“IPL facilitates young people on their journey to authentic learning, liberal education and specialization to become free individuals, responsible citizens, and excellent professionals”
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AUTHENTIC LEARNING FOR LIBERAL EDUCATION!

This brochure provides you with an overview of the IPL Initiative – a non-profit, non-governmental, and non-religious educational project, established under the mission of developing individuals and communities through a special training program with the spirit of “Authentic learning for liberal education”.

Vietnam, with generations of hard-working families struggling to make ends meet, has now seen more people (especially of the younger generation) daring to dream bigger in competing internationally in various professions to build a more prosperous and civilized society.

However, in an environment of fierce global competition, it’s undeniable that we Vietnamese are lagging far behind in many aspects, and much more needs to be done to achieve future prosperity and civilization.

So, who else can help us fill in the gap and get us to the finish line but ourselves?

Mahatma Gandhi – one of the twentieth century’s greatest sages – said, “You must be the change you wish to see in the world”.

It holds true that any great change begins within oneself. The global gap will not be narrowed down and the road to a better society will be prolonged, if we are not brave enough to take on the journey to liberate and change ourselves, as well as willing to instill the liberal spirit to initiate positive changes within our community.

The so-called “potential leaders” – not in the sense of authority or high rank – are extraordinary young people who dare to learn authentically, liberate themselves and specialize in their chosen fields to become experts in their professions both nationally and internationally in the future.

From such dreams for a new generation of leaders, the IPL Initiative was founded as a place to foster “liberal education”, where aspiring young talented people receive authentic education to liberalize themselves, and spread that spirit into the community - especially to their peers.

IPL is also a project with a great cause, where progressive people can join hands to realize their dreams not only for themselves but for the community as a whole. We believe IPL is seen as “a school for good”, to follow the footsteps of our forefathers’ traditions throughout history such as “Dong Kinh Nghia Thuc” or “Duy Tan”.

Within this brochure you will find essential information on the IPL project, its unique mission, spirit, and training programs, as well as its past, present and future journey, and so much more are highlighted.

We know that IPL’s initial efforts and achievements are only the start of a long and challenging pathway into the future, but we strongly believe that with your support, the seeds for future leadership growth will be sown in our very homeland to enable the realization of the dreams of a new generation and a new future for Vietnam.

“One swallow does not make a spring”, but it is a sign of things to come. When more and more swallows come flying, that’s when Spring comes really close. Let’s join our hands and bring on the long awaited spring!

IPL Initiative
I. OVERVIEW OF IPL INITIATIVE

1. The name of the program

- Full name in English: “Institute of Potential Leaders” Initiative
- Abbreviated name in English: IPL Initiative

2. Introduction to IPL Initiative

Established on 21 November 2007, IPL Initiative is a non-profit, non-governmental, non-religious educational project initiated and developed by a group of dedicated entrepreneurs, intellectuals and the PACE Institute of Management.

With the mission to facilitate young people on their journey to “authentic learning, liberal education, and specialization”, the IPL training program has been specially designed to include 3 modules: liberal education, leadership development, and professional development.

IPL Initiative aims at recognizing and developing “seeds for leaders of tomorrow” (young Vietnamese with high potential and aspirations), and the above training program lays the foundation for those seeds to become future talented leaders (in leadership; business; science; arts; or in any highly professional occupations).
3. IPL milestones

June 2011
Opening Ceremony for IPL Initiative Intake 2 (IPL2) themed “Light of dreams”

September 2012
IPL2 students completed the “Training” phase and proceeded on the Enterprise Lab (E-Lab) graduation project

September 2012
Launching selection rounds for IPL Initiative Intake 3 (IPL3)

October 2012
“IPL Community” became a large community for the elite youth in Vietnam with tens of thousands of members

November 2012
IPL initiated “Young Leader Forum” (YLF) in Hochiminh City and Hanoi. (with an aim to networking the young elite people from a wide range of professions in Vietnam and the world to reflect about their future and their roles in our society)

April 2014
IPL3 students made a study trip to the National University of Singapore (NUS) and Google Inc. in Singapore

July 2013
Opening Ceremony for IPL Initiative Intake 3 (IPL3) themed “A new journey”
II. IPL SPIRIT

1. IPL mission

“IPL facilitates young people on their journey to authentic learning, liberal education and specialization to become free individuals, responsible citizens, and excellent professionals”.

2. IPL objectives

The IPL Initiative has two major objectives:

*Educational objective (individual development):

Contributes to recognizing and developing “seeds for leaders” (potential young people who are willing to pursue the journey to authentic education, liberalization and specialization) to lay the foundation for these seeds to become future talented leaders (in leadership or in any profession; in public or private sector; in business or science or arts; in highly professional occupations such as lawyers, doctors, engineers, journalists, teachers…).

*Cultural objective (community development):

Contributes to initiating and advancing the three spirits (authentic education, liberalization and specialization) and the three core values (being a free individual, a responsible citizen, and an excellent professional) in the general community as well as among the youth, to build a prosperous and civilized society.

3. IPL responsibilities:

To accomplish the above-mentioned mission and objectives, IPL is responsible for:

- Selecting and bringing together the best young people with leadership potential, then sponsoring their participation in an international standard training program to provide a strong base for them to excel in the future.
- Organizing various activities (both on and off line) to initiate and spread the spirit of authentic learning, liberal education, and specialization in the young community and in society as a whole.

4. IPL spirit

The IPL Initiative initiates and instills the 3 spirits of:

* Authentic learning:

IPL promotes the value of “authentic learning” and devalues “unauthentic learning”. Authentic learning is the prerequisite of liberal education for a student to become a free individual, a responsible citizen, and an excellent professional.

Therefore, IPL focuses on creating a formal learning environment where each instructor and each student are required to produce their best efforts and commitment. In other words, IPL attracts “authentic learners” who proudly call themselves “IPLers”, who will learn not for the degrees and certification but for their own cultural knowledge, in-depth professional and leadership competencies.

* Liberal education:

Any person who endeavors to begin the journey to enlighten and free themselves will become a liberal individual (that is: a self-managed person).

Only with authentic learning can one liberate him/herself, and only with liberal education can one gain universal values and define clearly what is what; who is who; who we really are; right from wrong; good from bad; true and false; trust from distrust etc., when dealing with problems of his/her own life and social issues.

Each IPLer is not only responsible for his/her own effort to study and liberalize him/herself, but also to contribute to the liberalization of other people within their sphere of influence. In other words, they will contribute to the dissemination of the spirit and core values that are essential to the advancement of society, and they will continually uphold these spirit and values.

* Specialization

The key message of specialization (in-depth professional studies) is to “pursue excellence, and success will follow”.

Indeed, when we reach our excellence level and are able to always maintain it in our profession or any other fields, it is inevitable that success will come through.

As “liberalization” helps us acquire cultural knowledge (to be a human being), “specialization” helps us obtain professional competencies and skills to excel in our career.

IPL is not a vocational program (to equip students with specific occupational skills). It is a special place where IPLers can develop their spirit of “specialization”, in order to become outstanding professionals in their chosen area.

IPL therefore strongly advocates both “authentic learning for liberal education” and “authentic learning for in-depth specialization” to its students.
5. IPL core values

The IPL training program advances the three spirits of Authentic learning, Liberal education, and Specialization to enable students’ self-education so that they become free individuals, responsible citizens, and excellent professionals.

Students’ self-education will also help them establish their own core values and qualities: Integrity, Courage, Creativity, Respect, in addition to “freedom, responsibility, and excellence”.

Becoming an “IPLer” (a human being who embodies IPL spirit and core values) is the ultimate goal for each student.

6. IPL journey
Story 1: “Eagle chicken”

From the story of an eagle stuck in the life of a chicken….

Once upon a time, an egg from an eagle accidentally dropped into the nest of a hen that was hatching her own eggs. Out came a strange looking chick among the yellow chicks from the hatch. Without thinking about the differences too much, the “eagle chicken” led a normal chicken life. By chance, one day it looked up and saw other eagles soaring majestically in the sky. It wished it had the ability to fly high like that. Now, the life story of this eagle chicken can be written into two different scenarios:

**Scenario 1:** Time and time again it would look up into the sky to follow the spectacular performance of the eagles, but it never tried once to flap its wings and fly. Because around it, other chickens were still busy picking at the worms, and it was used to this daily routine. Its eagle wings got weaker and has shrunk because they had never been exercised. It led a full chicken life, and died peacefully as a “chicken”.

**Scenario 2:** The odd “chicken” wondered why it looked so much like the eagles that flew above its head. Since having these thoughts it became restless and moody and every night in a dream it saw those mighty wings proudly flying across the sky.

The eagle chicken nurtured its dream, and quietly tried to practice flapping its wings. But after a while it still could not fly, so it got frustrated and gave it up. Then it made itself believe that it was no more than a normal chicken with an odd look, but not an eagle at all.

The story of “eagle chicken” above in a nutshell is about “potential and ambition.” It is a metaphor for people of all backgrounds who were born with special qualities and big ambitions. If these talents are trained and these ambitions are facilitated, they will become extraordinary people with great influence in the community.

However, in both scenarios, both conditions did not happen. In the first scenario, the eagle chicken did not know that it had the special talent to soar in the skies, so it did not have any ambition either. In the second scenario, the eagle knew it had talent and quietly had ambition. Unluckily it did not have a suitable environment to train and practice its talent to fly high and escape the chicken life.

Is it possible to have a different scenario for this eagle chicken?

…to opportunities given to young talented people

Such is our concern that somewhere around us there are still young talented people who do not have the opportunity to fulfill their potentials, to succeed and serve the community. The IPL Initiative was established based on this vexing and serious question.

The Institute of Potential Leaders (IPL), a non-profit educational project was founded through the hearts and minds of many entrepreneurs and intellectuals who banded together in recognizing and developing talented leaders for the future of the community.

Through a rigorous selection process, the IPL Initiative will gather the best young people with talent and ambition, and sponsor their participation financially (100%) in a specially designed high-quality training program.

Among thousands of young people from 20 to 24 years of age, those who are confident enough to believe in themselves as “outstanding” and “talented” will have to challenge a rigorous process of 5 selection rounds conducted by:

- Board of Founding Members
- Board of Directors
- Board of Selectors
- Board of Professional Experts

Those who come through these selection rounds will be granted the coveted scholarships and proudly honoured as IPL students (IPLers).

The entrance examination is just the start of the “5-1-5” journey that all students will undergo. There will be 5 selection rounds, 1 year of training, and 5 semesters of experiential on-the-job learning. This is an arduous and long journey for the real “eagles” who possess the enduring capabilities and mindset to emerge, flap their wings and fly high into the sky that is the global professional world.
Story 2: “Leaving the cave”

From the story of “leaving the cave”….

“Once upon a time, there was a dark cave inhabited for several generations by a large tribal community. Such was a huge cave with various twists and turns. The tribal people took it for granted that the cave was their entire world, and the only light they could get was from the fires they started within the cave.

One day, by accident one inhabitant found a way out of the cave. At first, the glaring sunlight hurt his eyes and he was not used to the weather outside. When his body acclimatized to the sun and the vibrant sight of plants and animals, he realized that the outer world was actually the “real world” of human beings.

He decided to return to the cave and tried to convince his fellow cavemen to leave the darkness and come to the outer world. After hearing his story, his fellow cave dwellers not only disbelieved him but decided to kill him. They feared his story would cause chaos and disturb the natural peaceful and happy life the tribal community had experienced for centuries…”

... to a question about life

When pondering over this story I often asked myself, “Have I left the cave yet? Have my family, my organization, my community… left the cave yet?”

It would be wonderful if I can actually leave the cave and bask in the sunlight. If I had to remain in the cave but I was aware of the sunlight outside then it would still be ok. It would be unfortunate if I was still in the cave but I thought that I was outside and saw the sunlight already.

It would be most unfortunate if I did leave my cave but tumbled into another bigger and darker cave and still believed that I had left my home cave!!!

We can all have many dark caves in our lives, not just one! Family, organizations, community, and even the whole world can make up our many caves. But, the biggest and darkest one is the “uncivilized and ignorant cave” inside ourselves.

If you think that to liberate oneself is hard enough, the journey to liberalize the community and society will be much harder! Although long and hazardous, it is an inevitable journey that we all must take and keep on going.
One early morning when the sea was still covered in a thick blanket of fog, I started to jog on the beach with my Walkman CD player snuggly on my hip. From afar, I observed a small boy busy at some task. He was scuttling about the beach, then he would pick up stones and throw them back into the sea. I thought it was the game of stone skipping, which I also played in my childhood. But then I heard him talk out loud to the stone, “Go home now! Your parents are waiting for you!”

I stood in disbelief as I realized the “stones” in the boy’s hands were starfish stranded in the sand. And their little savior had tried to return them to the sea in a race against time and the threat of an unbearably hot sun.

I thought the little boy’s efforts were in vain. How could he help thousands of starfish? I called out to him, “Hey little boy, what are you doing that for? How can you save all of the starfish?”

The boy kept picking the starfish up while he answered me, “I can save this one, and it can go home now.” He threw it into the water and immediately reached for another...

It seemed obvious that the little boy did not care how many starfish were on the beach. He only saw lives to be saved with his hands. The boy saw meaning in a small number, but I saw hopelessness in a large number.

Then I stooped down and picked up starfish and put them back into the sea. Upon seeing the two of us, other people on the beach started doing the same. Soon thousands of starfish came “home” that day.

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**Story 3: The starfish**

One early morning when the sea was still covered in a thick blanket of fog, I started to jog on the beach with my Walkman CD player snuggly on my hip. From afar, I observed a small boy busy at some task. He was scuttling about the beach, then he would pick up stones and throw them back into the sea. I thought it was the game of stone skipping, which I also played in my childhood. But then I heard him talk out loud to the stone, “Go home now! Your parents are waiting for you!”

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Then I stooped down and picked up starfish and put them back into the sea. Upon seeing the two of us, other people on the beach started doing the same. Soon thousands of starfish came “home” that day.
Standing before my mentors and my peers
Standing before my family
Standing before those present
With all my beliefs and faith
And above all, on my honor and conscience

As an IPL student, I

DO PROMISE:

1. I will undertake my studies to the best of my ability so that I acquire knowledge and contribute to the creation of good values for myself, my community, and my chosen profession.

2. I will pursue the journey of liberal education to become a free and responsible person, and search for excellence in everything I undertake.

3. I will serve myself by serving the community and will do no harm to others.

4. Together with my fellow students, I will reinforce and instill the three spirits of “authentic learning, liberal education, and specialization” and the three core values of “freedom, responsibility, and excellence” in my daily activities. I will uphold and safeguard these spirits and values.

5. I will remind myself and my fellow students to be ourselves and live with integrity in our life journey, so that internal ambitions and external influences shall not keep me from living by this oath.

This oath I make freely and upon my honor.

This is my pledge!
III. ENTRANCE EXAMINATION - TRAINING - EXPERIENTIAL LEARNING

IPL Initiative’s strategy to recognize and develop the potential leaders is named the “5-1-5 strategy”:
- 5 rounds of examination and selection
- 1 year of training
- 5 semesters of experiential learning

A. ENTRANCE EXAMINATION PHASE

The concept of “leader” is redefined at IPL. A “leader” is not a person of authority or of high rank, but a person capable of trialing new ways in their chosen career path. Therefore, all young Vietnamese people from 20 to 25 years of age who are confident of their abilities of excellence and pioneering in any chosen field (business, science, technology, arts, culture, politics, or social studies) are welcome to enter the recruitment process.

1. Recruitment criteria

Applicants to the IPL Initiative must satisfy the two main requirements below:
- From 20 to 25 years of age (born from 1989 to 1995)
- Demonstration of a strong ambition and the self-confidence to become a talented person

Note:
1/ Besides the two main requirements, the following conditions must also be met:
(a) Being a Vietnamese citizen;
(b) Having full capacity for civil acts at the time of recruitment.
2/ Having fluency in Vietnamese (mother tongue) and a good command of English to be able to attend lectures and discussions in English without the aid of an Interpreter.

2. Application deadline

Applications for the IPL Initiative Intake 4 must be received by 15 February 2015 (Application files can be viewed at: www.IPL.edu.vn).

3. Selection rounds

Round 1: Application screening

Round 2: Essay writing and 2 Letters of reference

Round 3: Test taking (120-180 minutes)

Round 4: Interaction with other candidates and the Board of Selectors

Round 5: In-person interview with the Board of Selectors

Note: All information provided by candidates will be kept strictly confidential in accordance with IPL policy.
Mr Vo Quoc Thang (Chairman of Dong Tam Group) and the Board of Selectors are interviewing candidates in Round 5

Mr Co Gia Tho (Chairman of Thien Long Group) and the Board of Selectors are interviewing candidates in Round 5

Images of examination and selection for IPL Initiative Intake 1, 2, and 3
B. TRAINING PHASE

1. IPL Training philosophy

**IPL Learning Objectives**

“IPL students” aim at becoming “IPLers”, whose profile can be summed up as follows:

Each IPLer pursues the spirit of **authentic learning, liberal education** and **specialization** to become a **free** individual, a **responsible** citizen, and an **excellent** professional.

When an IPLer is liberalized and specialized, he will not only reach a high **cultural level** with an **open** mindset (to reason) and a **warm** heart (to act), but also become an **excellent professional** with a **specialized** mind and **passionate** heart for his/her chosen profession.

Therefore, the IPL learning objective is to build the essential **foundation** for students to become “IPLers” and to further develop their future life journey.

**IPL training methods**

“We are self made!” This means that the IPL students’ sacred right “to be their own creation” will be upheld. Every IPL student will be supported to **liberalize oneself, discover oneself, create oneself, live with oneself, and be oneself.**

To “create oneself”, IPL students must self-administer their studies following the “2W1H Model: Why to Learn, What to Learn, and How to Learn”. In every learning activity, IPL students must be aware of the **Motive** (Why to Learn) and the **Purpose** (Learn for What) before determining the **Content** (What to Learn) and the **Method** (How to Learn).
2. IPL training model

The structure of the IPL Initiative has been designed as follows:

**2W1H**
- Why to learn & Learn for What
- What to learn
- How to learn

IPL students must be aware of the **Motive** (Why to Learn) and the **Purpose** (Learn for What) before determining the **Content** (What to Learn) and the **Method** (How to Learn).
2.1. Major training modules (3 modules)
All subjects in IPL Initiative are assigned in the following 3 major modules:

**Module 1: Liberal Education**

Subjects in this module help students form a system of fundamental concepts on important issues in life and career such as “learning”, “living”, “philosophy”, “culture”, and “law”… and know how to become free individuals, responsible citizens, and excellent professionals.

- Learning Revolution
- Life Management
- On Philosophy
- On Laws
- On Culture
- Liberal Topics

**Module 2: Leadership Development**

Subjects in this module help students know how to develop their leadership potentials as well as the ability to initiate creativity and breakthrough in their chosen career path.

- On Becoming A Leader
- Breakthrough Thinking
- Entrepreneurship
- 7 HABITS OF HIGHLY EFFECTIVE PEOPLE (*)
- LEADING WITH THE SPEED OF TRUST (*)

(*) These two programs are created by FranklinCovey Worldwide – the global leader in leadership development. PACE, as FranklinCovey officially global partner, exclusively provides FranklinCovey’s core practices in leadership and culture development and effectiveness solutions in Vietnam.
Module 3: Professional Development

Although IPL is not a vocational program (to equip students with specific occupational skills), it is a place where IPLers can develop their spirit of “specialization” (in-depth study of a specific profession), in order to become exceptional professionals in their chosen fields.

The key message of specialization is to “pursue excellence, and success will follow”. Indeed, when we reach our excellence level and are able to always maintain it in our profession or any other fields, success will come to us inevitably.

In addition to lectures, a series of business talks from well-knowned experts will help students gain a practical view on different professions as well as connect with and learn from experienced leaders in their respective expertise.

• Nature of Each Profession
• Career Orientation
• Professional Skills
• Management Skills
IPL students and Prof. Dave Ulrich – who was ranked as the most influential international thought leader in HR by HR Magazine – at the International Seminar on “Rethinking HR and Talent” on September 29th, 2011 in Hochiminh City.
Images of IPL classroom activities

1. IPL students and Prof. Dave Ulrich – international expert in HR and talent development
2. “Marketing for Leaders” delivered by Prof. Jean Pierre Baeyens – Brussels University (Belgium)
3. “Business Law” delivered by Associate Prof. Doctor Pham Duy Nghia.
7. “Contemporary Philosophy” delivered by Philosophy Researcher Bui Van Nam Son.
10. “Strategic Management” delivered by Prof. Dinh Toan Trung.
2.2. Five parallel activities

There are 5 parallel activities in addition to the main modules:

a. Activity 1: **IPL Talk**

IPL TALK is a series of seminar where the youth have the opportunities to meet and talk with many well-known leaders, scholars, and specialists in various industries on topics ranging from leadership, management, business to economics, culture and education.

IPL TALK is also a place where young people could be inspired and shared valuable lessons and experiences from the successes of the speakers, so that participants could draw conclusions and find their own way in their future career.

IPL TALK also becomes a forum for the elite youth to meet with top leaders and discuss about their future as well as their roles in building a better tomorrow for our nation and the world.

Images of recent IPL TALK speakers.
**b. Activity 2: Book Discussion**

Reading books is one of the most essential learning activities in IPL Initiative. Selected by IPL are classical books on management and leadership, business and economics, culture and education, etc…

Throughout the training program, IPL students are required to read books in depth and share valuable lessons drawn from the books as well as perspectives and comments about them.

In order for IPL students to convert the knowledge from the books into their own and share it with others, discussions are carried out in the form of a Book Club where all viewpoints are shared and respected, and where everyone can learn something new from different opinions.
c. **Activity 3: IPL Club**

IPL Club is the official playground of IPL Community (which has so far attracted thousands of members including IPL students and those young people who share IPL core values and spirits).

IPL Club is operated under the “IPL Club Regulations” published by IPL Club Managing Board. IPL students are members of IPL Club and IPL Community by default, and will act as key personnel in all of its activities.

IPL Community is a meeting venue for young people of like mind (IPL liberal mind) and like heart (sharing the IPL values). At present IPL Community is one of the largest groups of elite young people in Vietnam.

![Organizational structure of IPL Club](image)

**Organizational structure of IPL Club**

d. **Activity 4: Extra-Curricular**

Extra-curricular activities in the training phase are held as team-building tasks, visits to business/enterprises, or other field trips organized by the Students and approved by IPL Managing Board.

e. **Activity 5: E-Bridge (Career Bridge)**

To cater for the need to connect between organizations/companies and IPL students, IPL provides the E-Bridge Program, through which both sides will contact each other and look for ways towards mutual cooperation. The content and modes of each E-Bridge Program will be communicated to IPL students at specific times.
Field trip on "Agriculture" in Long An, Tien Giang, and Ben Tre Provinces

Field trip on "Agriculture" in Long An, Tien Giang, and Ben Tre Provinces

IPL - Authentic learning for liberal education

IPL Day 2010 themed "The Call"

"Vietnam Young Leader Forum" organized by IPL

A visit to TropdiCorp and Cu Chi High Tech Park

IPL Day 2012 themed "Be the change"
2.3. Graduation Project (E-Lab)

IPL students will complete a “Graduation Project” based on the “Enterprise Lab” model (E-Lab), a practical activity model that has been applied by many top universities in the world.

After finishing the training stage, IPL students will carry out group projects in real-life organizations/companies. The purpose of these projects is to help solve a specific problem that the organization/company is facing, or to offer external consultation needed for its operations.

In order for the projects to extract the most values, the implementation of the projects involves the participation of (1) IPL student group; (2) Organization/Company; (3) Mentor/Expert; and (4) Supervisor from IPL Initiative.

The Graduation Projects will be evaluated by a Board that includes: a Representative from the Management Board of the organization/company, the Mentor, and an IPL Initiative Representative.

2.4 Graduation policies for the training phase

In accordance with the IPL Initiative’s “Training Regulations”, IPL students will be recognized as graduates from the “one year training phase” (to be able to enter the “5 semesters of experiential learning” phase) only if they meet all of the following conditions:

• Successful completion of all of subjects in the training program (Item 2.1)
• Successful completion of all Parallel Activities (Item 2.2)
• Attendance in at least 80% of class time in all subjects and Parallel Activities (Items 2.1 and 2.2)
• Successful completion of the E-Lab Graduation Project (Item 2.3).

And they must not fall into the following cases:

- Have three (3) or more fail grades on Pre-work
- Have three (3) or more fail grades for Presentations/Discussions
- Have three (3) or more fail grades for Projects/Assignments
- Have three (3) or more fail grades on Final Examinations
2.5. Learning Methodology and Faculty

a. Learning Methodology
In order to optimize the learning values for students, subjects/topics shall be conducted by using diversified activities, such as:

- Reading and summarizing books/materials given by lecturers before class (Pre-work)
- Lecture sessions
- Presentations & discussions (group work with mentors)
- Projects/assignments
- Tests/examinations

b. Faculty

- To provide the best learning opportunity for students, IPL’s Faculty members are experts and masters within their own fields of excellence.
- Guest speakers are knowledgeable experts and influential leaders in various fields such as business, management, culture, education, literature, arts, painting, music, motion picture, history, health, agriculture, etc.
- Board of Professional Experts has rich academic and practical experience to help IPL students to “learn to be human beings, to be worker, and to be citizens”; facilitate their “authentic learning for liberal education” and achieve “in-depth specialization”.
C. EXPERIENTIAL LEARNING PHASE

The training philosophy for the experiential on-the-job learning phase is:

- “To learn and not to do is really not to learn” and “To know and not to do is really not to know”.
- There are lessons you can learn without having to pay the price, thus you should “be trained” to learn and avoid the cost! But there are also lessons of “no pain - no gain”, therefore you must go through an experiential learning phase.

After completing the first phase of training, IPL students will enter the next phase of experiential learning in five semesters each of six months duration (starting from January 1st after the one year training period).

During the five semesters of experiential learning, IPL students will display their mastery over their own experiences in converting “cognition” into “action”, from “acquiring knowledge” to “creating values”.

During the experiential stage, IPL students will learn and experience from their own workplace. The IPL training program will act as a catalyst for them to maximize the values gained from their experiences. For instance, internal IPL meeting sessions as well as IPL Talk, IPL Sharing, IPL Workshop will be held to keep their knowledge up to date.

IPL students will be officially recognized as graduates from the IPL Initiative only when they have completed the 5 semesters of experiential learning and submitted Experiential Reports which have been evaluated a “Pass”.

I am proud to be a “tree grower”

I believe the success of the IPL Initiative is highly feasible. There are three outstanding features of this Initiative: practicality, a focus on skills, and its relevance. Business insights and entrepreneurial experiences of the founding members are integrated into the Initiative. It is distinct from a University program as we focus on training in the skills required in real life and update existing knowledge and methods that are currently applied successfully by many countries.

I am proud to be one of the first 30 “tree growers” from the IPL Initiative.

Mrs. Dam Bich Thuy, CEO ANZ Bank Vietnam (IPL’s Founding Member)
IV. IPL SCHOLARSHIPS

1. IPL Foundation

IPL Foundation is a non-government, not-for-profit, and non-religious educational fund established to mobilize financial resources to sponsor the IPL Initiative.

IPL Foundation is directly managed by the IPL Board of Directors and the IPL Board of Controllers, who serve a term of office and are appointed by the IPL Committee of Sponsors. IPL Foundation is audited periodically by a prestigious auditing company assigned by the IPL sponsors.

All candidates who have been selected and trained in the IPL Initiative are eligible to receive a scholarship from the IPL Foundation.

2. IPL scholarships

In order to ensure the training quality of the Initiative, the IPL Initiative Cycle 4 (IPL4) will select a maximum of 30 students (who have successfully passed the 5 selection rounds).

All IPL4 students will have the opportunity to receive full scholarships (100% of the program's training cost, or VND150 million per student) from the IPL Foundation to attend the IPL Initiative.

Due to the fact that every year the number of applicants is much higher than the available scholarships, when a recipient is successful, it means another young talent will lose the chance to get in the Initiative. Therefore, scholarship recipients must show their full commitment and worthiness of the scholarship. Specifically if a student cannot complete the “1 year training” phase due to whatever reasons (either voluntarily or compulsory termination), he/she is obliged to pay a compensation equivalent to 50% of the full scholarship value (except in the case of Force Majeure which is clearly stipulated in the IPL Training Regulations).
V. “PAY IT FORWARD” PHILOSOPHY

1. Overview of “Pay It Forward” philosophy

The IPL Initiative was developed based on the philosophy of “Pay It Forward”: When someone does you a favor (or shares something good with you), the best way to repay their favor is to continue to help others (or continue to share that good thing with others), and others will keep on following suit.

For example, if someone helps you, instead of repaying those who help you, you then will help three other people. Similarly, these three people will help another nine people, then nine to twenty seven, etc… Perpetuating the good deeds will spread to many people and eventually to the entire society.

Likewise, if someone shares a good thing with you, you then will share with three other people, then these three will share with nine others, then nine to twenty seven, etc.… These good things will spread to many people and eventually to the whole community.

As an exceptional young person who has made it to the IPL Initiative, you will commit yourself to the three missions to your community:

- Firstly, you will strive to acquire “authentic learning for liberal education” and “authentic learning to become a specialized professional” who contributes to the formation of a new generation of free, responsible, and excellent citizens.

- Secondly, after graduating from the IPL Initiative and becoming a successful professional, you will continue the tradition of “Pay It Forward”, by sponsoring the next generations of IPL students with financial grants from your own or from other sources. Old IPLers will continue to help new IPLers years after years and generations after generations.

- Thirdly, after leaving the IPL Initiative, you will still uphold and live up to the IPL spirit and values, and at the same time disseminate them into the community. And those who are instilled by you will keep on spreading the spirit and values to build a better society.

2. Objectives of “Pay It Forward” Initiative

This Initiative aims at maintaining the IPL Initiative and sustaining it in the long term to achieve its ultimate mission.

Its specific objectives are:

The “Pay It Forward” program enables new young talents to secure the chance to develop themselves without the financial burden thanks to the scholarships supported by the community.

Thanks to the “Pay It Forward” program a vast number of people in the community will have access to new knowledge, values, and information from IPL even though they have not been previously exposed to IPL.

Thanks to the “Pay It Forward” program, the IPL Spirit will be shared and spread into youth groups specifically and the community as a whole to build a wealthy and civilized society.

In addition, the “Pay It Forward” program will initiate a new concept of sponsorship. Up to now sponsoring has usually meant to “help the poor”, however the IPL program means to “support the talented”.

Against the traditional thinking of “to give away and expect to get back something”, or “receive a favor and return it”, the “Pay It Forward” program “gives but never expects to get back” and “to receive and to give away”.

To sum up, when you do somebody a good deed, you will not expect any return of favor, but hope that person will help other people and multiply the action to everyone or to pay it forward.

Sow the seeds and the trees will blossom

Experience from Japan and advanced countries showed that patriotic entrepreneurs with dreams of developing their countries usually have to learn by themselves through practice and real life. After a process they accumulate knowledge and experience and create their own philosophies and styles of business. That was the only way for Japan (as well as other countries) in the 19th and early 20th century to develop.

Nowadays, the business schools of well-known global universities and colleges are taking charge of business training programs. But these programs are expensive, and don’t seem to produce great business people in large numbers. On the other hand, excellent graduates from these schools have the ability to work overseas earning high income.

The IPL Initiative trains students in practical local knowledge as well as delivering the world’s most up to date information in the hope that our planted trees will grow and blossom in the near future.

Prof. Tran Van Tho,
Waseda University, Japan (IPL’s Founding Member)
APPENDIX 1:
IPL’S FIRST GENERATIONS

IPL Initiative Intake 1 at their “Opening Ceremony”

IPL Initiative Intake 2 at their “Opening Ceremony” at Hochiminh City’s Opera House

IPL Initiative Intake 3 at their “Opening Ceremony” at the Rex Hotel in Hochiminh City
APPENDIX 2:
LIST OF IPL’S FOUNDING MEMBERS
(In alphabetical order)

Mr THAI TUAN CHI - Chairman, Thai Tuan Group
Mr LE DANG DOANH - PhD, Senior Economic Specialist
Mr NGUYEN SY DUNG - PhD, Deputy Secretary-General, Vietnam National Assembly
Mr TRAN BA DUONG - Chairman, Truong Hai Auto Group
Mr NGUYEN MANH HUNG - CEO, Viettel Group
Mr TRUONG VI KIEN - CEO, Tan Cuong Thanh Group
Mr VI MINH KHUONG - Prof. Dr., Senior Specialist (National Singapore University)
Mr NGUYEN HOAI NAM - CEO, Bajaya Vietnam
Mr LE QUANG PHUC - Chairman, BDSC
Mr HUYNH BUU SON - Senior Economic Specialist
Mr DO DUY THAI - Chairman, Thep Viet Group
Mr LE DUC THANG - Former CEO, TBWA Vietnam
Mr VO QUOC THANG - Chairman, Dong Tam Group
Mr TRAN QUY THANH - Chairman, THP Group
Mr DANG VAN THANH - Chairman, Thanh Thanh Cong Group
Mr CO GIA THO - Chairman, Thien Long Group
Mr TRAN VAN THO - Prof. Dr., Waseda University (Tokyo)
Ms DAM BICH THUY - Vice Chairman, ANZ Indochina
Mr GIAN TU TRUNG - Chairman, PACE Institute of Management
Mr LY QUI TRUNG - Co-Founder PHO 24 & Former CEO Nam An Group
Mr HA DUY TRUNG - Former Manager, Saigon Entrepreneurs Club
Mr NGUYEN MINH TUAN – Chairman, Kem Nghia Group
Mr CAO TIEN VI – CEO, Saigon Paper Group & Former Chairman, Hochiminh City Young Business Association
Mr DANG LE NGUYEN VU – Chairman, Trung Nguyen Group

Shouldering Our Responsibility towards Our Country

“A community could be developed at 5 levels. Level 1: Members don’t want to meet one another. Level 2: Members want to meet and exchange ideas. Level 3: Members cooperate in bilateral projects. Level 4: Members share concerns and responsibilities for the future of the country. Level 5: Members endeavor to put their concerns and responsibilities into real-life projects. We believe that our team is aiming for the 5th level, and IPL project is our starting point.”

(Quote from IPL Initiative’s Board of Founding Members, the Saigon Times 10 August 2008)
PACE Institute of Management (PACE) is a leading school for business leaders and managers in Vietnam.

PACE’s mission is “to contribute to shaping a new business society in Vietnam through developing leadership capacity, professional capability and cultural awareness for individuals, organizations and community to be successful locally and internationally”.

Currently PACE focuses on the following areas: (1) Executive Education, (2) Research and Publishing, (3) Seminars and Conferences. In addition, PACE also initiates and manages several not-for-profit educational projects in order to realize its mission in a most comprehensive approach.

To date, PACE has offered more than 110 high-quality training programs attended by over 80,000 business leaders and corporate executives from local and foreign enterprises, public and private sectors, officials from local and central State agencies, and leaders from not-for-profit and non-government in Vietnam.

In addition, to help “Vietnamese to become professionals with international standards” in management such as: HR, marketing, finance, accounting, projects, PACE cooperates with reputed global partners to provide training courses with globally recognized certification in the above management areas.

PACE has also successfully organized international and national seminars and conferences on economics and business, leadership and management, culture and education. At the same time, PACE facilitates the connection with the greatest “brains” in the world especially in management and business. Recently, PACE brought to Vietnam business gurus like Philip Kotler (pioneer of modern marketing), Michael Porter (expert on competitive strategy), Paul Krugman (winner of Nobel Prize in Economic Sciences), Dave Ulrich (the most influential leader on HR).

PACE has also established the “Business Leaders’ Bookshelf” and compiled a number of valuable titles to serve the community. It has also selected, translated, and recommended precious classical publications as “must read books” for Vietnamese business people.

Together with a number of dedicated individuals and organizations, PACE has initiated and developed several non-profit educational projects. PACE is managing these projects including the Institute of Potential Leaders Initiative (IPL Initiative - www.IPL.edu.vn), GoodBooks Cultural Educational Project (or SachHay Project - www.SachHay.org), Annual GoodBook Awards, OneBook Project, and others.

For more information about PACE, please visit www.PACE.edu.vn