



**LEADERS20 SYLLABUS FRAMEWORK**  
*Proposed to be applicable from 2023-2024 onwards*

Reference number : VUNI.66  
Published date : 08/04/2024  
Effective date : 08/04/2024  
Applicable department : VinUniversity Students, Staff and Faculty  
Access level : Public

**Records of change:**

Version	Published Date	Effective Date	Needs to be Reviewed and Approved by	Description of changes
1	08/04/2024	08/04/2024	Developed: Leaders20 Taskforce Reviewed: EAC, Deans and Vice Deans Approved: Provost	First release

**VinUniversity**

AGILE INNOVATION CENTER



**LEADERS20 SYLLABUS FRAMEWORK**

“Be the change that you wish to see in the world.”

Mahatma Gandhi

**Semester/Year:** Spring Semester

**Type of Program:** One-term Course

**Program Taskforce Information**

External Advisor (s): Prof. Vu Minh Khuong (NUS), Mr. Nguyen Canh Binh (ABG)

Internal Advisor (s): Prof. David Bangsberg; Prof. Laurent El Ghaoui; Prof. John Evans; Assoc. Prof. Pham Ngoc Nam; Assoc. Prof. Le Cu Linh; Dr. Ho Hong Hai; Dr. Trinh Viet Dung; Assoc. Prof. Nguyen Hoang Long

Program Sponsor: Dr. Le Mai Lan

Program Director: Assoc. Prof. Dr. Phan Thi Thuc Anh

Program Development Team:

- Micro-learning Component: Assoc. Prof. Dr. Phan Thi Thuc Anh
- Industry Insights/ Master Series Component: Ms. Pham Thanh Hao, Ms. Nguyen Van Anh
- Real-Challenges Component: Assoc. Prof. Dr. Phan Thi Thuc Anh

Program Coordinator: Dr. Dinh Anh Tuan

Instructor (s)/ Supervisor (s): TBC VinUni full time and visiting faculty, professional training vendors, industry mentors.

Notes: For the first batch: Leaders20@Vingroup: The Industry Co-op Partner for Vingroup Master Series Component, Challenge 2- Challenge 3 (if P&L requires): Ms. Nguyen Anh Ngoc – Managing Director of Vingroup Leadership Academy

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**1. Course Description**

**1.1. Course description:**

Leaders20 is a special study course, which aims to nurture leadership mindsets, attributes, and skills among students in their twenties, presenting an exceptional opportunity for them to step into leadership roles in Vietnam, right after graduation.

A standout feature of this course is its intimate connection with real business challenges and diverse access to experts spanning various fields, both locally and globally.

The course includes three domains: 10 micro-learning sessions with topics in leadership development; 6 master talks with insights from industry leaders; and 3 project-based authentic challenges for students to work in groups.

*Credits:* Upon the completion of this special study course, the student will be able to earn up to total 13 credits, through the mechanisms stated in VinUni's Policy: Course Exchange: Transfer Credit, Proficiency Exam, Honors Course, and Individual Study:

- Domain 1+2 could be used to apply for 1 credit as an **Individual Study Course (Elective)**

- Domain 3 is designed to align with **Work Placement Graduation Track** that contains two subcomponents:
  - Industrial Placement Internship
  - Capstone Project

**1.2. Pre-requisites:** Students who comply with following conditions:

- Completion of mandatory programs: College core, Discipline core, Concentration, and GenEd.
- Accumulation of at least 90 credits.
- Third-year students who have not accumulated enough credits need special approval from the Program Director.
- Students must enroll in the Industry Placement/Capstone Course to get credits for graduation. Completion of Challenge 1 will be equivalent to a 3-credit online course in the Industry Placement component. Challenge 3 in Leaders20 is treated as a Capstone project, where a faculty advisor is assigned to each group for the supervision of the entire challenge.

**1.3. Rationale:**

- There have been many students who earn great academic achievement but have no great aspiration, which leads to the lack of talents who are able to serve society and to make change in the country.
- There have been also students who express their great aspirations but having no opportunity to develop their leadership mindset and attributes, which leads to their struggling situation in how to realize their goals, how to excel in their career development and to utilize their potentials.
- There have been students who accumulated appropriate attributes and skills together with a great aspiration, but struggled in making decisions for their starting career, then lost their opportunity in personal and professional development.

This special study course will offer students chance to develop their aspirations, their intellectual capabilities and their courage, incorporating opportunities and networks and embedding real business challenges into their learning, which will be a comprehensive preparation for their future talent development.

**2. Course Learning Objectives**

<b>2.1. Course Learning Goals: The course aims to:</b>
1. Equip students with relevant materials and training in system thinking so that students can evaluate Vietnam's biggest challenges to define a problem they aspire to solve or to make change.
2. Introduce students with real business insights so that students can gain understandings on how to lead change and design a project at a specific business/organization, related to the Vietnam' challenge they decide to focus on within the course.
3. Enhance students' exposure to real business experiences under supervision by both academic faculty and industry mentor.
4. Provide students opportunities to apply leadership and management skills in designing and planning a project as well as effectively managing a team and a project. The ultimate goal is to achieve a solution-based project plan that addresses the problem defined by the students.
<b>2.2. Specific Course Learning Outcomes (Student Graduation Attributes and Competency Development): After learning this course, the student should be able to:</b>
1. Gain a comprehensive understanding of global, regional, and Vietnamese perspectives.
2. Understand, respect, and embrace the industry insights.
3. Develop their own leadership aspirations and discover their unique leadership style.

4. Think on a larger scale, more systematically, and with greater depth.
5. Communicate with persuasive power.
6. Deliver more effective presentations in various contexts.
7. Foster connections with others and establish trust more rapidly.
8. Lead effectively even in high-pressure situations.
9. Improve consulting and research skills.
<b>2.3. Course Impact</b>
1. Nurture and align young leaders with corporate needs.
2. Generate ideas and tools that are beneficial for corporate leaders.
3. Collect, analyze data, and deriving insights useful on macro challenges for provincial leaders.
4. Being evaluated as effective, with 50% of the content reusable for future leadership series at VinUni

### 3. **Format and Procedures**

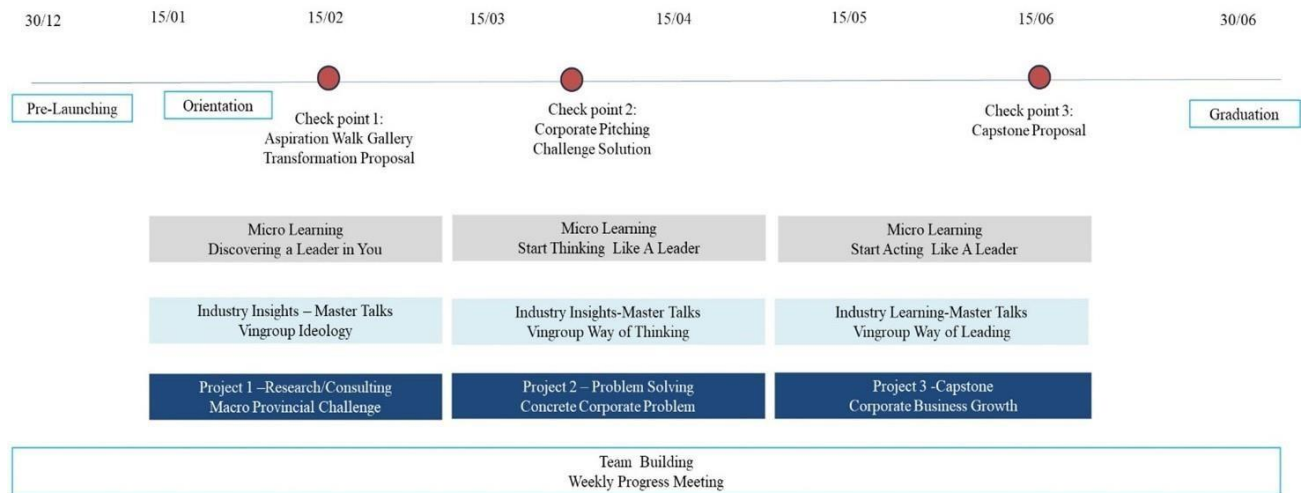
#### 3.1. Teaching/ Learning methods:

- Active learning; Project-based learning.

#### 3.2. Procedures:

No.	Course Components (Domain Structure)
<b>I</b>	<b>Domain 1: The Micro-learning Component</b> <b>10 micro-learning sessions with distinguished academic trainers/business experts</b>
I.1	Discovering a Leader in You: 3 sessions
I.2	Start Thinking Like a Leader: 2 sessions
I.3	Start Acting Like a Leader: 5 sessions
<b>II</b>	<b>Domain 2: Industry Insights - Master Series</b> <b>6 Master Talks with C-suits Leaders from the Corporate Sponsor (<i>per each batch</i>)</b>
II.1	Corporate Culture: 2 sessions
II.2	Leadership Attributes: 2 sessions
II.3	Governance Principles: 2 sessions
<b>III</b>	<b>Domain 3: Real Challenges</b> <b>3 real challenges with problem statements and mentors provided by the Corporate Sponsor</b>
III.1	A high-level research/consulting proposal for a macro challenge
III.2	A preliminary solution to a specific corporate problem/challenge
III.3	A concept and implementation plan proposal to grow business or a business plan with prototype conducting with concrete result.

#### 3.3. Timeline:



#### 4. Instructor Assumptions

##### 4.1. Expectation on students' approach to learning:

- *Self-directed development:* The student should pursue their self-directed study to create their own pathway. By self-defining development needs, learning and execution approaches, students will realize the nature of leadership.
- *Experiential learning:* The student should apply their problem solving skills with commitment. A leader needs experiencing the reality to discover the cores, then figure out an optimal solution.
- *Mindset and Skills for Impact:* The student should focus on their ability to create new development momentum for the future era. Students need to develop their constructive vision and a service mindset, an action-oriented approach for betterments of people. Students need chances to explore a wide range of insights and to synthesize resources by inspiring and connecting with others.

##### 4.2. Class size:

- Total size no more than 25 students/batch. However, micro-learning sessions might be open for registration of other VinUni students.

#### 5. Course Requirements

##### 5.1. Course readings:

- During the course, there might be reading materials and activities as assigned by your on-site supervisors/industry supervisor & faculty advisor that you need to complete.

##### 5.2. Assessment and Grading Procedures

No.	Course Components (Domain Structure)	Assessment Items	Weight	Number of credits*
I	Domain 1: The Micro-learning Component	Leadership Development Portfolio with 10 Reflection Reports: A 200-word (half-page) reflection report after each session.	60%	1
II	Domain 2: Industry Insights Master Series	06 Individual Tests provided after each session.	40%	
III	Domain 3: Real Challenges			
III.1	A high-level research/consulting proposal for a macro challenge	A research-report A poster for Gallery Walk A group presentation on the	70%	

		research findings/ consulting proposal		3
		An evaluation of student attitude and professionalism	20%	
		An evaluation on leadership development competencies	10%	
III.2	A preliminary solution to a specific corporate problem/challenge	A solution proposal report	70%	
		A group presentation on the solution proposal		
		An evaluation of student attitude and professionalism	20%	3
		An evaluation on leadership development competencies	10%	
III.3	A concept and implementation plan proposal to grow business or a business plan with prototype conducting with concrete result.	Industry supervisor evaluation of students' implementation proposal/ business plan as capstone project evaluation.	50%	
		Faculty advisor evaluation of capstone project presentation	50%	6

Note\*: Credits are recommended and will be officially recognized in accordance with the regulations of each College.

## 6. Grading Scheme

### 6.1. Assessment Details

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see above).

### 6.2. Grading

The letter grade will be followed by the University suggested rule:

Grade	Range	Grade	Range
A	94% - 100%	C	74% - 76.99%
A-	90% - 93.99%	C-	70% - 73.99%
B+	87% - 89.99%	D+	67% - 69.99%
B	84% - 86.99%	D	64% - 66.99%
B-	80% - 83.99%	D-	61% - 63.99%
C+	77% - 79.99%	F	0% - 60.99%

The assignments will be graded on criteria as below:

- Individual Competencies Development (30%):
  - Competencies Grading Matrix: Aspiration, Thinking, Communication, Connection, Leadership under high pressure with grit.
  - Evaluation by Peers, Business Experts and Academic Mentors.
- Challenge Management Development (70%):

- Challenge Grading Matrix: For written outputs: The quality of data; Data processing Competencies; Thinking Competencies; The quality of recommendations and solutions. For oral presentation and defense: Presenting and Defending Competencies.
- Evaluation by Business Experts and Academic Mentors

### 6.3. Progress Tracking

Evidence of the following activities/works must be submitted on Canvas course to be eligible for credits.

- At least 06 Bi-weekly Checkpoint meetings with Faculty supervisors (Bi-weekly Meeting Logs).
- Minimum 03 onsite company visits to check on students and discuss with industry supervisors (Field work logs).
- Students' attendance in micro-learning sessions organized within the course (Attendance check).
- Capstone Project Presentation and Defense (Oral examination report).

7. **Academic Integrity** (Refer to the Student Handbook): [This section will be provided by VinUniversity].

8. **Accommodations for students with disabilities:** [This section will be provided by VinUniversity].

9. **Inclusivity Statement:** [This section will be provided by VinUniversity].

10. **Class Schedule:** TBD adapting to individual session trainers' availability.

### 11. **Appendices:**

- **Appendix 1:** Mapping of VinUni generic graduate attributes and learning goals
- **Appendix 2:** Rubrics for each learning goals
- **Appendix 3:** Credit mapping framework
- **Appendix 4:** Industry mapping process for Domain 3/ Challenge 2+3
- **Appendix 5:** Enrolment criteria and process
- **Appendix 6:** Sample of the first batch: Leaders20@Vingroup

**Appendix 1: MAPPING OF VINUNI GENERIC GRADUATE ATTRIBUTES AND LEARNING GOALS**

	<b>Course Learning Goals</b>			
Vin Uni Graduate Attributes	Goal 1: Equip students with relevant materials and training in system thinking so that students can evaluate Vietnam's biggest challenges to define a problem they aspire to solve or to make change.	Goal 2: Introduce students with real business insights so that students can gain understandings on how to lead change and design a project at a specific business/organization, related to the Vietnam' challenge they decide to focus on within the course.	Goal 3: Enhance students' exposure to real business experiences under supervision by both academic faculty and industry mentor.	Goal 4: Provide students opportunities to apply leadership and management skills in designing and planning a project as well as effectively managing a team and a project. The ultimate goal is to achieve a solution-based project plan that addresses the problem defined by the students.
EMPATHY	✓	✓		
EXCEPTIONAL CAPABILITIES			✓	✓
CREATIVITY			✓	✓
LEADERSHIP	✓	✓		✓
ENTREPRENEURSHIP MINDSET	✓	✓		



## Appendix 2: RUBRICS FOR EACH LEARNING GOALS

Goal 1: Equip students with relevant materials and training in system thinking so that students can evaluate Vietnam's biggest challenges to define a problem they aspire to solve or to make change.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Identify macro challenges to the country's growth and development and opportunities to serve society by addressing those challenges.	Fails to exhibit an awareness of significant challenges and problems nor their potential to be addressed.	Exhibits an awareness of significant challenges and problems and their potential to be addressed.	Demonstrates a clear understanding of significant challenges and problems and their potential to be addressed.

Goal 2: Introduce students with real business insights so that students can gain understandings on how to lead change and design a project at a specific business/organization, related to the Vietnam' challenge they decide to focus on within the course.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Comprehend business specialties, occupation and leadership strategy for change making: Articulate the basis of those insights and principles.	Fails to understand business specialties, occupation and leadership strategy for change making.	Understand business specialties, occupation and leadership strategy for change making.	Logically comprehends each business specialty principle and insight, and fully understands their respective Interactions for change making.

Goal 3: Enhance students' exposure to real business experiences under supervision by both academic faculty and industry mentor.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Identify, analyze, and evaluate business data from diverse sources in decision making in the business environment and profession.	Fails to identify, analyze and evaluate evidence in order to draw rationally based conclusions.	Capable of identifying, analyzing, and evaluating evidence in order to draw rationally based conclusions.	Confidently synthesize evidence to draw rationally based conclusions.

Goal 4: Provide students opportunities to apply leadership and management skills in designing and planning a project as well as effectively managing a team and a project. The ultimate goal is to achieve a solution-based project plan that addresses the problem defined by the students.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation
Apply the leadership and management skills in the situation where a business challenge occurs: Consider range of outcomes and logically comprehend.	Demonstrates a lack of contribution to the team and does not facilitate a collaborative team environment for problem solving.	Be capable of leading and participating in teams to deliver an appropriate course of action should a business challenge occur.	Effectively apply leadership and management skills to achieve a solution-based project plan that addresses the business challenge.

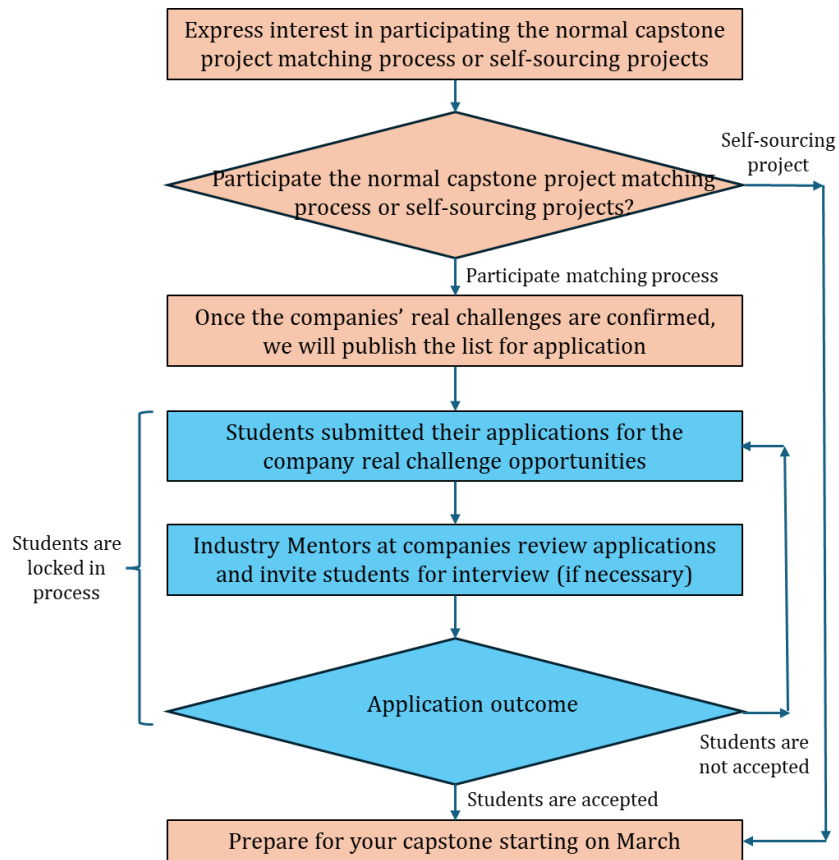
### Appendix 3: CREDIT MAPPING FRAMEWORK

The credit mapping framework is recommended as follows:

Training Component	Conditions	Credit Distribution/ Equivalent Course			
		CBM*	CECS*	CHS*	Other Colleges
Domain 1: The Micro-learning Component	>= 15 contact hours	1 credit of a special study course	1 credit: CECS2020: Seminar on Advanced Topics in Engineering and Computer Science	None.	t.b.d
Domain 2: Industry Insights - Master Series					
Domain 3: Real Challenges	1 month, equivalent 45 contact hours	6 credits, letter grade (Challenge 1 = 3 credits, Challenge 2 = 3 credits) (*)	3 credits of <u>UROP Courses</u> : UROP1010, UROP2010, UROP3010, UROP4010		
<b>Challenge 1:</b> A high-level research/consulting proposal for a macro challenge					
<b>Challenge 2:</b> A preliminary solution to a specific corporate problem/challenge	1 month, equivalent 45 contact hours (Minimum-24h/week at corporates)	GENB4870: Industrial Placement  (Track 2: Work-placement program)	1-term internship COMP4870: Practice/Internship MECE3870 Internship ELEC3870 Internship 6 credits of a capstone project		
<b>Challenge 3:</b> A concept and implementation plan proposal to grow business or a business plan with prototype conducting with concrete result.	4 months	6 credits: GENB4892: Capstone project	COMP4890: Capstone Design MECE4890 Capstone Design ELEC4890 Capstone Design		

Note\*: Credits are recognized in accordance with the regulations of each College.

## Appendix 4: INDUSTRY MAPPING PROCESS FOR DOMAIN 3/ CHALLENGE 2+3



## **Appendix 5: ENROLMENT CRITERIA AND PROCESS**

### **Enrolment criteria**

- 3rd year or 4th year students who comply with **Pre-requisites** stated in **Course Description**.
- Priority is given to the awardees of President List, Dean List, EXCEL, or Change Maker.
- Having potential attributes relevant to Leaders20's Course Learning Objectives:
  - Aspiration: Proven empathy to the social challenges that derives a big aspiration to fulfill VinUni's motto: For the betterment of people, country, and the world.
  - Action-oriented: Dare to take challenges, not being afraid of failure.
  - Grit and Teamwork

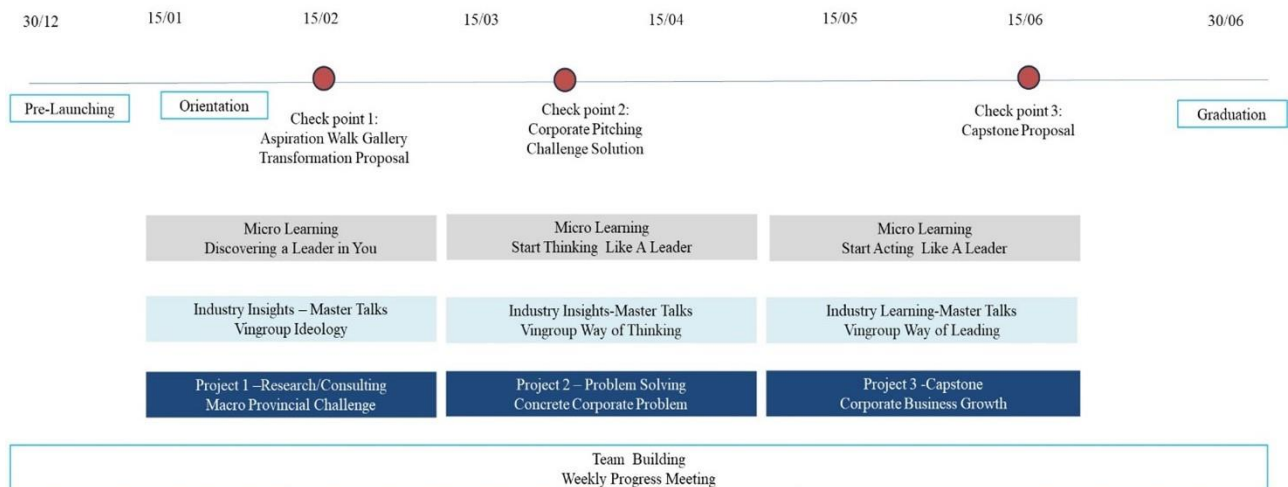
### **Enrolment process**

- Application form
- Assessment Center
- Interviews.

## Appendix 6: SAMPLE OF THE FIRST BATCH: LEADERS20@VINGROUP

### Course Overview:

The inaugural course will be conducted as per the order of Vingroup. Vingroup has committed its senior C-suite executives to share invaluable corporate insights, lessons in both success and failure, especially centered around the Vingroup way of thinking, leading, managing, and the Vingroup ideology. Vingroup has also pledged support by sponsoring real challenges and creating opportunities for our best students to pursue young leadership positions.



### Course Timeline:

### Course Structure:

No.	Course Components (Domain Structure)
<b>I</b>	<b>Domain 1: The Micro-learning Component</b> <b>10 micro-learning sessions with distinguished academic trainers/business experts</b>
I.1	Discovering a Leader in You: Choose 3 out of the below 4 sessions
	<i>Global Context and ASEAN Economic Outlook</i>
	<i>ASEAN Vision and Vietnam Perspectives</i>
	<i>Vietnam Identity and Diversity: How Culture, History, Politics, and Diplomacy Influence Vietnamese Thinking, Acting, and Decision-Making</i>
	<i>Being a Leader (The Four Foundational Factors, Contextual Framework, and Ontological Constraints) based on Harvard's professor program.</i>
I.2	Start Thinking Like a Leader: 2 sessions
	<i>Thinking Essentials</i>
	<i>Problem Solving and Decision Making</i>
I.3	Start Acting Like a Leader: Choose 5 out of the below 7 sessions
	<i>Leadership Essentials (Build Trust; Clarify Vision, Engage System; Promote Talent; Action Plan) based on Stephen R. Covey</i>
	<i>Narrative Story Telling based on Harvard's professor program.</i>
	<i>Managing Your Project</i>

	<i>Business Analytics Essentials</i>
	<i>Communicating Essentials</i>
	<i>Consulting Essentials</i>
	<i>Research Essentials</i>
<b>II</b>	<b>Domain 2: Vingroup Way - Master Series</b> <b>6 Master Talks with C-suits Leaders from the Corporate Sponsor (per each batch)</b> <ul style="list-style-type: none"> <li>• Pre-reading materials are provided.</li> <li>• Offline sharing sessions (storytelling sharing real-life stories, with gamification).</li> </ul>
II.1	Corporate Culture: 2 sessions – Vingroup Ideology
	<i>Vingroup Culture</i>
	<i>Vingroup Spirit</i>
II.2	Governance Principles: 2 sessions – Vingroup Way of Thinking and Managing
	<i>Governance Thinking</i>
	<i>Governance Practices and Tools</i>
II.3	Leadership Attributes: 2 sessions – Vingroup Way of Leading
	<i>Vingroup Leadership Qualities</i>
	<i>Vingroup Leadership Capabilities</i>
<b>III</b>	<b>Domain 3: Real Challenges</b> <b>3 real challenges with problem statements and mentors provided by the Corporate Sponsor</b>
III.1	A high-level research/consulting proposal for a macro challenge
	Consultancy/Research Service for Green Transformation Model for Nha Trang City: choose one of the six areas: <ul style="list-style-type: none"> <li>• Green Industry</li> <li>• Green Agriculture</li> <li>• Green Tourism</li> <li>• Green Urban Infrastructure</li> <li>• Green Transportation</li> <li>• Green Lifestyle</li> </ul>
III.2	A preliminary solution to a specific corporate problem/challenge
	Concreate solution service for a Vingroup P&L regarding a given pain point in their business operations: matching with one of the six P&Ls.
III.3	A concept and implementation plan proposal to grow business or a business plan with prototype conducting with concrete result.
	Option 1 (as per P&L demands for Challenge 3): Set action plan and conduct prototype to achieve specific results with potential to expand on large scale. Option 2: P&L has no further demand for Challenge 3: Develop a business plan to grow the P&L's branch in Nha Trang towards Green Transformation, Green Growth.

### Course Assessment:

- Assessment will be based on pre-defined criteria of assessment for individual competencies and challenge management and development.

- Each session in Domain 2 Component is followed by a test (following the VGR Way).
  - At the end of the course, there is a Reflection on the Vingroup Way when students go for practical internships at various P&Ls and write their observations; The differences between the ideals of the Vingroup Way and the specific real-world environments at each P&L.
  - Mentors also evaluate how well students' qualities align with the VGR environment and VGR Way.
- Proposal for Real Challenge in Domain 3 should include: Goal/Context; Problem; Proposed Breakthrough Idea/Solution; Impact.