. The cooperation between the different cultures during the group project was also so nice to

experience, and although it was hard work, we were all proud of our result! The keynote speech was inspiring, very nice to hear someones personal story.

Flore van Schaik (STeLA-Europe)

Wonderful experience! I loved it! I learned so much more than I expected, I met amazing people and I had a truly incredible time! Without realising it, everyone was learning while doing. I enjoyed the way in which we could reflect later on, only to see what what happened exactly. In addition, I really liked the fact that the project was a hands-on exercise. My studies is mostly theory, listening, reading, learning - we never actually produce something 'touchable', it's always a (computer) model. It was very refreshing to actually make something. I liked the beer distribution game because it showed so well how a step function causes fluctuations.

Jo Hoogslag (STeLA-Europe)

STeLA Forum really was an amazing experience, so much things we learned in one week and so much fun while doing it. It really was great! Well of course the group project was a very nice experience, putting the information in practice what we learned in the beginning of the week. It was very special to get a tour around campus on Google. 4-Player Model was a very interesting lecture and the beer distribution game was also really nice, also with the twist at the end that actually no one did it great and getting explained why that is.

Philippe Lee Meeuw Kjoie (STeLA-Europe)

During the seven impressive days, I learnt a lot of new concept of leadership and practice them in different projects with both interesting discussion and hard working. The most import thing for me is to know the advantages myself clearly and try hard to improve it by communication with others from all over the worlds. Even though seven days are not very long, STeLA expended my views to teamwork and the issues about our whole world. It taught me ways to improve myself in the future and I will be always willing to learn new leadership knowledge. "4-Player Model" lest me know a new concept of leadership and how to make our group more effectively. The part of "Visioning" provides a chance to use our sustainable knowledge, leadership skills and imagination to finish a simple but impressive project. Energy Simulation needs more skills of calculating which I am good at and talking with others from different groups to make more profits is very interesting. The final project means a lot to me, it is such a hard work but we really enjoy it

Hou Xiangyu (STeLA-China)

I think it's a very special forum. It's really provide us some new idears about leadership and chances to put this into practice. The goal of STeLA seems too big to achieve, but it really made a markable difference in those fields. The 4-player model give me a brand new defination of leadership. The keynote speech give me more passion for my dreams. The water role-playing game was a good chance for me to put the leadership we learnt into practice, because in this part, no one backed me up, I had to speak for myself and fight on my own. The GP part was the most goal we were asked to achieve in those days and I found out that we can really achieve something in this part.

Jing Tian (STeLA-China)

STeLA, an amazing forum dedicated to enhancing leadership of every participant and staff who are interested in science and technology issues, possesses great potential in this high-tech modern world. It breaks prejudices across countries. It extends boundaries of our thinking patterns. It equips us with essential capacities for a good leader and also a competent team member. Apart from all these, I think the surprise and pleasure of meeting a whole new world and a bunch of totally foreign people is the reason why I like it here, want to stick to and devote my passion to it.

Xiang Li (STeLA-China)



6.4 List of Staff Members

Name	Affiliation	Major
STeLA-USA: 18 people		
Albert Cheng	Massachusetts Institute of Technology	Computational & Systems Biology Program
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Azadeh Moini	Stanford University	Department of Electrical Engineering
Brianne Holmbeck	Massachusetts Institute of Technology	Bachelors of Science in Biology, Minor in Psychology
Chris Moses	Massachusetts Institute of Technology	Bachelors of Science in Brain & Cognitive Sciences
Doohee You	University of California, Berkeley	Ergonomic design, School of public health
Hann-Shuin Yew	Harvard University	Department of Molecular & Cellular Biology
Jennifer Howard	Georgia Institute of Technology	Department of Electrical Engineering,
Jeremy Kuempel	Massachusetts Institute of Technology	Department of Mechanical Engineering School of Engineering
Joe Hsueh	MIT Sloan School of Management	System Dynamics Group
Keli Yen	Monterey Institute of International Studies	Public Administration/ International & Nonprofit Management
Kyriacos Koupparis	University of California, San Francisco	Biomedical Sciences, Graduate program
Mari Nishino	University of California, San Francisco	Department of Biochemistry, Infectious disease
Masaru Tsuchiya	Harvard University	School of Engineering & Applied Sciences
Min-Sun Son	Stanford University	Department of Bioengineering, School of Engineering & Medicine
Shan Riku	Stanford University	Stanford Graduate School of Business
Sophie Walewijk	Stanford University	Department of Civil & Environmental Engineering
Yosuke Sugishita	Suffolk University	Department of Physics & Computer Science
STeLA Japan: 22 people		
Emiko Mitsumori	Seikei University	Department of Science and Engineering, School of Science and Engineering
Fahim Khan	University of Tokyo	Graduate School of Interdisciplinary Information Studies
Haruka Namiki	Waseda University	School of Commerce
Jieun Shin	University of Tokyo	Department of Chemical System Engineering, Faculty of Engineering
Junichi Nishida	Tokyo Institute of Technology	Department of Mechanical & Aerospace Engineering, Graduate School of Engineering
Kazuya Tanaka	University of Tokyo	Department of Technology Management for Innovation, School of Engineering
Kenji Sato	Waseda University	The Graduate School of Commerce
Masahiko Muramatsu	University of Tokyo	Department of Advanced Interdisciplinary Studies, School of Engineering
Masao Kanazawa	Tokyo Institute of Technology	Department of Mechanical & Control Engineering, Graduate School of Engineering
Masaru Nagura	University of Tokyo	Department of Nuclear Engineering & Management, School of Engineering
Maya Nagasawa	University of Tokyo	Department of Physiological Chemistry, Graduate School of Pharmaceutical Sciences
Mayu Yoshikawa	University of Tokyo	Department of Medical Genome Science, Graduate School of Frontier Sciences

Natt Leelawat	Tokyo Institute of Technology	Department of Industrial Engineering and Management
Nobutada Yokouchi	University of Tokyo	Department of Civil Engineering, Faculty of Engineering
Riichiro Kimura	University of Tokyo	Department of Chemical System Engineering, School of Engineering
Shingo Kawashima	University of Tokyo	Department of engineering, School of Systems Innovation
Shiori Yoneda	University of Tokyo	Department of General Systems Studies, Graduate School
Takahiro Nakao	Tohoku University	Department of Chemical Engineering, School of Engineering
Takeshi Sumida	Keio University	School of Fundamental Science & Technology, Graduate School of Science & Technology
Yuka Nomura	University of Tokyo	Graduate School of Interdisciplinary Information Studies
Yuki Ichikawa	University of Tokyo	Department of Physiological Chemistry, Graduate School of Pharmaceutical Sciences
Yuki Tanihara	Waseda University	School of Commerce
Yuhsuke Iwasaki	Waseda University	Applied mathematics, Fundamental Science & Engineering
STeLA-China: 10 people		
Xiaozhou Che	Peking University	School of Physics
Xin Chen	Peking University	Department of Computer Science, School of Electronics Engineering & Computer Science
Jingwen Zhao	Peking University	Department of Chinese Ancient Architecture, School of Archaeology and Museology
Jinfeng Li	Peking University	College of Environmental Sciences & Engineering
Quntao Zhuang	Peking University	School of Physics
Zhaoyang Jin	Peking University	School of Energy & Resource, College of Engineering
Lingxue Zhang	Peking University	School of Life Sciences
Yurui Zhou	Tsinghua University	Department of Precision Instrument & Mechanology
Yu Liu	Beijing Institute of Technology	School of Mechanical & Vehicle Engineering
Yunfan Yang	Peking University	School of Mathematical Science

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Individuals

Yasuo Iwako, Kohtarō Umezawa, Taesuhiko Ogawa, Masao Kanazawa, Hiroshi Kaminaga, Seng Che Koek, Kei Koshida, Sho Shiroto, Masahiro Sugiyama, Kosuke Takahashi, Kazuya Tanaka, Jiyoung Che, Fumitaka Furuya, Brianne Holmbeck and Others

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Support

Embassy of the United States, Japan

Ministry of Foreign Affairs

Consulate-General of Japan in San Francisco

Ministry of Education, Culture, Sports, Science and Technology

Grant Program for International Activities by University of Tokyo Students

8 Media Coverage

Oct. 5, 2011 Kagakushimbun



Sep. 17, 2010 Kagakushimbun



March 2011 Jikken Igaku



9 STeLA Alumni Network

STeLA holds various events in order to maintain the STeLA network produced by every year's forum. STeLA-Japan has held an annual Alumni Forum since 2010, aiming to provide more opportunities for past forum participants and staff to continue their learning and strengthen the STeLA network. The Alumni Forum 2011 was planned in March, but was postponed and held on July 30th due to the Tohoku Earthquake.

More than 30 participants attended the Alumni Forum 2011. They were the participants and staff of past forums, and current staff. The Forum consisted of four sessions, such as updates of recent STeLA activities, discussion on possible collaborations among alumni members and discussions regarding the future of STeLA. Through intensive discussions, participants recognize and recount the impact STeLA has had on their careers. Many participants mentioned that what they have learned in STeLA has been helpful in their jobs in terms of communication, presentation and facilitation as well as broad understanding of global issues. Not only has STeLA helped them, but they also help STeLA to improve. Their discussions provided many suggestions and inspirations, which will enable STeLA to create a more fruitful educational environment throughout the future.



Panel discussion at the Alumni Forum 2011

10 Plans for STeLA 2012

October 2011 STeLA-EU branch officially launched
August 2012 STeLA Leadership Forum 2012 held in Tokyo

STeLA Leadership Forum 2012 in Tokyo

Organized by STeLA

Date: Mid-August 2012

Venue: National Olympics Memorial Youth Center, Tokyo

Participants: 48 students from US, JP, CN and EU

Forum Topic: Natural Disasters



The year 2011 was a year with many natural disasters. There were earthquakes, hurricanes, mountain fires, and volcano eruptions all over the world. Especially devastating was the earthquake that struck Japan, which is known to have some of the world's best countermeasures against such disasters. However, the catastrophe revealed that there are still many unresolved problems in disaster prediction, disaster prevention, information disclosure, etc. Science and technology plays a major role in facing natural disasters, and therefore we believe that it is suitable to choose such a topic for the STeLA Leadership Forum 2012.

11 Acknowledgements

STeLA Leadership Forum 2011 could never be held successfully without the support, suggestions, encouragement, inspiration, and companionship from many people.

Our heartfelt appreciations go to Ms. Patricia Gercik from MIT-Japan Program, Prof. Hideyuki Horii from The University of Tokyo, Associate Prof. Shigeki Saito from Tokyo Institute of Technology, Prof. Richard B. Dasher from Stanford University, Assistant Prof. Hiraku Sakamoto from Tokyo Institute of Technology, Associate Prof. Kazuaki Inaba from Tokyo Institute of Technology, Assistant Prof. Hiroshi Kaminaga from The University of Tokyo, Prof. Ichiro Sakata from The University of Tokyo, Prof. Takayuki Itoh from Ochanomizu University, Director, secretary general Hiroko Nishida from Kamenori Foundation INC., Mr. Fumitaka Furuya from Tokyo Josai Rotary Club, and University of Tokyo International Relations Institution of Students (UT-IRIS) for warmly watching our activity from beginning to end.

We would like to express our sincere gratitude to Mr. Phi Libin, The CEO of Evernote Corporation, Mr. Paul de Martini, VP & Chief Technology Officer, Connected Energy Group, Cisco Systems Inc., Dr. Henry I. Miller from The Robert Wesson Fellow in Scientific Philosophy and Public Policy at Hoover Institution in Stanford University, Mr. Kenneth A. Epstein, Principal of NewCap Partners, Inc., Mr. Ben Tarbell, VP of Products, SolarCity, and Dr. Maoyen Chi, The CEO of Cold Spring Harbor Asia for delivering interesting and poignant lectures and providing us with their precious time. Special thanks also to Mr. Hitoshi Hokamura, Chairman of Evernote Japan and Mr. Kenji Osabe from Cisco Systems G.K. for arranging some of the lectures.

We address our great thanks to Mr. Michio Harada, Deputy Consul General, Consulate General of Japan in San Francisco, Associate Prof. Shigeki Saito from Tokyo Institute of Technology, and Prof. Peter A. Wieringa from Delft University of Technology for kindly accepting to be judges for the Group Project.

We received great support from Mr. Ryusuke Yamaguchi from Takinogawa Girls' School and Mr. Dan Davies,

"OEM & New Business Development Manager" of the Industrial Optics Division at Tamron USA, San Francisco Office for helping to organize the Group Project.

We thank Ms. Satsuki Kawamoto from Business Capacity Development Center, Division of Human Resource Development, Nagoya University for kindly having helping us for advertising of our participant recruiting and Mr. Ivan La Frinere-Sandoval, Stanford Graduate School of Business for arranging our site visit to SolarCity.

We are grateful to all of intellectuals who gave us fruitful comments and suggestions for our programs: Assistant Prof. Kenji Tanaka from The University of Tokyo for energy session; Prof. Hiroshi Edura from University of Tsukuba Gene Research Center, Dr. Nobuyoshi Nakajima, Head of Center for Environmental Biology and Ecosystem Studies (Ecological Genetics Research Section), and Mr. Nobuyuki Sugimoto, Associate General Manager, Environment & Safety Dept. & CSR Dept. AJINOMOTO CO., INC. for biodiversity session; and Prof. Taikan Oki from The University of Tokyo for water session.

We are deeply grateful to Mr. Hideaki Taga from Mitsubishi UFJ foundation, Ms. Naoko Kajiwara from MSD K.K., Japan Foundation, Sojitz Foundation, Waseda-Juku, Bruce Holmbeck Consulting, and UCSF Graduate students Association for their financial support.

Special thanks to Mr. Fumitaka Furuya, Dr. Hiroshi Kaminaga, Ms. Jiyoung Choi, Mr. Kazuya Tanaka, Mr. Kei Koshida, Dr. Kosuke Takahashi, Dr. Masahiro Sugiyama, Mr. Masao Kanazawa, Mr. Seng Chye Koek, Mr. Sho Shirotto, Mr. Tatsuhiko Ogawa, Mr. Yasuo Iwako, Mr. Kotaro Umezawa, Ms. Brianne Holmbeck and an Anonymous Private Donor for their financial donation.

We have had the support and encouragement of Ambassador John V. Roos, Embassy of the United States Tokyo, Japan for providing us the opportunity to have a round table discussion and giving our participants a warm message, Mr. William M. Coleman from Public Affairs Section / Exchanges Office, Embassy of the United States of America, Ms. Miki Hiroe from Public Affairs Section / Exchanges Office, Embassy of the United States of America, and Ms. Yasuyo Ochiai from Education and Exchange Office, Public Affairs Section, Embassy of the United States of America, and Anne L. Emig from NSF Tokyo Regional Office. We would like to thank Mr. Hiroshi Inomata, Consul General, Consulate General of Japan in San Francisco, Mr. Tsuyoshi Hikita, Consul General, Consulate General of Japan in San Francisco, Mr. Tomotaka Kuwahara, Japan Information Center, Consulate General of Japan in San Francisco Consulate General of Japan in San Francisco, economic section, consul, Ms. Emi Yasuda, Science and Technology Expert, International Science Cooperative Division, Disarmament, Non-Proliferation and Science Department, Ministry of Foreign Affairs of Japan, Mr. Kaname Kikusato from Ministry of Education, Culture, Sports, Science and Technology - Japan for supporting us by giving "Koen".

We have had the support and encouragement of Mr. Naoto Kanehira, President of soket, Ms. Shan Riku from Stanford Graduate School of Business, Dr. Michinao Hashimoto from MIT/Children's Hospital Boston, Dr. Masaru Tsuchiya from SiEnergy Systems LLC, and Mr. Yusuke Matsuda, CEO, Learning for All.

Again, on behalf of all the staff members, we would like to express our sincere gratitude to the advisors, sponsors, alumni, and all the people who have supported us to hold this forum.

December 1st, 2011

Science and Technology Leadership Association Presidents of 2011

Jennifer Howard, Riichiro Kimura, Che Xiaozhou





<http://web.mit.edu/stela-mit/>