

COURSE OUTLINE: AB5602 Leadership in Organizations

Academic Year	2022-23	Semester	2
Course Coordinator	Assoc Prof Chan Kim Yin		
Course Code	AB5602		
Course Title	LEADERSHIP IN ORGANIZATIONS		
Pre-requisites	Nil (but Introductory Organizational Behavior or Psychology would be useful)		
No of AUs	4		
Contact Hours	40		
Proposal Date	1 Nov 2022		

A) Course Aims

1. This 4AU NBS Major Prescribed Elective course provides you with a critical, behavioural science-based understanding of leadership in organizations (i.e., beyond intuition or popular media), and helps you to prepare for more effective leadership in the future. The course is designed for advanced undergraduate students who are preparing to transit to the world of work and organizational life. Using seminars and workshops supplemented with assessments and a group assignment, you will gain a deeper understanding of the challenges of leadership in various organizational contexts based on scientific theory and research. You will be introduced to new frameworks and concepts of leadership and gain greater self-awareness of yourself as a leader – including your motivation to lead, personality, interpersonal and teamwork-related skills and orientations. You will gain experiential learning of team-building processes/skills. At the end of the course, you will be required to articulate your leadership V.O.I.C.E.S. (i.e., your leadership Vision, Opportunities, Identity, Competencies, Ethics & Styles) as part of preparing you for leadership in your future career and work/organizational life.

2. You should take this course if you are concerned with how work and organisations are changing rapidly with greater access to information, globalization and the digital age. In the 21st century, organisations are becoming flatter, work more virtual, and the pace of work is also getting quicker. Career attitudes are also changing – many workers feel less committed to permanent employment with one organization (and vice versa); and are prepared to switch between different organizations, jobs, and even consider self-employment or to be entrepreneurs depending on opportunities and circumstances. Amidst this complexity, people look ever more to leaders and leadership to provide direction, collective alignment of purpose, and motivation at work. These changes place new demands on leaders to influence people effectively to achieve the desired outcomes. This course will therefore help you appreciate both the enduring and “new” challenges of leadership in the new workplace, as part of helping you to strategise for effective leadership in the future world of work and organisations.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Apply social-behavioural science concepts, theories and models of leadership in context of understanding yourself, leaders, leadership and leadership development in organizations (i.e., NBS AACSB “Acquiring Knowledge” or AK).
2. Articulate your leadership potential, formulate your leadership strategy and an individual development plan (i.e., NBS AACSB “Motivation and Development of Self and Others” or MDSO).

3. Articulate self-awareness of your interpersonal skills and reflections on your experiences gained from working with others in a group setting, e.g., teamwork, team building, and interpersonal skills (i.e., NBS AACSB “Teamwork and interpersonal skills” or TIS).

C) Course Content

The course is organised into four parts and 12 lessons (some e-lessons in NTULearn; other online NTU’s MStTeams) summarized follows (see **Annex A** for the detailed schedule of lessons):

Lsn	Topic	Thu
Part 1: Understanding leadership: Perspectives (“models”); Perception (vs. objectivity); Process		
1A	Introduction to Concepts & (Definitions; frameworks; models) (e-Lsn via LAMS in NTULearn)	Anytime from 9Jan23
1B	Challenges of understanding leadership (Criteria; perception/romance vs. reality) (MStTeams)	12Jan
2	Context, Vision & Opportunity: Past vs Future of Leadership in Organizations (eLsn then phy class)	19Jan
3	Process: What does it mean that “Leadership is a process”? & Team building (physical class)	26Jan
Part 2: Leadership as Person/personality; Power/politics; Passion (charisma) vs. Principle (ethics)		
4	Trait approach & “Potential”, Power; Politics, Passion, Principle, Politics (physical class & e-Lsn)	2Feb
5	Behavioural Approach (Styles & TRC) & Integrative Models (physical class/proposals & e-Lsn)	9Feb
6	Team Consultations: Guidance for Team project (submit Assignment#2) (MStTeams)	Booked by Team
Part 3: Understanding leadership in REAL-LIFE, ORGANIZATIONAL contexts		
7	Team leadership: Teams as a “context” (self-managed MStTeams class)	16Feb
8	E-lesson: Organisational leadership (e-Lsn; NBS “e-learning” week; optional team consultation)	Anytime from 13Mar
9&10	Team presentations: “ Leadership in Real-life Organisational contexts ” (MStTeams)	23&30 Mar
Part 4: Leadership Development & Conclusion (note: <u>vital</u> to attend final lessons for Assignments 4 & 5)		
11	Leadership Development for Self & Organization (“Feedback”) (e-Lsn via LAMS)	When PDF reports released
12	My Leadership Strategy (V.O.I.C.E.S.): Course Reflection, Goal setting (Physical or MStTeams)	6Apr
	Consultations for Final Assignments (MStTeams General Channel – class-level; optional)	13Apr

Note: Lesson 1 is taught in 2 parts (1A & 1B); lesson 2 starts from the third class. E-Lsn 8 available from Lesson 3. * Mon24Oct is Deepavali. We will have to find an alternative slot for this “presentation” class or complete all presentations the week before.

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal	Weightage	Team/ Individual	Assessment Rubrics
1. Assignment1	ILO2	MDSO	10%	Individual	Annex E
2. Assignment2	ILO1, ILO2	AK, MDSO	20%	Individual	Annex E

3. Assignment3 (presentation)	ILO 1, ILO3	TIS	30%	20% team content/effort 10% indiv. presentation	Annex E
3. Assignment4	ILO3	TIS	10%	Individual	Annex E
4. Assignment5	ILO1, ILO2	AK, MDSO	20%	Individual	Annex E
5. Participation	ILO1- ILO3	Class Participation	10%	Individual	Annex E
Total			100%		

Note: ** Every team member is required to present for Assignment3. Mandatory Peer Evaluation of individual effort/contributions will be used to adjust individual grade for Assignment3. Peer Evaluation (which affects Assignment3 grade) is NOT THE SAME as the Peer Development Feedback (PDF) exercise which is purely for feedback to your team-mates for the purpose of their learning development. See Annex C for peer evaluation method/approach.

E) Formative feedback

Feedback is central to this course. You will receive written feedback from me about your assignments, online sharings/discussions, team proposals and presentations. I will allocate time for team and individual-level consultation for students to provide feedback for learning.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Cooperative learning: Active participation is required in classes and online activities	Assessment in this course is based on an intensive programme of continual assessment of assignments which are tied to active, and continuous “experiential learning” facilitated “laboratory”-type activities (e.g., team building, group discussions, self/other ratings, etc.) and in an intensive “team project”. You must be prepared to attend and participate actively in all in-(online)class and online discussions and in the team project. The assignments are designed to enable “cumulative learning” – you are expected to constantly reflect on their learning integrate new learning into their assignments. I will typically post an activity or question in the NTULearn discussion board: Your participation to a large extent assessed by your sharing of views your views in these post-class online discussions. Each post-class online "discussion" (for students to share of views on an issue or question) is set to open for only ONE WEEK. What this means is that every student should post a thread to share your thoughts or reflections on the question posed before 0900hrs the day of the next class (postings after the 0900hrs deadline will not be counted for class participation; all other requests for exceptions to this deadline will be ignored; note: students who only joined or “added” to this course after the initial lessons 1A, 1B have until Lesson 3 to respond for missed sharings). The team project has two purposes: (1) To facilitate experiential learning of leadership processes in a team context; (2) To allow students to apply concepts, ideas and theories from the course to the real world of work and organizations. Cooperative learning depends on individual accountability and group interdependence. Team members are expected to establish a “mutual contract” to commit to group learning goals & outcomes. NTULearn will be used as the primary mechanism to provide updates, instructions, handouts, etc. You are expected to check the NTULearn regularly.
Assignment-driven self-	There is one team project and four individual assignments in this course. There is no final examination. Assignments are specified in terms of tasks; requirements & criteria are spelled out in detail in Annex B . Individual assignments must also be submitted in softcopy, i.e.,

directed/team learning	electronically via NTULearn where “Turnitin” will check for any plagiarism. The deadline for submission of all assignments is defined as the start of a specified lesson/class. You must submit/sign the Declaration of Academic Integrity form as required by the University. Students are expected to use the WORD template provided for this course (see NTULearn) and submit your softcopies in PDF format with the filename identifying the assignment and their name (i.e., AB9502_AssignmentXX_StudentsName.PDF). All assignment submissions must be 1.5line-spaced using Arial font 11 as set in the WORD template. Write with a consistent style (i.e., APA, MLA or Chicago). Neatness and consistency is expected especially with regard to the formatting of headings, citations/references -- you will not be penalised for failing to conform to the details of each style. The specified page limit DOES NOT include a cover page, references endnotes or appendices. Failure to comply with key submission requirements (deadline, number of pages, use of template including font & spacing) will result in a penalty of at least 5% from the total grade for that assignment. Note: 10% out of 30% for assignment#3 will be allocated to meet NBS’s requirement for the assessment of “individual presentation” in this course as part of School accreditation requirement.
G) Reading and References	
<p>The structure of this course is unique to the instructor’s unique framework and thinking leadership; it does not follow the structure of flow of any particular textbook. There is no textbook for this course; but, you are advised to <u>borrow and refer to some leadership or organizational behavior texts for Assignment#1</u>. Before each lesson, you should read the compulsory assigned papers/articles from NTU Library’s electronic resources. These readings are listed in Annex C, with an online and most updated Reading List provided in NTULearn. You SHOULD reference the assigned readings in assignments to show deeper understanding the concepts introduced in classes. The readings, activities and assignments stated in this outline are tentative and are subject to change.</p>	
H) Course Policies and Student Responsibilities	
<p>(1) <u>General</u>. You are expected to complete all assigned pre-class readings and activities, attend all physical or online/MSTeams “seminar” classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all physical & online seminar discussions and activities.</p> <p>(2) <u>Absenteeism</u>. As most lessons include during (physical or online) class, team-based experiential-workshop-style activities (e.g., collaborative learning, team building), all students are expected to make the effort to attend and participate in classes according to NTU’s Code of Conduct and Student Code of Conduct. Students should consult NBS’s Undergraduate Programme Office and apply for short leave of absence or medical leave with NBS if they cannot attend classes for valid reasons: upo-enquiries@ntu.edu.sg. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU’s approved activities supported by an excuse letter from the relevant bodies.</p> <p>If you miss a physical or online class, you must inform the course instructor via email prior to the start of the class.</p>	
I) Academic Integrity	
<p>Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.</p>	

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Assoc Prof Chan Kim Yin	S3-01B-62	67906079	akychan@ntu.edu.sg	See designated dates in weekly schedule for team level consultation. For individual consultation, please email instructor at least 24hrs to request for consultation via MStems.

K) Planned Weekly Schedule

Please see **Annex A**.

ANNEX A: WEEKLY PLANNED SCHEDULE

(note: NTU AY2022/23 Sem2 from Jan-May23; recess 27Feb-3MarSep; Exam period: 17Apr-5May23; this course has no final exam)

Lesson	Readings	Topic	Course ILOs	Objectives	Pre-/post-lesson Activities
Note: Note: Lesson1 is conducted in 2 parts. All students must complete and refer to the completed Pre-course worksheet (Appendix 1) to Lsn#1 for sharing.					
Lsn1A Anytime fr. 9Jan23 (online eLsn1a)	<u>Pre-class:</u> *Course outline <u>Post-class:</u> *Souba *McCauley search for texts, e.g., Daft, Yukl, Northouse	Introduction: What is/isn't Leadership? (E-learning at own time; no physical class) 1. Reflection: What does leadership mean to you? Instructions for Assignment 1. 2. Class discussion: Was Steve Jobs a leader or entrepreneur? What's the difference? Bill Wozniak vs. Steve Jobs: Chan's EPL framework. 3. Introduce course overview.	ILO1, ILO2	To document your pre-course understanding of leadership & assess your motivation to lead. To start you thinking on the fundamental concept of leadership (by comparing with entrepreneurship; using Chan et al.'s 2012 EPL framework). Begin to think of EPL contexts.	<u>Before Lesson:</u> Complete "Start-of-Course statement" (Appendix 1) <u>Post-lesson online reflection & discussion:</u> (2) <i>Definitions of leadership (from the textbooks – Daft or Yukl)</i> (3) <i>Using Souba's 4 models, reflect on your start-of-course idea of leadership.</i>
Lsn1B Thu19Jan (MSTeams)	<u>Pre-class:</u> *Chan2018 *Chan2012 Antonakis	Challenges of understanding leadership: Criteria, romance vs. reality (MSTeams class) 1. Continue Movie Case Study: Jobs. Share reflections on Start-of-course thinking (e.g., viz Souba's models). 2. "Criteria of leadership": perception, person, influence (process). 3. 4. Do modern organizations care about leadership? Leadership @ Google 4. Clarify course overview with focus on assignments. Initiate Assignment 2: Answer & score questionnaires.	ILO1, ILO2	To introduce you to the challenges of understanding leadership, including: (i) Different "criteria" (ii) Contexts of leadership (EPL) (iii) Cultural differences (ref to slides only) (iv) Reality vs. Romance. Value of the scientific/data-driven approach (e.g., Google's Project Oxygen & Project Aristotle).	<u>Post lesson online discussions:</u> (1) <i>What does "Leadership" mean at Google? Read Founder's Letter.</i> (2) <i>Reflection: What is clearer to you after Lsns 1A & B (Introduction)</i>

Lesson	Readings	Topic <small>Note: Subject to further refinement before the Course</small>	Course ILOs	Objectives	Pre-/post-lesson Activities
Lsn2 Thu26Jan (30m eLsn2a then Physical class, SR18)	Pre-class: *Chan2006 *Zaleznik77 *Kotter90	Context & Vision: Past vs. Future ... (1hr eLsn/LAMs and then physical class) 1. When did modern concept of leadership emerge? Leadership vs. Management debate 2. "Leadership in context" framework: Application for diagnosing leadership in an organization. 3. Vision & Opportunity. Initiate Assignment 3: Team icebreaking, initiate individual level vision & opportunities for team project.	ILO1	To provide you with an understanding of "organisational in context" (incl. dimensions, issues, etc.) & spell out scope/expectations of team project. To establish common definition & frameworks for the concept of "leadership" in this course. To initiate ice-breaking & planning among team members.	Submit: Assignment 1 "Start-of-Course statement & reflection" in softcopy via NTULearn. <u>Post-lesson online reflect & discuss:</u> (1) <i>What kind of leadership is needed in post-COVID context?</i> (2) Wheatley "Goodbye Command & control" <u>Optional:</u> Students may start to "attend" 3hr online-Lesson 8, as this would help with team project.
Lsn3 Thu2Feb (Physical class; SR18)	*Pearce Shamir99 PDJ Belbin	Process: What does it mean "Leadership is a process"? (physical class) 1. Does a team need an appointed leader? (<i>Orpheus</i>) 2. Shared & distributed leadership & "influence" 3. Team building: V & 3Rs, team roles.	ILO1	To help you understand the concept of leadership as a process, including "shared/distributed leadership". To experience "team building" as a structured process.	Post lesson online sharing: (1) <i>Insight#1: "Aha" from Lsns1-3</i> (2) <i>Read 1x JIGSAW article (next lesson's readings), share what this article says about "Are leaders born or made?"</i>
Lsn4 Thu9Feb (Physical class SR18 then eLsn4b)	1 per student: R1: Judge1 R2: Chan R3: Arvey R4: Judge2 R5: DeRue2 R6: Chan2018 Others: *Yukl *Judge3	Trait approach: Person, Passion, Power, Principle, Politics (Born or Made? Person or Situation?) [Physical class followed by e-Lsn/LAMS] 1. Leader-centric views of leadership: "Triangle" in Leadership in Context framework. 2. Personality & leadership. 3. Leadership potential & the motivation to lead (MTL) theoretical framework 4. Great leaders & Charisma (Passion). 5. Power & leadership (<i>Gruenfeld</i>) 6. Ethical Leadership (Brown & Trevino). 7. Political skills & leadership (Ferris)	ILO1, ILO2	To help you understand how personality traits, power, ethics/principle & politics relate to leader potential & criteria such as emergence & effectiveness. To help you understand meaning of own "scores" on various leadership assessments. To help you understand meaning of own "scores" on various leadership assessments.	<u>Post lesson online sharing (optional):</u> <i>"Donald Trump's personality"</i> <u>Note:</u> Students must come with scored leadership assessments for Assignment #2. Teams to book/reserve dates for post-Team proposal consultation with Prof (30mins on the day after Team's proposal presentation)

Lesson	Readings	Topic	Course ILOs	Objectives	Pre-/post-lesson Activities
		<div style="border: 1px solid black; padding: 2px; display: inline-block; color: red; font-size: small;">Note: Subject to further refinement before the Course</div>			
		8. Trump & the “Realities” of leadership?			
Lsn5 Thu16Feb (Physical class; SR18 then eLsn5b)	*M&G *CFA MV RR	Part1: Presentation of Team Proposals Part2 (eLsn): Behavioural Approach (Styles & TRC) & Integrative Model (linking Traits-Behaviors-Outcomes): (physical class by default) 1. How to think about “Styles” (from Kurt Lewin to Full Range of Leadership Model). 2. Task-Relations-Change behaviors (Yukl) 3. Integrative Model of leadership (DeRue, 2011).	ILO1, ILO2	To help you understand the various behavioural theories of leadership including “style” theories; and to compare these against the “competency” approach. To observe and practice your presentation & planning skills.	<u>Note:</u> Each project team must come prepared to present a 5min “project proposal & plan”. <u>Post lesson online discussion:</u> <i>Read 1x JIGSAW article (next lesson’s readings), share what this article says about “Do teams need leaders? Why yes or no or maybe?”</i>
Lsn6 Booked with Prof soon after proposals (MSTeams)	nil	Team Consultations (MSTeams; by appt) 1. 45min Team Consultations for ALL teams on Project (immediately after team proposals) 2. Individual consultation on Assignment2 (upon request; please email to Instructor).	ILO1, ILO2	To help you apply concepts learned in the course to date: from the models of leadership to the person-based view of leadership.	Submit: Assignment 2 “My 2 insights from two sets of lessons: 1-3 & 4-5) & My Leadership potential” at start of lesson /class.
MID-TERM RECESS WEEK 28Feb to 6Mar2021					
Lsn7 Thu9Mar (MSTeams)	*DeRue3 *Morgeson *Burke *NATO	Leading Teams: Self-directed team via MSTeams 1. Team effectiveness: How is your team performing? 2. Team leadership: Functional leadership theory. 3. Assignment 4 – instructions.	ILO1, ILO2, ILO3	To help you understand the nature of interpersonal influence, “followership”, and the factors that affect team leadership and effectiveness. Reflection on team dynamics and leadership.	<u>Note:</u> Students will be provided Political Skill inventory for self-scoring & Appendix for Assignment #4. <u>Post lesson online discussion:</u> <i>Psych safety & Team Dysfunctions</i>
e-Lsn8 Week of 13-16Mar (eLsn8*)	*USArmy06 *Hooijberg *Kotter2	Organizational Leadership (online class / e-learning week; NO PHYSICAL CLASS; note: good idea to “attend” the e-lesson earlier as it is useful for your team presentations) 1. Organizational structure & “Levels of leadership”.	ILO1	To help you understand the different levels of leadership in organizations, with focus on “indirect”, organizational and strategic level leadership.	This is an electronic lesson which you may access via NTULearn. There is NO PHYSICAL CLASS this week! Teams may schedule consultations with Prof.

Lesson	Readings	Topic	Course ILOs	Objectives	Pre-/post-lesson Activities
* Prof likely to release eLsn8 early		2. Direct vs. Indirect, Organisational & Strategic. 3. Leadership & Organizational culture.		To help you understand the relationship between leadership & organizational culture.	
Lsn9&10 Thu23&30 Mar (MSTeams)		Team presentations: “Understanding Leadership in real life organizational Contexts” & “Team Leadership reflections” (MSTeams) Note: We’ll clear 3-4 teams on day 1 if necessary; class may end 30mins later if lots of discussion To administer “Peer Dev Feedback” for Asmt#4 after day1 of presentations	ILO1	From both your team’s effort and by listening to other teams: To help you learn about challenges of leadership in different, real-life, organizational contexts; to learn of the practical challenges & lessons of team leadership.	Each project team must come prepared with a 20min project presentation (max 30 slides). <u>Submit</u> : Softcopy of Slides in NTULearn and in MSTeams at least 2hours before the presentations begin.
e-Lsn11 When PDF reports are released (eLsn11)	*Day01 *Day07 Drucker	Leadership Development: Principles & Practice [e-lesson; upon release PDF reports] 1. Approaches and principles of leadership development. 2. Feedback	ILO1, ILO2, ILO3	To help you understand how leadership development as part of self-development and how organizations approach it.	
Lsn12 Thu6Apr (Physical class)		Conclusion: Reflection; Goal setting; Guidance for Assignment 5 (“My leadership Strategy”) (Physical class)	ILO1, ILO2, ILO3	To review & consolidate learning from the course.	<u>Early Submission of Assignment 4</u> : “My Self-awareness Report” (based on Belbin, PDF & Political Skill inventory) at start of class. May revise & resubmit if <B grade.
Consult’n (optional) Thu 13Apr (MSTeams)		Class-level Consultation with Prof (MSTeams) Attendance/participation is Optional.			
Thu20Apr	FINAL Submission of Assignments 4 (“Self-awareness & Experiential Learning”) & 5 (“My Leadership Strategy”) by 1430hrs via NTULearn END-OF-COURSE: THERE IS NO FINAL EXAM FOR THIS COURSE! Feedback for Assignments 3, 4 & 5 will be released via <u>Gradeway</u> (formerly called <u>eUreka</u>) only after NBS has moderated the grades.				

ANNEX B: ASSESSMENT TASKS & CRITERIA

1. Assignment #1: “Start-of-Course statement & reflection” (INDIVIDUAL; 10%; deadline for electronic submission in NTULearn: before Start of Lesson 2)

a. Tasks: In a maximum of six A4-pages (Arial font 11 1.5line-spaced),

(1) “What Leadership means to me & Why”: With reference to your completed pre-course worksheet (see Appendix 1), write a “Start-of-Course” statement to explain “What leadership means to you” and “how your current understanding of leadership **is related to your past experiences and observations**”, e.g., in school, in society, in your family, at work (if any). Show application of Kolb’s (1984) Experiential Learning Cycle as mentioned in Lsn01 to relate your most significant leadership experience(s) or observation(s) of a leader (good or bad) in a particular (work, school or family) context (approx. 2 pgs). **Use this statement to provide a context for instructor to understand your learning goals or questions for this course.**

(2) “What I hope to learn from this Course & Why”: Next, consider the challenges of leadership in the 21st century based on the course description and discussions in lesson 1, and generate 3 specific questions or learning goals about the study of leadership **in relation to the three main course objectives and design**, i.e., what you hope to learn from course *given the scope, design (activities, sequencing, experiential learning) and objectives of the course*. These questions should be very specific to your interests and should challenge or enhance your understanding of leadership beyond your past thinking. **Key: Show good understanding of the 3 specific course objectives and design (sequence, activities & approach) with personalization to one’s personal/career development.** (approx. 2 pgs)

(3) “Insight#1: Reflective learning from Lesson 1a & 1b”: Critically reflect on your start-of-course statement (i.e., your pre-course thinking about leadership) by considering textbook definition(s) of leadership, the VOICES framework and Souba’s models: **How does your start-of-course thinking align *or not* to the definition(s), each of Souba’s models (or not), the VOICES framework and why? Show awareness of definitions and V.O.I.C.E.S. as intended in this course and use these to evaluate your start-of-course thinking.** Show understanding of Souba’s models by discussing how familiar or not each model is to you and why (approx. 2 pgs). Share how you wish to learn more about each model.

b. Submission requirement: Maximum 6 pages essay, 1.5line-spaced, Arial font 11 (use Assignment template provided); submit via NTULearn before start of Lesson #2. All students should complete the Pre-course worksheet in Appendix 1 before lesson 1. Once completed, please “transfer” word-for-word your in-class reflections (or what you wrote during class) into a softcopy and attach Appendix 1 to your 6-page essay. Please see and use “template” provided in NTULearn. This means that assignment #1 should be a maximum of SIX pages plus the completed Pre-course worksheet appended to it. The appended pre-course worksheet DOES NOT replace the 6-page essay which is what will be assessed using the criteria below.

c. Evaluation criteria:

- (1) Quality and Relevance of Past Leadership Experiences and Observations shared (showing understanding of the purpose of assignment)
- (2) Quality of "Start of Course" statement and how well it derives from/relates to the experiences/observations shared (showing understanding of the purpose of assignment)
- (3) Quality of 3 learning goals or questions viz. how they relate to all 3 course objectives (showing understanding of the purpose of assignment)
- (4) Insight#1: Understanding of concepts with some critical thinking
- (5) Insight#1: APPLICATION of concept to self and/or organizational/real life context (i.e., why & so what)
- (6) Overall quality of assignment: Use of template including font, formatting, declaration, references, timeliness, etc.

2. Assignment #2: “My 2 Insights & Leadership Potential” (individual; 20%; submit before Recess)a. Tasks:

(1) My next 2 Insights (#2 & #3). In a maximum of 4x A4-pages (Arial11 1.5line-spaced), describe TWO significant insights about leadership (about 2 pages per insight) that you gained from lessons 1 to 5; and explain WHY each was an “insight” for you. Be clear and concise. **You must provide ONE insight from each of the following sets of lessons: (Insight#2 A: Lsn1, 2 & 3), (Insight#3: Lsn 4 & 5). Each insight must INTEGRATE learning of different concepts or frameworks across each set of lessons and should not only come from one lesson.** An insight may be “way of thinking about a topic, issue or question”, a “phenomenon”, or an “Ah Ha!” You should elaborate on each insight by explaining the “insight” or “new learning or realization” clearly and **why it is/was significant for you** in a personal or specific way (e.g., why you didn’t think of this issue like that before or how this “new idea or learning” may affect your leadership). Key: Show sensemaking and “organization” of knowledge from the first part of the course. To only mention one or a few new concepts or frameworks without “connecting” them will not suffice. To only say that you never heard or thought of an idea is not adequate.

(2) My Leadership potential. In a maximum of 3x A4-pages (Arial font 11 1.5line-spaced), describe your “leadership potential” in terms of the concepts of leadership emergence vs. effectiveness, based on the self-assessments of your personality & motivation to lead and with reference to Chan & Drasgow (2001), and DeRue et al.’s 2011, and Badura et al.’s 2020 meta-analytic relationships established between personality factors, behaviours and leadership. Also discuss your self-assessment of leadership behavioural skills and competencies based on Yukl’s TRC model. Summarise your test scores & findings for this Task in the template provided in Appendix 2. **Write a report on “What these test scores (individually and as a whole or based on patterns of relationships among the scores) tell me about my leadership potential, specifically in terms of my potential for leadership “emergence” vs. “effectiveness”.** Try to show holistic assessment of own leadership potential, based on what the trait measures (of personality & values) suggest, while being sensitive to other “non-trait” factors like competencies/skills, can also affect one’s leadership.

b. Submission requirement: Maximum 7pg report on “My 2 Insights & My leadership potential”; 1.5line-spaced/ Arial font 11; 20% total grade submit via NTULearn before the lesson prior to Recess week; 7p excl. Annexes & References.

c. Evaluation criteria: Insights in Task 1 are evaluated in relation to:

- (1) QUALITY of Integration, coherence & understanding of concepts ACROSS the set of lessons with some critical thinking
- (2) Insight#2: APPLICATION of concept to self and/or organizational/real life context (i.e., why & so what)

Your write up for Task 2 “Leadership Potential” is evaluated in terms of:

- (3) Objective Presentation & interpretation of various the test scores such as the EPL scale, MTL scale, and Big Five (e.g., provide the scores and say what they mean for your leadership in a table or Appendix)

- (4) Show conceptual understanding of personality, Big Five, MTL and TRC constructs.
- (5) Show conceptual understanding LEADERSHIP POTENTIAL and leadership "Emergence" and "Effectiveness" and how they are related to each other in this assignment.
- (6) Able to apply knowledge from integrative models of leadership (e.g., Badura) to articulate links from traits and behaviours to effectiveness vs. emergence outcomes
- (7) Show appreciation of the complexity of leadership potential beyond simple born or made assumptions (e.g., referencing learning from "Jigsaw" discussion)
- (8) Quality of Assignment (timeliness; use of template, formatting, appendices; references, etc)

3. Assignment #3: Team Research/Presentation Project – “Understanding leadership in a real-life work organization” (GROUP; 30%; submit soft of slides BEFORE the start of the team presentations). The team will have at about 6-7 weeks to produce a 20-30-minute presentation. All team members must present. The PPT slides must be emailed to Prof and submitted to NTULearn (with “notes” if available) about 2-3hrs before the day of class presentations. Multi-media clips can be used to supplement the team presentation but should not replace it. Do not exceed 30mins for entire team presentation. As a guide, each team’s presentation should use about 40-50 slides. There are TWO PARTS to the presentation with equal weightage:

a. Part 1 (15mins; 10% of 30%): To study the challenges of leadership in a real-life organisational or work context (scoped a specifically as possible) both by reviewing the literature, studying trends/developments and by interviewing leaders/workers or studying organisations from that context. Specifically, each team is to:

(1) Identify a specific formal organization – it can be large (e.g., U.N.), or small (S.M.E.), in any sector of “work” (where people in it are doing “work”) including profit or non-profit, public, private or political sector. Describe the organization in terms of its core business, products, mission/purpose, values, organizational structure & culture, history, key successes/failures, etc. Important guideline: Teams are strongly encouraged to try their best to identify an organization where members of the team have access to interview at least 1 person (leader or employee) who is working or has worked in that organization and who is willing to discuss the reality of work-life and leadership there. If not, then teams must ensure access to published interviews or case studies describing the nature of work and leadership-related issues in that organization. Basic rule: The organization identified must be a real one with a formal system of organization including an organizational chart, mission statement, etc.

(2) Broadly analyse “leadership” in the identified organization as defined/taught in this course using the Leadership in Context and other frameworks where appropriate. What is the mission/purpose, internal and external operating context and desired outcomes of this organization and how does that shape the kind of leadership needed in this organization? What are the different “levels of leadership” that operate in this organization? What are the different “kinds of leadership” that is practiced here? What are some key challenges of leadership issues in this organization (i.e., When & why would leadership matters? What are/could be the criteria of leadership at different levels? What are some “threats” to leadership in this organization?). Important rule: Show evidence of your “research” effort – provide references/citations, submit and play audio-video clips during class presentation, etc.

(3) Identify AT LEAST TWO (note: more is better but relevance to context is key) leadership ideas, concepts, models, theories specifically learned in this course and discuss their relevance in context of this organization. Team should first specify the concepts, ideas, models/theories selected (e.g., Soutar’s mental models of Leadership, idea of “leadership as a process” or “shared leadership” or “TRC model”). These should be selected from the list provided in Annex D or lesson slides from the instructor. Following that, the team should explain why these concepts/models were chosen and then process to discuss how these may be relevant for this organization in the present or for the future.

b. Part 2 (15mins; 10% of 30%): The team must monitor, constantly reflect on and Report its “group leadership-related processes”, specifically, task and team-related processes. Question: How has team project experience taught you about leadership in teams?

- c. Team Presentation evaluation criteria:
- (1) Part1: Understanding & Application of LiC framework
 - (2) Part1: Appropriateness of understanding and application of Concepts (min. 2)
 - (3) Part1: Learning about Organizational Leadership (e.g., Lsn8, etc)
 - (4) Part2: Experiential Learning about Tm Building/Development Journey (e.g., Tuckmans)
 - (5) Part2: Experiential Learning about Team Leadership concepts, e.g., Belbin
 - (6) Part2: Experiential Learning about Team Dynamics (e.g., Lencioni)
 - (7) Part2: Learning about Team Effectiveness behaviours
 - (8) Overall quality of Team's Research & Presentation Effort (e.g., coherence/integration)
 - (9) Overall quality of Presentation (creativity; engagement, learning for audience)
- d. Individual presentation skills is assessed (10% of 30%): As part of NBS accreditation, 10% out of 30% for Assignment#3 will be allocated to assessment of "individual presentation" in this course. ALL STUDENTS MUST therefore demonstrate their individual presentation skills according the NBS rubrics as part of the team project presentation. Criteria:
- (1) Verbal quality: Speaks at appropriate speed and volume; Uses correct grammar and pronunciation.
 - (2) Non-Verbal quality: Establishes eye contact; Uses gestures and movement to convey energy and confidence.
 - (3) Rapport with Audience: Addresses audience needs; Builds rapport with audience.
 - (4) Communication Outcome: Has a clear message for audience; Maximizes likelihood of audience accepting the message
- e. Peer evaluation. This is mandatory and used to assess individual contribution for final moderation of individual Team Project score. DO NOT DISCUSS this exercise within your teams. Reports of any collusion with peer evaluation will be taken very seriously and investigated. This will is administered at the final class using this form:

PEER EVALUATION FOR TEAM PROJECT

Team: _____ Monday / Thursday session

Rater Name: _____

Instruction: This worksheet is to be completed and submitted DURING THE CLASS and is CONFIDENTIAL when completed. First, **strike out or cancel your own name**. For each of the factors (columns), decide how you would allocate 100 points to your team-mates (i.e., each column must add up to 100). You are REQUIRED to **award different points for each peer – no ties are allowed for each factor**. For example, if you believe everyone roughly contributed roughly the same amount of effort, you must still give different points but perhaps with only small difference (e.g., by 1 point). You can decide to award a peer ZERO points if that peer did not contribute on that factor at all. Detailed responses will NOT be revealed.

Name of Peer or Team mate*	Factor: Contribution to the Team's Project in terms of EFFORT (e.g., time spent & persistence)					
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Total (Must add To 100)						

* Please cancel your own NAME AND ROW from the table. Do not award points to yourself. To be submitted to instructor during class.

4. Assignment #4: “Self-awareness from my Team experience & Feedback” (10%; 4 pages max; submit before the final class): Assignment 4 should be completed soon after the Peer Development Exercise (PDF) and before starting on the final Assignment (5; below). It is part of the build-up to the final assignment. Task: **Based on your experience working in your project team**, complete & self-score various scales after the start of the Team Presentations -- Belbin Team Role self-rating, Peer Development Feedback on Task vs Team-related behaviours, “Political skill” – then summarise your self-assessments & findings for this Task in the assignment template provided (see Appendix 3). Refer to the literature and try to make sense of the above instruments and review your “findings” on the above scales in relation to the “peer feedback” that you will receive after the team presentations. **Apply the concept of “Experiential learning” (Kolb, 1984) by reflecting on your journey with your project team in this course by answering this broad question: How and What are you now more aware-of, of yourself and how you influence and/or relate to others? What does this suggest in terms of some areas of development for yourself, leadership-wise?**

a. Requirement: Submit 4p Report on “Self-awareness”; 1.5line-spaced/ Arial font 11; 10% total grade; submit via NTULearn start of specified Isn; 4p excl appendices & references.

b. Evaluation criteria:

- (1) Quality of Conceptual & Experiential Learning about Belbin team roles from pre/post assessment & interpretation
- (2) Quality of Conceptual & Experiential Learning about Political Skills from self-assessment
- (3) Quality of Conceptual & Experiential Learning about Team Effectiveness behaviors from PEER DEV F/B assessment
- (4) Quality of integration of personality & MTL (“leadership potential”) aspects of assignment 2 into this assignment
- (5) Application of Experiential learning model/cycle (Kolb, 1984)
- (6) Conclusion with a Holistic Integration of Self-awareness from all assessments & feedback (incl asmt 2) using Johari Window, with some goals for improvement (for future reference in Assignment5)

5. Assignment #5: “What Leadership Means to me now and My Leadership V.O.I.C.E & Strategy” (INDIVIDUAL; 20%; submit on deadline specified after final Lesson).
- a. Tasks:
- (1) Insight on Leadership Development (LD; 5%; 2 pages max.): In a maximum of 2x A4-pages (Arial11 1.5line-spaced), write about “What I have learned about Leadership Development at the individual and organizational levels” to show experiential learning linking class activities & Lsn11 concepts & realities /challenges of LD in organizations from Team Presentations.
 - (2) Concluding Statement (5%; 2 pages max.): In a maximum of 2x A4-pages (Arial11 1.5line-spaced), write a 2-page statement of **“What leadership means to me now” and “how my understanding has changed since the start of this course” with focus on the experiential learning of concepts (e.g., “leadership as a process”; “context”, shared/distributed leadership, “mental models of leadership”, “dynamics”, etc.) via the team project.** Make reference to your Start of Course” thoughts on “What leadership means to me now”: you may attach and make reference to your assignment#1 as an Appendix to this final assignment.
 - (3) My Leadership V.O.I.C.E. & Strategy (10%; 4 pages max.): Based on your “Self-Assessment of Leadership Potential” (assignment2), and “Final Self-awareness Report” (Assignment4), draft a 4x A4 page essay entitled “My Leadership V.O.I.C.E. & Strategy”. Suggested headings: Leadership in my future career and work context of interest (my personal vision and opportunities for leadership); my potential & strengths/weaknesses as a future leader; very briefly: my individual development plan, including at least 2 developmental goals for leadership in the future. Make reference to a competency development guide.
- b. Requirement: Submit via NTULearn start of specified lesson; maximum 8x A4pages excluding Annexes & Refs. 1.5line-spaced/Arial11.
- c. Evaluation criteria:
- (1) Task1 “Insight on LD”: QUALITY of EXPERIENTIAL (incl conceptual) LEARNING about Leadership Development at indiv & org levels from course & team projects.
 - (2) Task1 “Insight on LD”: QUALITY of APPLICATION about about Leadership Development at indiv & org levels from course & team projects.
 - (3) Task2: Quality of Reflection shown in “What leadership means to me now” and “how my understanding has changed since the start of this course” with emphasis on experiential learning of concepts via the team projects.
 - (4) Task2: Holistic, INTEGRATION of learning shown in “What leadership means to me now” and “how my understanding has changed since the start of this course”
 - (5) Task 3: Quality of Leadership V.O.I.C.E.S. in relation to learning from this course
 - (6) Task3: Task 3: Quality of Developmental Goal setting (possible IDP and reference to Competency Guides) based on self-awareness from this course with reference to Assignments 2 & 4 (i.e., Peer Development Feedback)
 - (7) Quality of Assignment (timeliness; use of template, formatting, appendices; references, etc)

**APPENDIX 1: PRE-COURSE WORKSHEET
(FOR COMPLETION BEFORE YOUR FIRST LESSON/CLASS)**

Instructions: Except for the Section E, this worksheet is to be completed **BEFORE** the 1st lesson, and then “transferred” (word for word) into a softcopy and appended at the end of a (max) 6-page essay on “What leadership means to me & why” and “What I most want to learn or understand about leadership from this course and why”. **IMPORTANT: This worksheet helps to you gather your thoughts to write Assignment#1 but is not itself the 3-4-page essay required for Assignment#1.**

SECTION A: WHY ARE YOU TAKING THIS COURSE?

<p><i>My main reason is....</i></p> <p>1.</p> <p><i>My other reasons are...</i></p> <p>2.</p> <p>3.</p>

SECTION B: WHAT DOES LEADERSHIP MEAN TO YOU?

<i>Free association: What I think of “Leadership”, I think of... (any 10 ideas/words in 1minute)</i>	
(1)	(6)
(2)	(7)
(3)	(8)
(4)	(9)
(5)	(10)
<p><i>How would YOU define leadership now (note: no correct answer)? Complete opening phrases...</i></p> <p><i>To me, leadership is... (It is concerned with...)</i></p> <p><i>There is leadership when... (it is absent when...)</i></p>	

SECTION C: WHAT DO YOU WANT TO LEARN/GAIN FROM THIS COURSE & WHY?

What questions do you seek to find answers about “Leadership”? List at least 3, up to 5 by completing this phrase: “I seek to know/understand (begin with what / why / when / how)...

(1)

(2)

(3)

(4)

(5)

*Having stated your reasons for taking this course and questions about leadership, generate 3 specific questions or learning goals about the study of leadership in relation to the **course scope, design (i.e., activities, sequencing, experiential learning) and three main objectives** of the course. [Key: Show evidence of having read & understood the course scope & design & attended the first lesson then personalise your objectives by elaborating on “why” (for yourself; from this course) and not just “what” in relation to each course objective].*

Qn1 (Acquiring Knowledge): *I hope to learn/understand...*

Qn 2 (Developing Self): *I hope to...*

Qn 3 (Teamwork & interpersonal skills): *I hope to learn/develop...*

SECTION D: YOUR MOST SIGNIFICANT LEADERSHIP EXPERIENCES/"LESSONS"

Reflect on your most significant leadership experiences or observations (of leaders). Describe it briefly and relate HOW they taught you something or make you want to learn more about leadership...

Experience/Observation1 – Who & what happened?

What did you learn or want to learn from this person/event/situation?

Experience/Observation2 – Who & what happened?

What did you learn or want to learn from this?

SECTION E: REFLECTION ON MY START-OF-COURSE THINKING ON LEADERSHIP (complete this only AFTER you attended lesson#1)

Read the article by Souba (2007) entitled **“THE LEADERSHIP DILEMMA”** (especially Section with Fig. 1), then reflect on your start-of-course thinking about leadership and answer these questions:

<p>A. Person in charge (a leader)</p> <ul style="list-style-type: none"> • Wields power and authority • Stands apart and above • “Acts” on followers • Sets strategic direction • Solves problems, allocates resources, has answers 	<p>B. A group at the “top”</p> <ul style="list-style-type: none"> • Empowered to set direction, make decisions, allocate resources • Often equated with leadership with a capital “L” • Privilege enjoins responsibility (constituents are “served”) 	<p>C. Anyone who “leads”</p> <ul style="list-style-type: none"> • Frequently has no title or formal authority • Influences others, often through sense-making or persuasion • Often equated with leadership with a small “l” 	<p>D. Property of a living system</p> <ul style="list-style-type: none"> • An organizational capacity (an energy, force, activity) • An activity resulting from human connections (teams, depts.) • Can be increased with practice and discipline • Everyone’s responsibility
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(1) Which of Souba’s 4 models (above) best describes your initial thinking about leadership? Consider -- Why do you think of leadership in this way?

(2) Consider Souba’s OTHER models of leadership: which one is LEAST intuitive to you? Why? What would be the challenges or benefits of thinking of leadership in this way?

Least intuitive to me is model A / B / C / D, i.e., Leadership = _____

Challenges:

Benefits:

(3) What do you think is the most realistic/practical model for thinking about leadership in real life project teams? Why?

APPENDIX 2

ASSIGNMENT 2 TASK1: SUMMARY OF MY TWO MOST SIGNIFICANT INSIGHTS

Instruction: This form is to be completed and attached as “Appendix 1” to your Assignment 2; it will not be counted as part of the page limit for the assignment.

Insight	Statement of your “Insight” in 1 sentence* [Suggest completing this statement “For me, a significant insight was...” & “why”]	Lesson(s) where you got this insight
#1 {from lessons 1, 2 & 3}		I got this insight from... Lesson #__ entitled _____ & Lesson #__ entitled _____
#2 {from lessons 4 & 5}		I got this insight from... Lesson #__ entitled _____ & Lesson #__ entitled _____

* *Note*: An insight may be as simple as a new “idea” or “concept” or “way of thinking about an issue”, or even an “issue” or a “phenomenon”. Each insight must INTEGRATE learning across each set of lessons (i.e., should not only be from one lesson). Please elaborate on each of the 2 insights in your written term assignment. The elaboration (in the main assignment) should explain the “insight” or “new learning or realization” clearly and why it is/was significant for you in a personal or specific way (e.g., why this “new idea or learning” may affect your leadership).

ASSIGNMENT 2 TASK2: WHAT MY SELF ASSESSMENTS MEAN FOR MY LEADERSHIP POTENTIAL (viz emergence & effectiveness)

Instruction: This form is to be completed and attached as “Appendix 2” to Assignment 2 submission. Please consolidate your scores from the various tests/measures and summarise the meaning or “interpretation” of the scores in this Appendix. With this summary, you are to answer Assignment Task 2 which requires you to describe your “leadership potential” in terms of the ideas of leadership emergence vs. effectiveness.

Summary of Questionnaire Scores compared to norms provided (mark X where appropriate by extracting from the Tables in Next Page)

How high or low are you on	Entrepreneurial motivation	Professional Motivation	Leadership motivation	Affective-Identity MTL	Non-calculative MTL	Social-normative MTL
Very Low (bottom 5%)						
Low (6-20%)						
Slightly low						
Average						
Slightly high						
High (81-95%)						
Very High (top 5%)						

Big Five Personality Factors

Factor	Test Score	Interpretation: Implications for your “leadership potential”		
		Vs. Norms eg “High” or “Low”	My potential to Emerge	My potential Effectiveness
Extraversion				
Conscientiousness				
Agreeableness				
Emotional Stability				
Openness to experience				

Self-assessment of Task-Relations-Change behaviours (based on Yukl, 1999)

TRC Factor or Dimension	Which (2-3) behaviours do you demonstrate most for <u>each</u> TRC factor or behavioural dimension?	Which (2-3) specific behaviours do you least demonstrate for <u>each</u> of the TRC factors?
Task		
Relations		
Change		

RECORD OF SCORE ON QUESTIONNAIRES FOR ASSIGNMENT2 (Circle/Shade your score)

EPL Motivation Score (norm = sample of 13,912 university students from Singapore (male: 56.5%; female: 43.5%. Mean age = 22.73)

Label	Entrepreneurial Motivation	Professional Motivation	Leadership Motivation
Very Low (Lowest 5%)	≤ 18	≤ 25	≤ 24
Low (6–20%)	19–22	26–29	25–28
Slightly Low (21–40%)	23–26	30–32	29–30
Average (41–60%)	27–28	33–34	31–32
Slightly High (61–80%)	29–32	35–36	33–35
High (81–95%)	33–37	37–40	36–39
Very High (Highest 5%)	38–45	41–45	40–45

EPL Intent Score (norm = sample of 10,832 university students from Singapore (male: 54.8%; female: 45.2%. Mean age = 22.63)

Label	Entrepreneurial Intent	Professional Intent	Leadership Intent
Very Low (Lowest 5%)	≤ 2	≤ 10	≤ 7
Low (6–20%)	3-4	11–12	8–9
Slightly Low (21–40%)	5	13–14	10
Average (41–60%)	6	15–16	11
Slightly High (61–80%)	7	17	12
High (81–95%)	8	18–19	13–14
Very High (Highest 5%)	9-10	20	15

EPL Efficacy Score (norm = sample of 18,600 university students from Singapore (male: 55.3%; female: 44.7%. Mean age = 22.64)

Label	Entrepreneurial Efficacy	Professional Efficacy	Leadership Efficacy
Very Low (Lowest 5%)	≤ 8	≤ 9	≤ 11
Low (6–20%)	9–14	10–13	12–17
Slightly Low (21–40%)	15–18	14–15	18–21
Average (41–60%)	19–21	16–18	22–24
Slightly High (61–80%)	22–25	19	25–27
High (81–95%)	26–29	20–23	28–31
Very High (Highest 5%)	30–35	24–25	32–35

Big Five Personality Factors Score (compared to NTU “norm group” n = 1450)

How high or low are you on	Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Openness
Very High (Highest 5%)	56-63	59-63	60-63	56-63	60-63
High (81–95%)	50-55	55-58	56-59	50-55	55-59
Slightly High (61–80%)	45-49	52-54	52-55	46-49	51-54
Average (41–60%)	40-44	48-51	48-51	41-45	47-50
Slightly Low (21–40%)	34-39	44-47	43-47	36-40	43-46
Low (6–20%)	26-33	36-43	34-42	28-35	36-42
Very Low (Lowest 5%)	7-25	7-35	7–33	7-27	7-35

Motivation to Lead (MTL) score (compared to norm sample of 1610 youth aged 18-20)

How high or low are you on	Affective-Identity MTL (AIMTL)	Non-calculative MTL (NCMTL)	Social-normative MTL (SNMTL)
Very Low (bottom 5%)	9-14	9-20	9-20
Low (6-20%)	15-21	21-26	21-25
Slightly low	22-25	27-30	26-28
Average	26-28	31-33	29-31
Slightly high	29-32	34-36	32-34
High (81-95%)	33-37	37-41	35-38
Very High (top 5%)	38-45	42-45	39-45

APPENDIX 3 – SUMMARY INFORMATION FOR WRITING UP ASSIGNMENT#4 (see latest assignment template)

Task: Based on your experience working in our team in the last 4 to 5 weeks, complete & self-score various scales (after Lesson 8): Belbin Team Role self-rating, Peer Development Feedback on Task vs Team-related behaviors, “Political skill”. Read some literature to make sense of the above instruments and review your “findings” on the above scales in relation to the “peer feedback” that you will receive in wk 9 or 10. Summarise your self-assessments & findings for this Task in the template provided in Appendix 3. How are you now more aware of yourself and how you influence and/or relate to others? What does this exercise suggest for your leadership effectiveness in teams and for your self-development?

<u>Belbin Team Role self-rating</u>	Pre-team project Ranking (1 to 9) {5-6wks ago}	Post-team project Ranking (1 to 9) (presently)
1. I am creative, imaginative and unorthodox. I like to provide new ideas and to solve very difficult problems creatively. (PL)		
2. I like to explore opportunities, search for more resources and establish new “contacts” (i.e., network) for the team. (RI)		
3. I tend to bring other people together to clarify goals and to discuss how we can work together more effectively and efficiently. (CO)		
4. I tend to be very demanding, driven and thrive on pressure. I will get the team to produce the outcomes. (SH)		
5. I tend to be the “serious one” who studies the options, makes careful plans and constantly evaluates how we are doing on those plans and options. (ME)		
6. I tend to be very cooperative, listen and seek to build good, harmonious relationships in the team. (TW)		
7. I tend to be disciplined, reliable, and conservative – focussing on practical steps and actions. (IM)		
8. I am the one to will painstakingly get the job completed “up to the standard”. I will search out errors and omissions and will deliver on time. (CF)		
9. I am single-minded and tend to contribute primarily on my area of specialisation and knowledge. (SP)		
My 2 most preferred roles NOW:		
My 2 least preferred roles NOW:		

Reference: <http://www.belbin.com/about/belbin-team-roles/>

Political skill (Self-score the Political Skill inventory from instructor; Suggestion: Read this CCL paper to understand & interpret the implications of the political skill factors)

How high or low are you on....	Networking ability	Apparent sincerity	Social astuteness	Interpersonal influence
Very High (Highest 5%)	37-42	21	34-35	28
High (81–95%)	33-36	20	31-33	25-27
Slightly High (61–80%)	28-32	19	29-30	24
Average (41–60%)	25-27	18	26-28	21-23
Slightly Low (21–40%)	20-24	16-17	23-25	19-20
Low (6–20%)	13-19	11-15	19-22	15-18
Very Low (Lowest 5%)	6-12	3-10	5-18	4-14
Actual score on each scale>				

PDF: ANALYSIS OF MY PEER FEEDBACK

7. In this PDF exercise, peers were asked to rate each other on various behaviours. A 5-point rating scale was used as follows:

1	2	3	4	5
Seldom	Once in a while	Sometimes	Fairly often	Frequently, if not always

8. Line Chart. The line chart of your PDF Report presents the following information:

- a. X-----X A RED bold line connecting your own “Self-ratings” X on the behaviours.
- b. O- - - - O A dashed line connecting your Peers’ average ratings of you O on the 30 behaviours.
- c. Vertical lines which indicate the standard deviation (SD+/-) or “spread” of all peers’ ratings of you.

9. Step-by-step observations from the Chart:

	Question	Choose answer here:
a.	Study the DISTANCE of your self-ratings from that of your peer ratings. Are your self-ratings generally (1) WITHIN 1 standard deviation of your peers’ ratings of you? (2) HIGHER than 1 SD of your peers’ ratings of you? (3) LOWER than 1 SD of your peers’ ratings of you?	My ratings generally: <input type="checkbox"/> Within <input type="checkbox"/> Higher <input type="checkbox"/> Lower
b.	Was the SHAPE or PROFILE of your self-ratings totally flat (i.e., you gave yourself the same rating on all 30 factors)?	<input type="checkbox"/> Yes, flat [please skip next 3 questions]. <input type="checkbox"/> No [please answer next 3 questions]
c.	Study the SHAPE or PROFILE of your self-ratings. Of the 30 behaviours, what did you consider to be your main strengths? Select 2 or 3.	My main strengths:
d.	Study the SHAPE or PROFILE of your self-ratings. Of the 30 behaviours, what did you consider to be your main weaknesses? Select 2 or 3.	My main weaknesses:
e.	Now study the overall SHAPE or PROFILE of your self-ratings on the basis of your self-rated STRENGTHS and WEAKNESSES against that of your peer ratings. Note that your peers’ ratings are averaged and hence, are less likely to vary as much as your own ratings (which are whole numbers). Is the SHAPE of your self-ratings generally (1) SIMILAR to that of your peers’ ratings? (2) DIFFERENT from that of your peers’ ratings?	The shape or profile of my self-ratings is generally: <input type="checkbox"/> Similar <input type="checkbox"/> Different

10. Consolidate what your peers are telling you in their ratings and in their writings:

	Based on the Peer Ratings (Charts)	“Common themes” based on my peers’ written Feedback
My Strengths		

My Weaknesses		
---------------	--	--

11. Reflections on the feedback:

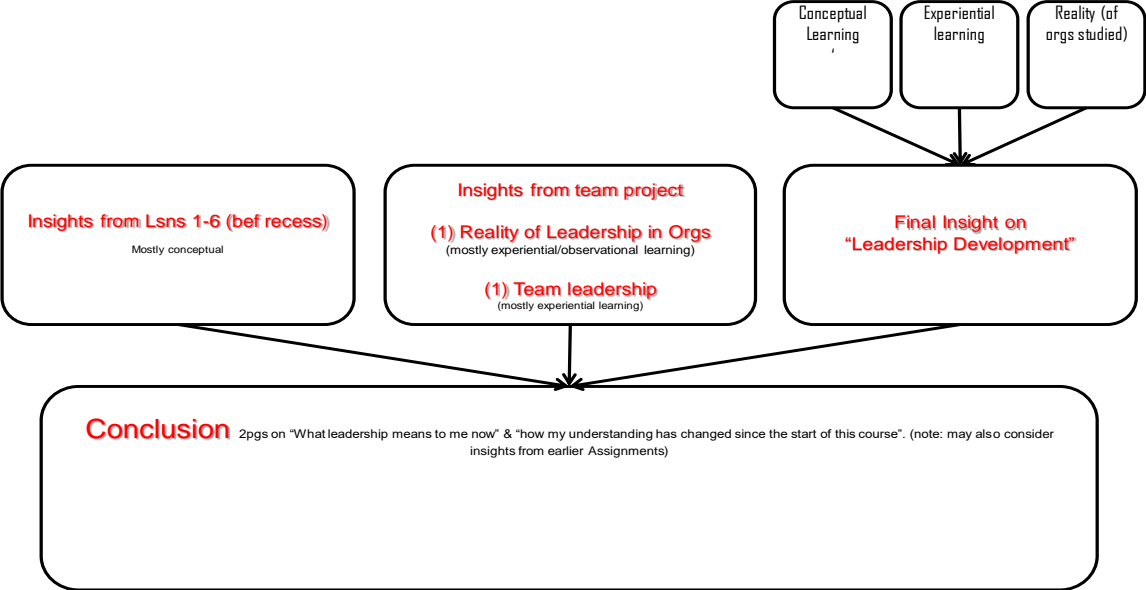
a.	What is "new" and what is not new to me?	<u>New to me:</u> <u>Not new to me:</u>
b.	What I can or cannot quite accept?	<u>Can accept:</u> <u>Cannot quite accept:</u>

ASSIGNMENT #5: SUGGESTED APPENDIX FOR ASSIGNMENT 5 (optional)
APPENDIX4

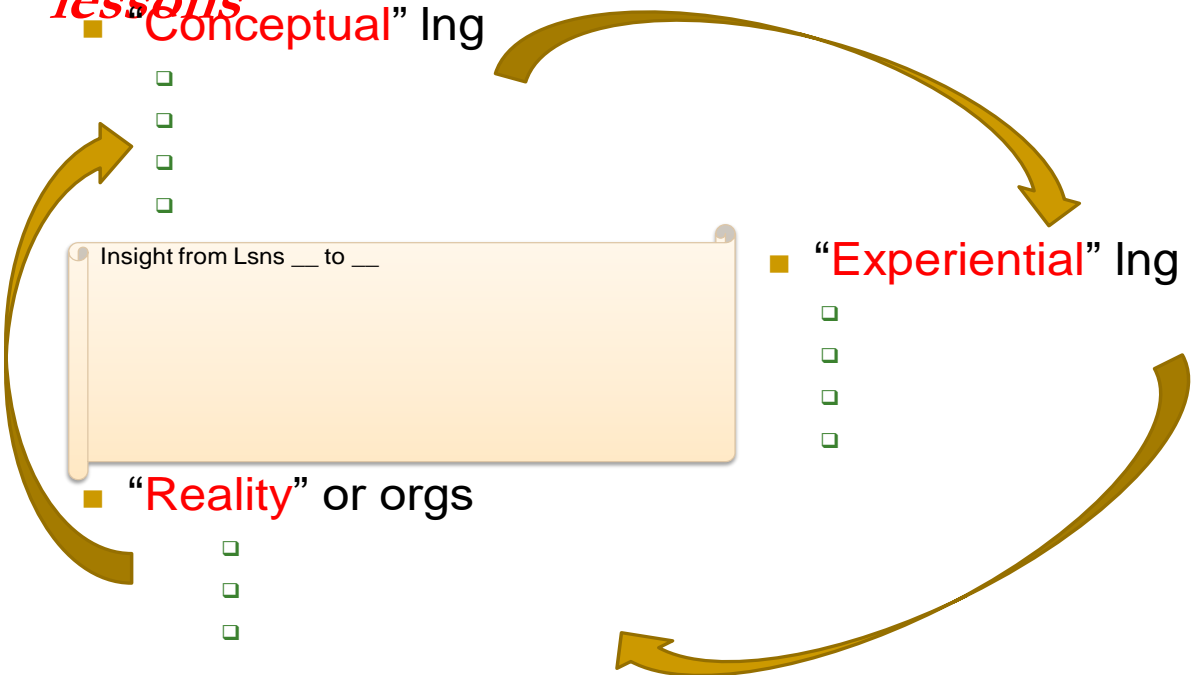
Suggested Appendix for Asmt5 Tasks 1 & 2

Note: Subject to further refinement before the Course

Recall the main Concepts/Frameworks, processes experienced & organizations studied...



Mindmap ideas/connections across lessons



Task2: My Leadership Development Plan (suggest fill this up before Assignment)

1. What leadership means to me now...
2. What leadership roles I see myself performing in 5 years? (context & life domain)
3. My leadership potential (strengths & weaknesses)
4. What I can do to improve myself* (look up competency models/development guides) a. Leadership Skill area #1: _____ b. Leadership Skill area #2: _____ c. Other skill areas:
5. My SMART Goals* to improve in terms of: _____(skill #1)
6. My SMART Goals* to improve in terms of: _____(skill #2)

*Look up competency models & development guides. Consider also: Training Courses / Reading Books / Seeking learning opportunities & challenges / Identifying a mentor or coach / Watching movies / Others

ANNEX C: TEXTBOOK & READING LIST

Note: Please see Reading List in NTU Learn course-site for electronic copies of these & other helpful resources. **Compulsory readings indicated with ***. Additional readings may be suggested in lesson slides

Lesson 1: Introduction: Concepts & Challenges

- *Chan2012 Chan, K.Y., Ho, M.H.R., Chernyshenko, O.S., Bedford, O., Uy, M.A., Gomulya, D., et al. (2012). Entrepreneurship, professionalism, leadership: A framework and measure for understanding boundaryless careers. *Journal of Vocational Behavior*, 81(1), 73–88.
- * Souba Souba, W.W. (2007). The leadership dilemma. *Journal of Surgical Research*, 138(1), 1-9.
- *McCauley McCauley, C. (2014). Making leadership happen (D-A-C). A White Paper. Greensboro, NC: Center for Creative Leadership.
- Antonakis Day, D.V., & Antonakis, J. 2011. Leadership: Past, present, and future. In D.V. Day & J. Antonakis (Eds.), *The nature of leadership*: pp. 3-25. Thousand Oaks, CA: Sage.

Library search: 1st Chapters of any of these texts available at NTU library:

- Daft Richard L. Daft (2011-2018). *The Leadership Experience* (5TH TO 7th Ed; Int. EdS). Mason, OH: South-Western, Cengage Learning. Available at NTU Library call number HD57.7.D124.
- Northouse Northouse, P. G. (2010-2016). *Leadership: theory and practice* (5th to 7th eds.). SAGE. Available at NTU Library call number HM1261.N876.
- Yukl Yukl, G. (2010 or 2013). *Leadership in organizations* (7/8th ed.). Prentice-Hall. Available at NTU Library Call number HD57.7.Y94

Lesson 2: Context & Vision: Past vs Future

- *Chan2006 Chan, K. (2006). SAF LEADERSHIP 24-7. Paper presented at the 11th International Seminar on Military Science, organised by National Defence Academy, Yokosuka, Japan, 10-14 July 2006. [read especially pages 4-6].
- *Zaleznik77 Zaleznik, A. (1977). Managers and leaders: Are they different? *Harvard Business Review*, May/June 1977, 55(3), 67-76.
- *Kotter90 Kotter, J.P. (1990). What leaders really do. *Harvard Business Review*, May-Jun;68(3):103-11.
- *MW Wheatley, M. (1997). Goodbye, Command and Control. *Leader to Leader*, 5(Summer).

Lesson 3: Process: What does it “Leadership is a process” mean?

- *Pearce Pearce, C. L., (2004). The future of leadership: Combining vertical and shared leadership to transform knowledge work. *Academy of Management Executive*, 18(1): 47-57.

- Orpheus Hackman, J. R. (2005). Rethinking team leadership or team leaders are not music directors. In D.M. Messick (eds.), *New directions in the psychology of leadership* (pp.115-142). Mahwah, NJ: Lawrence Erlbaum. <https://dspace.mit.edu/handle/1721.1/55930>
- Belbin <http://www.belbin.com> [see [Team Roles in a nutshell](#) & [“About the team roles”](#)]
- Advanced Readings on “Process”
- Shamir99 Shamir, B. (1999). Leadership in boundaryless organizations: disposable or indispensable? *European Journal of Work & Organizational Psychology*, 8(1), 49-71.
- Day0 Day, DV (2014). Time and Leadership. Chapter 3 in A.J. Shipp & Y. Fried Day, Time and Work Volume 2 (pp. 40-62). Routledge.

Lesson 4: Identity: Are leaders born or made?

Jigsaw Readings (1 per student):

- *Judge1 (R1) Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765-780.
- *Chan (R2) Chan, K.-Y., & Drasgow, F. (2001). Toward a Theory of Individual Differences and Leadership: Understanding the Motivation to Lead. *Journal of Applied Psychology*, 86(3), 481-498.
- *Arvey (R3) Arvey, R. D. Rotundo, M. Johnson, W. Zhang, Z. McGue, M. (2006). The determinants of leadership role occupancy: Genetic and personality factors, *Leadership Quarterly*, 17, 1-20.
- *K&L (R4) Kirkpatrick, S. A., & Locke, E. A. (1991). Leadership: do traits matter? *Academy of management perspectives*, 5(2), 48-60.
- *L&H (R5) Lord, R. G., & Hall, R. J. (2005). Identity, deep structure and the development of leadership skill. *The Leadership Quarterly*, 16, 591-615.
- *Chan2018(R6) Chan, K.Y. & Kennedy, J.C. (2018). The Expanded Criterion Space for Individual Differences and Leadership. In V. Zeigler-Hill & T. Shackelford (eds.), *The SAGE Handbook of Personality and Individual Differences*. Thousand Oaks, CA: Sage. See NTULearn.
- * Badura Badura, K. L., Grijalva, E., Galvin, B. M., Owens, B. P., & Joseph, D. L. (2020). Motivation to lead: A meta-analysis and distal-proximal model of motivation and leadership. *Journal of Applied Psychology*, 105(4), 331.

Others

- MV Matthew, V. (2006). The power of politics: Why leaders need to learn the art of influence. *Leadership in Action*, 26 (2), May/June 2006, 8-12.
- * Braddy Braddy, P., & Campbell, M. (2014). Using political skill to maximize and leverage work relationships. Center for Creative Leadership.

- *Ferris Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C., & Lux, S. (2007). Political skill in organizations. *Journal of Management*, 33(3), 290-320.
- Gruenfeld Gruenfeld, D. H., Inesi, M. E., Magee, J. C., & Galinsky, A. D. (2008). Power and the objectification of social targets. *Journal of personality and social psychology*, 95(1), 111.
- Popper Popper, M., Amit, K., Gal, R., Mishkal-Sinai, M., & Lisak, A. (2007). The Leadership Formula: P* M* D (No. CR-2007-10). Haifa Univ (Israel) Center for Outstanding Leadership. {URL: <https://apps.dtic.mil/dtic/tr/fulltext/u2/a472601.pdf> } see also Popper, M. (2005). Main principles and practices in leader development. *Leadership & Organization Development Journal*, 26(1), 62-75. DOI 10.1108/01437730510575598

Lesson 5: Competency & Styles: What are “leadership styles”? Do they matter?

- *Bono Bono, J.E. & Judge, T.A. (2004). Personality and transformational and transactional leadership: a meta-analysis. *Journal of Applied Psychology*, 89(5), 901-910.
- *Judge3 Judge, T. A., & Piccolo, R. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89, 755-768.
- *DeRue2 DeRue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioural theories of leadership: A meta-analytic test of their relative validity. *Personnel Psychology*, 64, 7–52.
- *Judge2 Judge, Timothy A., Piccolo, Ronald F., Ilies, Remus (2004). The Forgotten Ones? The Validity of Consideration and Initiating Structure in Leadership Research. *Journal of Applied Psychology*, 89, 36-51.
- *Yukl Yukl, G., Gordon, A., & Taber, T. (2002). A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research. *Journal of Leadership & Organizational Studies*, 9 (1), 15-33.

Lesson 7: Leading Teams: How is your team performing?

Jigsaw readings (1 per student)

- *Burke (R1) Burke, C.S., Stagl, K.C., Klein, C., Goodwin, G.F., Salas, E., & Halpin, S.M. (2006). What type of leadership behaviours are functional in teams? A meta-analysis. *The Leadership Quarterly*, 17(3), 288-307.
- * Carson (R2) Carson, J. B. et al. (2007). Shared leadership in teams: An investigation of antecedent conditions and performance. *Academy of management Journal*, 50(5), 1217-1234.
- * Langfred (R3) Langfred, C. W. (2004). Too much of a good thing? Negative effects of high trust and individual autonomy in self-managing teams. *Academy of management journal*, 47, 385-399.
- *Mumford (R4) Mumford, T. V., Van Iddekinge, C. H., Morgeson, F. P., & Campion, M. A. (2008). The Team Role Test: Development and validation of a team role knowledge situational judgment test. *Journal of Applied Psychology*, 93(2), 250.

- * Druskat (R5) Druskat, V. U., & Wheeler, J. V. (2003). Managing from the boundary: The effective leadership of self-managing work teams. *Academy of Management Journal*, 46(4), 435-457.
- *Bunderson(R6) Bunderson, J. S., & Boumgarden, P. (2010). Structure and learning in self-managed teams: Why “bureaucratic” teams can be better learners. *Organization Science*, 21(3), 609-624.

Useful for Assignment#4 (Peer Development Feedback items)

NATO Essens, P. J. M. D., Vogelaar, A., Mylle, J., Blendell, C., Paris, C., Halpin, S., & Baranski, J. (2005). Military command team effectiveness: Model and instrument for assessment and improvement. NATO no. ac/323 (HFM-087) tp/59), NATO Research and Technology Institution.

e-Lesson 8: Organizational Leadership

- *USArmy06 US Army (2006). FM22-100: Army Leadership: Competent, Confident, and Agile. Chapter 3, pages 3-5 to 3-8. [note: 2006 edition explained idea of “levels” very clearly; current manual is brief yet has more levels which is not necessary for this class]
- Kotter2 Kotter, J. P. (2009). Leading change: why transformation efforts fail. *Harvard Business Review*, 73(2), 59–67.

Lesson 9 & 10: Leadership Development (& assignments 4 & 5)

- *Day1 Day, D.V., & Halpin, S. M. (2001). Leadership Development: A Review of Industry Best Practices. (ARI Technical Report 1111). U.S. Army Research Institute for the Behavioral and Social Sciences, Alexandria, VA.
- *Day2 Day, D.V. (2007). Developing Leadership Talent. SHRM.
- *Day3 Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63-82.
- Belbin <http://www.belbin.com> [see Team Roles in a nutshell & “About the team roles”]
- BPS British Psychological Society. 360 Degree Feedback: BEST PRACTICE GUIDELINES.
- Ferris Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C., & Lux, S. (2007). Political skill in organizations. *Journal of Management*, 33(3), 290-320.
- Waters Waters, R. C. (2009). Evolution of leadership development at General Electric. *Engineering Management Journal*, 21(1), 42-46.

ANNEX D

AB5602 CONCEPT LIST

(especially for reference in assignments, including team project)

Lesson	Concepts/Ideas/Models/Theories		
1 Introduction	Leadership as... ...process ...position/power/politics ...person/personality ...principle/passion Leadership vs. ... entrepreneurship ... management ... command/authority	Leadership criteria ... emergence ... effectiveness ... ethics ... engagement Leadership context ... History, time, events ... Social, organizational	EPL framework Souba’s mental models Leadership-in-Context (SAF Leadership 24-7) CCL’s D-A-C model Romance of leadership
2. Context (also Lsn 8)	Leadership levels... ... direct/supervisory ... indirect/organizational ... strategic Leadership vs Mgmt	Vision... ... personal & shared ... & opportunity Personal Mastery	Leadership in Context ... (aspects of) Circle & triangle OR Souba models C’s of Context: Challenges, Change, Complexity, Crisis, Conflict, Competition, etc.
3.Process	Shared leadership Distributed leadership Self-managing teams Leaderless Groups	Team building... ... V & 3Rs ... Team Roles ... Dynamics & Tm Dev (Tuckman’s model)	Vision... ... organizational ... shared
4.Identity, Competency & Styles	Trait/Great Man theory Big Five (Five Factor) model of personality... ...Openness to experience ... Conscientiousness ... Extraversion ... Agreeableness ... Neuroticism	Motivation to Lead (theory & construct) Leadership identity formation “Styles”, e.g., Autocratic Democratic, Participative Situational/contingency	Full Range Model... ... Transformational ... Transactional Consideration Initiating Structure Task-Relations-Change (behavioural) model Derue Integrative model (linking trait & behaviors to outcomes of leadership)
5. Power, Passion, Principle, Politics	Grunfeld’s Power & disinhibition	Ethical Leadership	Ferris/CCL: Political skill
7. Teams & Team Leadership	Groupthink Types of interdependence Team effectiveness... ... normative model Taskwork & teamwork	Team leadership Functional approach Team dysfunctions Vulnerability-based trust	Tuckman’s model (of team development) Peer development feedback NATO team effectiveness model

Lesson	Concepts/Ideas/Models/Theories		
<p>8. Organizational level of leadership</p>	<p>Direct vs. Indirect</p> <p>Levels of leadership... ... Katz & Kahn (1978) ... Jacques ... US Army "Levels"</p> <p>Time span of Responsibility (Jacques)</p>	<p>Organizational leadership</p> <p>Strategic leadership</p> <p>Executive leadership</p> <p>Top Management Team</p> <p>Org Culture & Leadership</p>	<p>Built to Last model</p> <p>Open systems view</p> <p>Mechanism for shaping culture...</p>
<p>11/12: Leadership development</p>	<p>Single vs. Double-loop learning</p> <p>Learning while doing</p> <p>Reflection</p> <p>Feedback</p> <p>Johari Window & Self-awareness</p>	<p>LD "Best practices"...</p> <p>... coaching</p> <p>... mentoring</p> <p>... assignments</p> <p>... 360/multisource feedback</p> <p>Systematic leadership development</p>	<p>Individual Development Plan (IDP)</p> <p>Competency Development Guide (CDP)</p> <p>Personal vision/visioning</p> <p><i>V.O.I.C.E.S. framework (for own LD strategy)</i></p>

ANNEX E: RUBRICS

Assignment 1 Rubric – Motivation and Development of Self and Others

Factor	%	0	1	2	3	4	5	6	7	8	9	10
Quality and Relevance of Past Leadership Experiences and Observations shared (showing understanding of the purpose of assignment)	15											
Quality of "Start of Course" statement and how well it derives from/relates to the experiences/observations shared (showing understanding of the purpose of assignment)	15											
Quality of 3 learning goals or questions viz. how they relate to all 3 course objectives	15											
Quality of 3 learning goals or questions viz. showing understanding of the design, scope/content and activities in the course	15											
Insight#1: Understanding of Souba's models & use for critical reflection on Start of Course Statement	10											
Insight#1: Identification and Use of Textbook definition(s) for critical reflection on Start of Course Statement	10											
Insight#1: Understanding of VOICES framework & use for critical reflection on Start of Course Statement	10											
Overall quality of assignment: Use of template incl font, formatting, declaration, references, timeliness, etc.	10											

Assignment 2 Rubric– Knowledge Acquisition (Task1: 2x insights) & Motivation and Development of Self and Others (Task2)

Factor	%	0	1	2	3	4	5	6	7	8	9	10
Insight#2: QUALITY of Integration, coherence & understanding of concepts ACROSS the set of lessons with some critical thinking	10											
Insight#2: APPLICATION of concept to self and/or organizational/real life context (i.e., why & so what)	10											

Factor	%	0	1	2	3	4	5	6	7	8	9	10
Insight#3: QUALITY of Integration, coherence & understanding of concepts ACROSS the set of lessons with some critical thinking	10											
Insight#3: APPLICATION of concept to self and/or organizational/real life context (i.e., why & so what)	10											
Objective Presentation & interpretation of various the test scores such as the EPL scale, MTL scale, and Big Five (including Appendix)	10											
Shows conceptual understanding of personality, Big Five, MTL and TRC constructs	10											
Shows conceptual understanding LEADERSHIP POTENTIAL and leadership "Emergence" and "Effectiveness" (and how they are related to each other in this asmt)	10											
Able to apply knowledge from integrative models of leadership (e.g., Badura) to articulate links from traits and behaviors to effectiveness vs. emergence outcomes	10											
Shows appreciation of the complexity of leadership potential beyond simple born or made assumptions	10											
Quality of Assignment (timeliness; use of template, formatting, appendices; references, etc)	10											

Assignment 3 Rubric – Teamwork and Interpersonal Skills (total weight = 20% of course grade)

Factor	%	0	1	2	3	4	5	6	7	8	9	10
Part1: Understanding & Application of LiC framework	10											
Part1: Appropriateness of understanding and application of Framework/Concept #1	10											
Part1: Appropriateness of understanding and application of Framework/Concept #2	10											
Part1: Learning about Organizational Leadership (Lsn8, etc)	10											
Part2: Learning about Tm Bldg/Dev Journey (incl Tuckmans)	10											

Factor	%	0	1	2	3	4	5	6	7	8	9	10
Part2: Learning about Team Leadership concepts, eg Belbin	10											
Part2: Learning about Team Dynamics (eg Lencioni)	10											
Part2: Learning about Team Effectiveness behaviors	10											
Overall quality of Research & Tm Effort (coherence/integration)	10											
Overall quality of Presentation (creativity; engagement, learning for audience)	10											

Assignment 3 Rubric – INDIVIDUAL PRESENTATION (total weight = 10% of course grade; for submission to NBS for accreditation purposes)

Factor	%	Not yet				Substantially Developed					
		0	1	2	3	4	5	6	7	8	9
Verbal quality: Speaks at appropriate speed and volume; Uses correct grammar and pronunciation.	25	Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.				Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap fillers.					
Non-Verbal quality: Establishes eye contact; Uses gestures and movement to convey energy and confidence.	25	Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.				Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.					
Rapport with Audience: Addresses audience needs; Builds rapport with audience.	25	Topic is irrelevant to audience needs and interest. No attempt made to connect topic to audience				Connection of topic to audience needs and interest is stated with sophistication. Identifies and expresses a deep understanding of the target audience.					
Communication Outcome: Has a clear message for audience; Maximizes likelihood of audience accepting the message	25	Central message is not explicitly stated in the presentation. Main points are not clearly identified,				Organizational pattern (in communication) is clearly and consistently observable and makes the content of the presentation cohesive.					

Factor	%	Not yet				Substantially Developed							
		0	1	2	3	4	5	6	7	8	9	10	
		audience unsure of the direction of the message.											

Assignment 4 Rubric - Teamwork & interpersonal skills

Factor	%	0	1	2	3	4	5	6	7	8	9	10
Quality of Conceptual & Experiential Learning about Belbin team roles from pre/post assessment & interpretation	20											
Quality of Conceptual & Experiential Learning about Political Skills from self-assessment	20											
Quality of Conceptual & Experiential Learning about Team Effectiveness behaviors from PEER DEV F/B assessment	20											
Quality of integration of personality & MTL ("leadership potential") aspects of assignment 2 into this assignment	10											
Application of Experiential learning model/cycle (Kolb, 1984)	10											
Conclusion with a Holistic Integration of Self-awareness from all assessments & feedback (incl asmt 2) using Johari Window, with some goals for improvement (for Assignment5)	20											

Assignment 5 Rubric - Acquiring Knowledge and Motivation and Development of Self and Others

Factor	%	0	1	2	3	4	5	6	7	8	9	10
Task1 "Insight on LD": QUALITY of EXPERIENTIAL (incl conceptual) LEARNING about Leadership Development at indiv & org levels from course & team projects.	15											
Task1 "Insight on LD": QUALITY of APPLICATION about about Leadership Development at indiv & org levels from course & team projects.	15											
Task2: Quality of Reflection shown in "What leadership means to me now" and "how my understanding has changed since the start of this course" with emphasis on experiential learning of concepts via the team projects.	15											

Factor	%	0	1	2	3	4	5	6	7	8	9	10
Task2: Holistic, INTEGRATION of learning shown in “What leadership means to me now” and “how my understanding has changed since the start of this course”	15											
Task 3: Quality of Leadership V.O.I.C.E.S. in relation to learning from this course	15											
Task3: Task 3: Quality of Developmental Goal setting (possible IDP and reference to Competency Guides) based on self-awareness from this course with reference to Assignments 2 & 4 (i.e., Peer Development Feedback)	15											
Quality of Assignment (timeliness; use of template, formatting, appendices; references, etc)	10											

Class Participation Rubric

Criteria	Performance	
Post reflections on NTULearn and Feedback on team presentations	Does not post reflections on NTU Learn	Posts reflections on NTU Learn after classes (as specified by instructor)
	Not Yet <u>0</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> Substantially Developed	
Complete E-Learning Class (Lesson 8)	Does not complete E-Learning Class	Completes E-Learning Class fully
	Not Yet <u>0</u> <u>1</u> <u>2</u> Substantially Developed	