

EAST - WEST

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CENTER



**Participants**

**East Asia Field Study**

**Asia Pacific Leadership Program  
Generation Eleven (G11)**

**2011–2012**



EAST-WEST CENTER  
COLLABORATION • EXPERTISE • LEADERSHIP



## Asia Pacific Leadership Program Overview

The Asia Pacific Leadership Program (APLP) is the center of excellence for leadership education in the Asia Pacific region. The program links advanced and interdisciplinary analysis of emergent regional issues with experiential leadership learning.

### Vision

In harmony with the goals of the East-West Center, the overarching vision of the APLP is to support the growth of a peaceful, prosperous, and just Asia Pacific community.

### Mission

We will achieve our vision through the development of a diverse, informed, and collaborative community of action comprised of our participants and alumni. We will build this community of action through a shared educational experience that also promotes individual outcomes.

The APLP is about the knowledge, skills, experiences, and supportive community needed to successfully navigate personal and regional change in the 21st century. We aim to empower participants to act on new perspectives and catalyze positive change.

### Values

The APLP is proud to be part of a larger team that includes the East-West Center's researchers, staff, affiliated students, and 56,000 alumni. The APLP has several core values that reflect the East-West Center's mission and support leadership success. As a program we value:

*Inclusiveness:* Openness to alternative views, supporting others, and appreciating diversity

*Honesty:* Maintaining personal integrity and earning the trust of others

*Humility:* Recognizing one's own weaknesses and the need to learn

*Compassion:* Valuing others and a concern for creating social good

*Innovation:* Creativity, risk taking, and problem solving

*Rigor:* Attention to outcomes and pursuit of excellence

### Who Participates?

The 40 participants selected each year have strong leadership experience or exhibit high leadership potential. All participants have at least a bachelor's degree and most have a master's degree. APLP participants come from virtually all Asia Pacific countries and a tremendous range of professional backgrounds (for example, science, business, development, politics, government, civil society, medicine, religious orders, art, finance, academia, and research). The age of participants ranges from mid-20s to mid-40s, with an average age of 32. Peer learning between participants and alumni is a centerpiece of program design.

### **What Does the Program Involve?**

The APLP is a nine-month program (mid-August to mid-May) that begins with a four-and-a-half-month period spent living and working within a diverse international community at the East-West Center in Honolulu (August to December). During this period, activities include workshops, discussion seminars, outdoor challenges, lectures, simulations, field exercises, independent work, and online activities. Joining the program each year are over 50 world-class guests who deliver specific areas of program content and provide mentorship.

In the program's second phase (January to May), participants activate and further develop the first term's learning by engaging in a range of flexible, customized activities. These activities include: continuing or new employment, graduate coursework at the University of Hawai'i, applied leadership projects, or extended field studies in Asia or the Pacific. In all cases, the program continues through online and/or face-to-face meetings. A capstone reunion is held at graduation in Honolulu in May.

### **Program Learning Outcomes**

As a primary individual outcome of the program, participants will come to a greater understanding of the following three questions:

- What's going on? (emerging issues in the Asia Pacific region)
- What types of leadership are required? (given issues and contexts)
- Where do I fit? (navigating change)

Through participation in the APLP, participants will:

- Energize and refine individual visions and capacities
- Increase awareness of personal leadership strengths and weaknesses
- Forge deeper intercultural communication skills and join a lifelong learning community
- Grasp and be able to communicate implications of regional and global trends
- Develop enhanced abilities to navigate regional and personal change

The APLP provides the time, tools, contacts, and knowledge needed to successfully navigate personal and regional change.

### **APLP Benchmarks of Success**

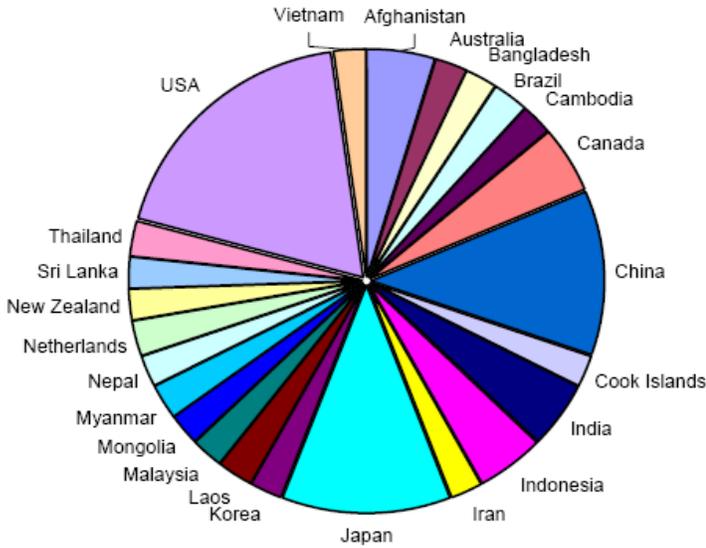
In ten years, the APLP has become the premier leadership program in the region and a signature program of the East-West Center. Its alumni, who come from 53 countries, increasingly occupy key positions within the United States and numerous Asia Pacific nations. Alumni stay in close contact with the program; last year, over 65 percent reunited with program staff.

**We judge our success on how participants come to envision regional trends and understand their place within these trends, and on how participants develop leadership capacity, plan for future success, and carry out actions needed to achieve this success.**

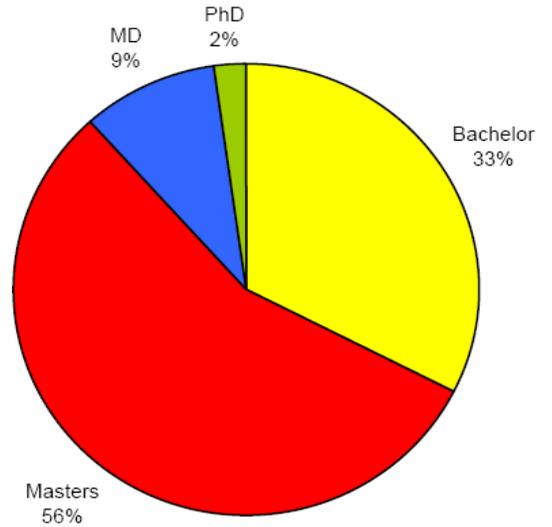
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# Demographics: APLP Generation 11

**G11 Nationalities**



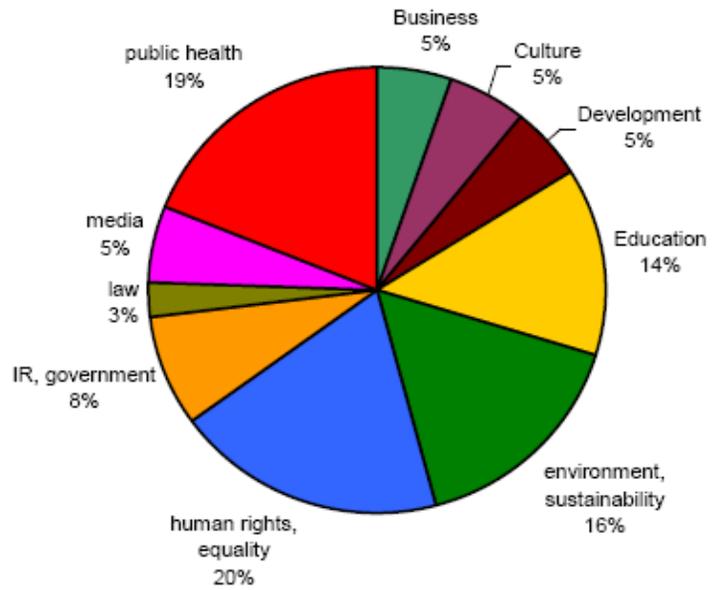
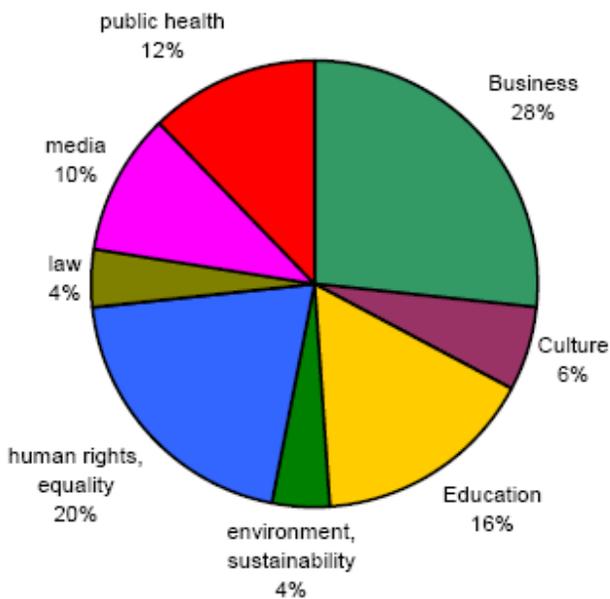
**Highest degree of G11**



**G11 Work Experience**

Average Years of Experience: 7.9 years  
Average Age: 31

**Primary Interests of G11**

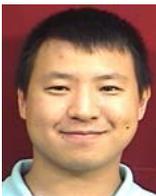




**Delger BATNYAM (Mongolia)** is program coordinator for World Vision International Mongolia in Ulaanbaatar. She conducts community needs assessments, coordinates public health provisions, facilitates the implementation of countrywide programs, and collaborates with other community organizations to support development initiatives. She holds degrees in nursing, as well as tourism management. She is also involved in two Ulaanbaatar-based NGOs working with children who have dropped out of elementary school and helping to establish a foster care program for homeless children.



**Helen CHO (United States)** recently completed a master's degree in communication, culture, and technology at Georgetown University. She holds a bachelor's degree in journalism and gender studies, and has studied in Hong Kong, Beijing, Seoul, and Sydney. She has worked for various publications, specializing in writing and editing web content. Cho's research interests include minority representations in the media, comparative media studies, political communication, and communication theory in Asia.



**Hendrick CHO (United States)** holds a master's degree in urban policy and management and a certificate in organizational development from Milano, the New School for Management and Urban Policy in New York. He founded and raised start-up funds for the first university-wide student government in the New School's 90-year history. Cho is also the cofounder and managing partner of KBF Media Inc., a media consulting venture that provides online services to small businesses and other professionals.



**Scott COATES (Canada)** is cofounder of the Smiling Albino Ltd., a team of travel enthusiasts providing adventure travel in Thailand, Cambodia, Laos, Vietnam, and Nepal. Coates wears many hats at the Smiling Albino, including photographer, blogger, writer, marketing and advertising strategist, and community-service administrator. He has developed and administered seven community outreach programs in Thailand, Nepal, and Cambodia. Coates speaks, writes, and reads Thai, has travelled through 25 countries in six continents, and has ridden a mountain bike through Tibet to Everest Base Camp.



**Harshini DE SILVA (Sri Lanka)** is an environmental analyst and communicator. She holds a bachelor's degree in environmental science, and was the first, and currently only, female LEED Accredited Professional in Sri Lanka. She has worked as a LEED facilitator for a green building consultancy firm in Dubai. Most recently, she was the communications officer for the Global Water Partnership's South Asia office. She aspires to become a specialist in the field of education in environmental conservation and sustainable development.



**Christopher FOULKES (New Zealand)** is a recent law graduate from Victoria University in Wellington. He also holds bachelor's degrees in Asian studies and international relations. He has been a member of several delegations from New Zealand to Asia, including the Wellington City Council Mayoral Delegation to the World Expo 2010 in Shanghai, the Harvard Project for Asian and International Relations 2009 conference in Seoul, and Asia New Zealand Foundation's Young Leaders Forum 2009. Foulkes is cofounder of the Society for Southeast Asian Communities of New Zealand.



**Dimple GROVER (India)** specializes in governance and ethics in organizations. She received her doctorate from the Indian Institute of Technology and teaches at Jaypee University. She has published extensively and was part of Brown University's Brown International Advanced Research Institutes (BIARI). Presently, she is engaged in two international projects on entrepreneurship. She has also contributed to a study on public governance and the development divide in Indian states. In the future, she envisions herself in the fields of governance, development, and sustainability.



**Grace Monica HALIM (Indonesia)** recently completed her master's degree in international public health at the University of New South Wales, Australia. She has worked as a general practitioner, lecturer, and clinical outcome analyst in Indonesia. She served as a volunteer doctor in Gorontalo, Indonesia, where she managed a primary health care center for an impoverished, rural community. In 2011, she interned in the HIV department of the World Health Organization in Geneva, which aligns with her goal of working in HIV/AIDS prevention and care programs in developing countries.



**Brian KASTL (United States)** works in watershed management and has taught environmental science. He specializes in flooding hazards and outdoor experiential education. Kastl completed his master's degree in geology at the University of Hawai'i in 2010 and was a Fulbright Scholar at the University of Auckland in 2008. He has published papers in refereed journals on flood risks and has volunteered for community-based environmental initiatives in Ecuador and Hawai'i. Kastl hopes to improve natural resource management strategies in Southeast Asia, while empowering communities to protect their livelihoods.



**Dayaprasad G. KULKARNI (India)** is a physician and founder of Madhyama Prasaran and Scientific Research Foundation, an NGO specializing in health and education for vulnerable populations. He started Handbloom, a partnership of over 200 NGOs and self-help groups, and is the scientific advisor to the Confederation of NGOs of Rural India, a collective of over 8,000 organizations. One of his areas of special interest is integrating theater, art, and science to develop tools to spread awareness of health- and education-oriented issues.



**Boeun LEE (United States)** is an interdisciplinary visual artist and documentary filmmaker. She holds a master's degree in painting and printmaking from Yale University. Lee has taught art at Yale University, the University of New Haven, Young Audiences New York, Queens Museum of Art, and in Busan, South Korea. She has exhibited in the United States, Germany, Austria, Spain, and Korea. Lee's work strives to illuminate how we are connected through a complex web of social and historical circumstances and how art and film can create a space for reflection.



**Anh LY (Canada)** holds a master's degree in social and cultural anthropology and is currently coordinating a five-year international, multi-institutional research project funded by the Canadian Institutes of Health Research. The project focuses on the development of medical education interventions to reduce chronic disease among indigenous populations in Canada, New Zealand, and Australia. Ly's work focuses on medical education curriculum, health care quality and disparities, cultural competency, and traditional healing. She plans to continue working in health and human rights with marginalized populations in Southeast Asia.



**LorMona Lemalie MEREDITH (Samoa)** is an administrator at the Hawai'i Institute of Marine Biology, University of Hawai'i, where she oversees daily operations, conducts professional research with the institute director, and works as a liaison with faculty, staff, graduate students, nonprofit organizations, public schools, and community groups. Meredith has also managed her family's business and has worked as a sales and marketing consultant/reporter/writer for *TAPU Magazine/Coral Sands Management* in Samoa. Meredith is interested in pursuing graduate education in environmental management.



**Jane Chang MI (United States)** is an artist and an engineer. She holds a master's degree in coastal engineering, as well as bachelor's degrees in economics and engineering. Her artwork has been exhibited throughout the United States, Canada, Japan, Jordan, and Syria, and she has had residencies in Scandinavia, Egypt, and the United Arab Emirates. She is currently overseeing the construction of a Buddhist *stupa* in Vermont. Mi was an all-American water polo player, as well as an Olympic liaison and an assistant coach for the Chinese National Team.



**Miori OKA (Japan)** received a master's degree from Harvard Graduate School of Education as a Fulbright scholar and a bachelor of law degree from Keio University. She has worked in the Boston and Washington, DC public school systems with youths in foster care and juvenile justice. In Japan, she managed the Multicultural Free School for immigrant youths, helped launch Ashoka's Youth Venture social entrepreneurship program, and coordinated relief efforts after the 3-11 earthquake. She has also managed AAR JAPAN's Landmine Education Program in Afghanistan.



**Julie ROGERS (United States/Netherlands)** is currently involved in “Nurturing the Roots: The Tracking Project” in New Mexico and Hawai`i. The project is an intensive mentorship program that brings together artists, educators, activists, and indigenous leaders with the aim of creating a global network of trainers in indigenous knowledge and community revival. She has also served as community relations director for the Blue Planet Foundation and as a biologist for Environmental Science International. Rogers holds a bachelor’s degree in biology and biomedical engineering. She speaks both Japanese and English fluently.



**Andrew SOH (Philippines)** is an instructor in Chinese philosophy, Daoist philosophy, philosophy of religion, and research methods at Ateneo de Manila University. Soh sees his emphasis on Chinese, and especially Daoist, philosophy as a way of looking back to move forward. He is interested in developing a contemporary dialogue of cultures and ways of thinking about living, environmental ethics, and perspectives on ecology that harmonize the old and the new—reconciling the wisdom of ancient Chinese philosophies and contemporary studies on the environment.



**Elke YAMAZATO (Brazil)** is a finance leader in global business services for the growth markets unit at IBM. Her current work involves harmonizing IBM's multiple global operations. She was formerly a senior financial analyst for IBM Latin America based in Sao Paulo, Brazil. She has an MBA from Fundacao Getulio Vargas and an engineering undergraduate degree from Universidade de Sao Paulo. Her ongoing mission is to enhance the integration of strengths in global and local divisions of corporate activities.