

## **Annexe A: New/Revised Course Content in OBTL+ Format**

### **Course Overview**

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	
Semester/Trimester/Others (specify approx. Start/End date)	
Course Author * Faculty proposing/revising the course	Stewart L. Arnold
Course Author Email	sarnold@ntu.edu.sg
Course Title	LEADERSHIP IN THE 21ST CENTURY
Course Code	BU5642
Academic Units	0
Contact Hours	39
Research Experience Components	

## Course Requisites (if applicable)

Pre-requisites	Nil. Not compatible with AB9602 (for NBS students)
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

## Course Aims

“Leadership for real”

Leadership is a hot topic in corporations, government agencies, and non-profit organisations. But what do leaders really do in the world of work? What do YOU need to do, in order to become a really effective leader?

This course is for students who hope to become managers, leaders, or consultants in workplaces anywhere in the world or who want a deeper understanding of what leadership can mean for you personally. If you do not have this ambition, please do not do this course!

The course will be taught using a “flipped classroom” approach, meaning that you are required to do on-line work (through NTULearn) in your own time before coming to class. Classes will be a mix of physical classes and virtual classes, as the COVID-19 situation allows. Each week, a seminar class will comprise up to three hours of interactive activities, role-plays, case studies and discussions, in which you are required to participate. These activities are guaranteed to be informative and FUN!

This course is designed to get you really thinking about what leadership means for you, learn ways to think and act like a leader, and learn leadership skills that you can use in your day-to-day life.

The course will be presented in a hybrid learning format: Classes will be a mix of virtual classes and physical classes, as the COVID-19 situation allows.

## Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Interpret and explain the various concepts of leadership covered in the course.
ILO 2	Think more critically about the practice of leadership in different situations.
ILO 3	Use shared leadership and teamwork skills, more effectively.
ILO 4	Present a stronger leadership image and identify areas for further development.
ILO 5	Develop your own leadership qualities and skills beyond the course.

## Course Content

1 What is leadership? Leadership styles in the 21st Century, Shared leadership and followership, working in a team, Group decision-making, conducting meetings. 2 Leadership presence – Leadership image, Networking, Leadership in Asia, Leader communication, Leadership empathy. 3 Influence - Managing Organisational Politics, Emotional and Social intelligence, Leading and managing the wellbeing of professionals, Motivating and engaging people, even difficult ones. 4 Leadership Development – Coaching and mentoring, Leadership image, Strategic leadership for the future.

## Reading and References (if applicable)

There is no prescribed textbook for this course, but it is recommended that you access: Dennis, D.J. (2009). *Preparing for Leadership: What it Takes to Take the Lead*. New York: American Management Association. Library Call no. HD57.7.D411P - available in the Reserves section of the Library Outpost on the top floor of the South Spine learning hub (also available as an e-book thru NTU library) The required readings We will be using the following Case Study, which has been made available especially for our course: Arnold, S. L (2020). "The Reluctant Boss": Leadership at a Singapore SME. Asian Business Case Centre. There are also several interesting journal articles which will be made available on NTULearn for you to read ahead of the relevant seminars. These journal articles include: Arvey, R., Dhanaraj, C., Javidan, M., & Zhang, Z. (2015). Are there unique leadership models in Asia? Exploring uncharted territory. *The Leadership Quarterly*, 26(1), 1–6. Berger, T. (2021). Why empathic leadership is essential. *Leadership Excellence*, April: 34-36. Campeau, M. (2011). Enthusiasm or addiction? When hard work crosses the line into workaholism. *CMA Magazine*, Nov/Dec, 85(6): 34-35 Cialdini, R. (2015). *Influence: The Ultimate Power Tool*. Print + Promo, 53(5), 14. Coffin, B. (2005). Work, sleep, die. *Risk Management*, 52 (11): 4. De Rosa, D. (2011). Hello, is anybody out there? *Training & Development*, August, 65(8): 28-29. George, B., Sims, P., McLean, A. & Mayer, D. (2011). Discovering your authentic leadership. *ASCA newsletter*, 1: 8-17 Goleman, D. & Boyatzis, R. (2008). Social intelligence and the biology of leadership. *Harvard Business Review*, September: 74-81. Goman, C. K (2018). Leadership Presence: What women can and cannot control. *Leadership Excellence*, April: 14-16. Graham, J.L & Lam, N.M. (2003). The Chinese negotiation. *Harvard Business Review*, October: 82-91. Kolbjørnsrud, V., Amico, R. & Thomas, R.J. (2016). How Artificial Intelligence will redefine management. *Harvard Business Review Digital Articles*, November 2: 2-6. Michelman, P. (2016). Leading in an Unpredictable World (Conversation with the CEO). *MIT Sloan Management Review*, 58(1): 53–57. Miles, R. (2021). The New Power Skill: Empathy. *Talent Development*, 75(1): 58-63. Pearce, C.L, Manz, C.C. & Sims Jr, H.P. (2009). Where do we go from here?: Is shared leadership the key to team success? *Organizational Dynamics*, 38(3): 234-238. Pfeffer, J. (2010). Power Play. *Harvard Business Review*, July/August: 84-92. Pooley, R. (2005). When cultures collide. *Management Services*, Spring: 28-31. Rogelberg, S. (2019). Why your meetings stink – and what to do about it. *Harvard Business Review*, January/February: 140-143 Rowley, C., & Ulrich, D. (2012). Conclusion: lessons learned and insights derived from leadership in Asia. *Asia Pacific Business Review*, 18(4), 675–681. Saunderson, R. (2015). Do you want to build a leader? *Training*, May/June: 52 (3): 70-71. Spears, L, C. (2009). Servant leadership. *Leadership Excellence*, May, 26 (5): 20. Weinstein, M. (2012). World-Class Leaders. *Training*, May/June, 49 (3): 18-21. Wynn, G. (2020). Employee satisfaction is worthless. The key to motivating today's workforce? It's not making sure they're satisfied. *Customer Relationship Management*, June: 12-13. Wright, S. (2015). The leader as coach. *NZ Management*, 62(1): 16-17. Zhang, R. (2017). Leading to become obsolete. *MIT Sloan Management Review*, 59(1): 79–85.

## Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Unit 1. What is leadership? The importance of influence		Cialdini (2015) Arnold (2020) George et al. (2011) Spears (2009) Pearce et al. (2009) DeRosa (2011) Pooley (2009) Rogelberg (2019)		
2	Unit 1: Leadership styles in the 21st Century		Cialdini (2015) Arnold (2020) George et al. (2011) Spears (2009) Pearce et al. (2009) DeRosa (2011) Pooley (2009) Rogelberg (2019)		
3	Unit 1: Shared leadership & working in a team		Cialdini (2015) Arnold (2020) George et al. (2011) Spears (2009) Pearce et al. (2009) DeRosa (2011) Pooley (2009) Rogelberg (2019)		
4	Unit 1: Group decision-making & conducting meetings		Cialdini (2015) Arnold (2020) George et al. (2011) Spears (2009) Pearce et al. (2009) DeRosa (2011) Pooley (2009) Rogelberg (2019)		
5	Unit 2. Leadership Presence and communication (Leadership Image Activity practice)		Goman (2018) Arvey et al., (2015) Graham & Lam (2003) Rowley & Ulrich (2012) Berger (2021) Miles (2021)		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
6	Unit 2: Networking, Leadership in Asia		Goman (2018) Arvey et al., (2015) Graham & Lam (2003) Rowley & Ulrich (2012) Berger (2021) Miles (2021)		
7	Unit 2: Leadership communication, Giving and receiving feedback, Leadership empathy.		Goman (2018) Arvey et al., (2015) Graham & Lam (2003) Rowley & Ulrich (2012) Berger (2021) Miles (2021)		
8	Unit 3. Influence tools Managing organizational politics		Pfeffer (2010) Goleman & Boyatzis (2008) Campeau (2011) Coffin (2005) Wynn (2020)		
9	Unit 3: Emotional and Social Intelligence Leading & managing the wellbeing of professionals		Pfeffer (2010) Goleman & Boyatzis (2008) Campeau (2011) Coffin (2005) Wynn (2020)		
10	Unit 3: Motivating people, even difficult ones!		Pfeffer (2010) Goleman & Boyatzis (2008) Campeau (2011) Coffin (2005) Wynn (2020)		
11	Unit 4. Leadership development (LCQ 2 – Unit 3 & 4) Coaching and leadership development		Saunderson (2015) Weinstein (2012) Kolbjørnsrud et al. (2016) Michelman (2016) Wright (2015) Zhang (2015)		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
12	Unit 4: Leadership Image activity - graded		Saunderson (2015) Weinstein (2012) Kolbjørnsrud et al. (2016) Michelman (2016) Wright (2015) Zhang (2015)		
13	Unit 4: Strategic leadership for the future		Saunderson (2015) Weinstein (2012) Kolbjørnsrud et al. (2016) Michelman (2016) Wright (2015) Zhang (2015)		

# Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Pre-seminar work (Readings and E-Tutorials)	<p>As part of the “flipped classroom” approach, there will be pre-seminar work for Units 1, 2, 3 and 4 for you to complete in your own time, ahead of the seminars which make up a given Unit (see the Seminar Schedule).</p> <p>The pre-seminar work includes studying the relevant readings and watching and interacting with “E-Tutorials” which are on-line. The E-tutorials will take around 2-3 hours to complete, although you may leave them at any point and return to them later.</p> <p>Doing the pre-seminar work before the relevant seminars ensures that you understand the various leadership concepts covered in the course. Subsequently, you will be able to interpret and explain those concepts to each other (ILO1) as part of the peer learning which is incorporated into weekly activities as well as the Leadership Concepts Quizzes that are used to assess achievement of ILO1.</p>
Seminars	<p>Depending on the COVID-19 situation, seminars will be a mix of on-line (virtual) classes and physical classes. In these classes, you will do various activities in your teams, such as analysing video clips, case studies, roleplays, and some experiential games. These activities will ensure that you can interpret and explain the leadership concepts covered in the course (ILO1) and they will help you to think more critically about the practice of leadership in different scenarios (ILO2).</p> <p>Working collaboratively in your team will help develop your shared leadership and teamwork skills (ILO3). This will be assessed using formative and summative peer assessments (which are mandatory).</p> <p>You will be introduced to the concept of leadership image in Unit 2. You will continually practice the relevant skills in your team interactions so that you improve over time and with instructor and peer feedback (ILO4). In week 5, you will get to practice the “Leadership Image activity” that will be used to assess your achievement of ILO4 in week 12.</p> <p>You will be encouraged to write your reflections after each seminar into PowerPoint slides to capture your personal learnings across the course.</p>
Leadership Development Plan	<p>The emphasis throughout the course is on helping you to develop leadership qualities and skills (ILO5). To this end, you will be encouraged to reflect on your strengths and weaknesses through various on-line surveys, as well as the peer assessment feedback and the feedback on your leadership image characteristics. When you have identified one set of qualities/skills that you want to develop beyond the course, you may start writing your Leadership Development Plan - an individual assignment designed to help you prepare for further leadership development.</p>
One-one consultation with the instructor	<p>You may book times to discuss with the instructor (preferably through Bb Collaborate on-line) anything related to the course, particularly your understanding of the concepts, your leadership image, and your leadership development plan.</p>



# Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Others([quiz/test])	1		20	Individual		
2	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Team critical thinking exercise )	2		20	Team		
3	Continuous Assessment (CA): Others([group or individual projects/evaluations] Peer assessment)	3		20	Individual		
4	Continuous Assessment (CA): Others([group or individual projects/evaluations] Leadership image activity)	4		20	Individual		
5	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Leadership Development Plan )	5		20	Individual		

Description of Assessment Components (if applicable)

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## Formative Feedback

Formative feedback is provided throughout the course to inform you about how well you are progressing towards the intended learning objectives (ILOs) of this course. It will be provided in the following ways:

ILO1: Each class, you will discuss and apply the leadership concepts covered in the pre-seminar material. In doing so, you will engage in peer learning. You will receive feedback from your peers about your interpretation and explanation of these concepts, which will be reinforced through class discussions and instructor explanations when required.

The on-line e-Tutorial will have practice MCQs (ungraded) similar to those in the LCQ (graded).

ILO2: Each class, you will have the opportunity to think critically about the practice of leadership, through a mix of case scenarios, videoclips, and other experiential activities.

In week 2, the instructor will discuss the critical thinking assessment rubric, and for all teams there will be short practice discussions.

ILO3: As the flipped classroom approach is used in this course, much of class-time (both on-line and physical) will be used for students to do activities in their own teams. This provides practice for using shared leadership and teamwork skills.

At the midpoint and the end-of-semester, you will rate and provide constructive comments on each of your team member's skills demonstrated in the LCQ appeals, the team critical thinking exercises, and other team activities.

The first peer assessment will be ungraded.

You are welcome to discuss any of your peer assessment results in a confidential consultation with the instructor.

ILO4: The concept of leadership image will be discussed in week 6. Every student will have practice at leading a group discussion, with the aim of guiding the group to reach agreement in answering a specific question related to the course material. Group members will rate their leader and provide feedback on the characteristics of leadership image. This first leadership image activity is ungraded.

You will be encouraged to work on the areas for improvement identified in this activity, through the team activities in future classes. The graded leadership image activity will be conducted in week 12 and the feedback from this activity will help you with your Leadership Development Plan.

ILO5: In weeks 1-3, you will be invited to start a "Reflections" learning journal for the purpose of keeping track of areas of your own leadership which you wish to improve. At the end of each seminar, you will be invited to discuss these reflections with one other person in the class.

This will help you talk through some points which you might incorporate into your Leadership Development Plan: a graded assessment due at the end of week 13 which is to help you develop your own leadership qualities and skills beyond the course.

## NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Intermediate
Communication	Intermediate
Decision Making	Intermediate
People Orientation	Intermediate
Critical Thinking	Intermediate

# Course Policy

Policy (Academic Integrity)

Policy (General)

Policy (Absenteeism)

Policy (Others, if applicable)

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