

<b>Academic Year</b>	2022-23	<b>Semester</b>	1
<b>Course Coordinator</b>	Stewart L. Arnold		
<b>Course Code</b>	BU5642		
<b>Course Title</b>	Leadership in the 21 <sup>st</sup> Century		
<b>Pre-requisites</b>	Nil. Not compatible with AB9602 (for NBS students)		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39 hours (13 seminars, each is up to 3 hours duration + pre-seminar work)		

### A) Course Aims/Description

*"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.**

### B) Intended Learning Outcomes (ILOs)

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

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

5. Develop your own leadership qualities and skills beyond the course.

### **COURSE OUTLINE: BU5642 Leadership in the 21<sup>st</sup> Century**

#### **C) Course Content**

The course content is organized into 4 Units, which cover the following topics:

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

#### **D) Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	NBS Learning Goal	Weightage	Team / Individual	Held in class?*	Assessment Rubrics
Leadership concepts quizzes	ILO 1	Acquisition of knowledge	20%	Individual	Yes	Not applicable
Team critical thinking exercises	ILO 2	Critical Thinking	20%	Team	Yes	Critical Thinking (Annex A)
Peer assessment	ILO 3	Teamwork and interpersonal skills	20%	Individual	No	Peer assessment (Annex B)
Leadership Image activity	ILO 4	Oral Communication Skills	20%	Team activity but individually assessed	Yes	Leadership Image assessment (Annex C)
Leadership Development Plan	ILO 5	Planning & Execution	20%	Individual	No	Leadership Development Plan (Annex D)
TOTAL			<b>100%</b>			

\* All assessments listed can be conducted in an on-line setting, if required

### **Further Description of Graded Assessment**

#### **1. Leadership Concepts Quizzes (LCQs) (2 tests x 10% each = 20%)**

At two points in semester (week 5 and week 11), you will individually do a closed-book quiz (without reference to any course material), consisting of 10 multiple choice questions. The quizzes will test your understanding of the pre-seminar material covered for Units 1 & 2, and for Units 3 & 4, of the course content.

Then, within your team you will discuss the same ten questions in order to compare your answers and your rationale for choosing those answers. During these discussions, you may access the pre-seminar material (PowerPoint slides, readings, E-Tutorials). **Where two or more team members have chosen an answer that was not given as correct, the team may collectively prepare an “appeal”.** You will have 15 minutes to find evidence from the pre-seminar material to support an argument that your chosen answer is just as correct as the given answer. At the end of the time, **at least two members from your team should orally present this argument for the question(s) you are appealing.** If there are members from other teams who argue for different answers, you should debate the merits of each appeal, as only one alternative answer would be accepted. If your appeal is accepted, then the members of all teams that argued for that answer will receive an extra mark out of 10 (i.e., replacing the answer you officially got wrong”).

The LCQ assesses your understanding of the relevant Leadership Concepts, and the appeals process presents a form of “peer learning”, as you will be required to explain to your team mates why you chose certain answers, and then you may even discuss this with the whole class.

#### **2. Team Critical Thinking (3+ times during semester, worth 20% in total)**

At various times during each seminar from week 3 onwards (including the start of the seminar, when the previous week is reviewed), teams will be asked to discuss questions in relation to a video, case discussion, or other activity in class, or key points from the previous seminar.

After the discussion, teams will be randomly chosen to provide their answer. It is your choice who to nominate to speak on the team’s behalf. There will be a 2-minute time limit on the presentation of the answer.

The instructor will grade the answer according to the depth of critical thinking shown.

Across semester, your team will be nominated at least 3 times and **the best 2 responses will contribute equally to a team grade for Team Critical Thinking.**

All members of the team receive the same grade. If any team member feels that other team members did not contribute equally to the various team activities, this should be reflected in the peer assessment (see next item).

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

### **3. Peer assessment (one formative= ungraded; one summative assessment worth 20%)**

Working well in your team will necessarily involve shared leadership and demonstration of many of the skills discussed in this course. In week 3, your team will discuss a range of team behaviours that demonstrate the two assessment criteria: team task skills and interpersonal skills. As a team, you will define two sets of behaviours for each criterion that you agree are most important for ensuring effective work in your team (where “work” is contributions to the team’s learning and assessment).

These four sets of behaviours (which you will list as *Team Expectations*) become part of the criteria for evaluating your team members’ teamwork task and interpersonal skills.

Team members will do on-line peer assessments twice in the course: a) a mid-course assessment in week 7 (ungraded), and b) an end-of-course assessment in week 13 (worth 20%). The peer assessments will be confidential and anonymous ratings on the criteria. You will apportion a given number of marks across your team members (120 marks for a 5-member team, 90 marks for a 4-member team), such that you are forced to discriminate between ratings of individuals. It will not be possible to rate everyone in the team full marks on both criteria.

You are also required to write some **qualitative feedback** about each team member. For each person, please type one or two comments highlighting his/her **strengths**, and **areas to improve**, with respect to teamwork and interpersonal skills. (Maximum of 50 words per peer). These comments should justify the ratings you give. The course instructor may contact you for clarification if any ratings (whether high, medium, or low) are not supported by your qualitative feedback.

If you do not provide any qualitative comments, your own peer assessment mark will be adjusted to zero marks. **Note that the course late policy (see page 9 of this course outline) applies to submission of peer assessments.**

### **4. Leadership Image Activity (conducted in week 5= ungraded; and week 12 = worth 20%)**

In seminar 5, we will discuss the 8 characteristics of leadership image, using a particular framework, and we will use these to analyse a video scenario of a leader in action.

In the leadership image activity, each person will lead a group discussion about a topic related to the course readings. You will be assigned to another group (not your own) for this discussion. You will have 8 minutes to lead the group to agree on the answer to a specific question given to you just before you join the group. At the end of the discussion, the members of the group will rate you on the 8 characteristics of leadership image as well as write comments on your strengths and areas to improve. These ratings are anonymous and confidential and only the average rating, and collated comments, will be released on-line to the leader within 1-2 days of the activity.

For the first activity, held in week 5 the ratings are for “practice” and no grade will be associated with the release of the ratings.

For the second activity, held in week 12, each person will get to lead two different discussions, each in a different group. Of the final ratings made by 7-8 others, the highest grade and the lowest grade will be dropped (this takes into account either a poorer performance in the first round or a rater who is more extreme in his/her ratings.)

### **5. Leadership Development Plan (due in week 13 = 20%)**

Your learning from this course should extend beyond the end-of-semester! Consequently, you are to write a realistic Leadership Development Plan that you will follow across the next 12 months (assuming you start in November 2022). This Plan is to be a maximum of 1,000 words, following a template that will be provided (aligned to the assessment rubric in Annex D). The Plan should take into account your most probable personal and professional situation over the next year.

**Please note that the BU5642 Late Policy (see page 9) applies to submission of this assignment.**

### **E) 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, video clips, 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.

#### F) 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</p>

	<p>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.</p> <p>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>

**G) Reading and References**

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.



## H) Course Policies and Student Responsibilities

### 1) Pre-seminar work.

You are required to do the readings and the E-Tutorials for the four Units of course content. Your understanding of these will be assessed directly through the LCQs and, indirectly, through the peer assessment which might take into account how you contribute to the team appeals process after the LCQs.

### 2) Attendance and participation.

You are required to attend and participate in all classes, whether on-line or physical classes on campus. For on-line classes, you may use a smartphone, although it is preferable to use a laptop (with microphone and camera). In either case, you should access Wi-Fi if possible, as classes may take up to 3 hours in total. For the on-line class, you should set up your digital device in a quiet area where you are unlikely to be disturbed. You should stay on-line during the class, and only leave during a designated break, just as you would in a physical class.

If it is unavoidable that you will miss a class, you should inform your team as soon as possible before the class, as you are ultimately accountable to them.

In exceptional circumstances, if you miss any of the in-class graded assessments (Team Critical Thinking exercises, LCQ or Leadership Image activity), you are to negotiate a make-up assessment and/or change in assessment weighting with your team and the instructor.

### 3) BU5642 late policy for the Leadership Development Plan (LDP) and Peer Assessments

In order to be fair to all students, so that everyone has the same amount of time to upload their work, ***the deadlines will be strictly enforced***. This is also to ensure that the instructor can release the results on eUreka as quickly as possible.

There will be a **10% reduction in your mark** for the assessment for every twelve-hour period (or part thereof) that the assessment is late. For example, for your LDP if the time stamp on your NTULearn upload is 9.01 pm (or 9.21 pm, or 8.59am the next day), you will lose 10% of the marks available for the assessment. If the time stamp is 9.01 am (or 9.01 pm) the next day, you will lose 20% of the marks available. Submission at 9.01 pm the next day or anytime in that 12-hour period will lose 30% etc.!

The same deadline applies for the peer assessment, if you do not upload that by 9.00 pm on the due date, there will be a 10% reduction in your own mark for every 12-hour period it is late.

**You are strongly advised to submit well before the deadlines on the due dates in order to avoid last minute problems with the submission process.**

It is *your responsibility* to ensure your submissions are successfully completed by the deadline.

**I) Academic Integrity**

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.

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 if you need any clarification about the requirements of academic integrity in the course.

**Note: Your Leadership Development Plan for BU5642 must have an attached cover page with your Declaration of Academic Integrity.**

You should copy and paste the "BU5642 cover page for LDP" to the front of your soft copy (word document) assignment when submitting it into the appropriate Turnitin folder in NTULearn. There is no need to submit a hard copy [printed] version. On this cover page, you must type your name and tick or cross the box below your signature, to indicate your declaration of academic integrity. If not, the assignment cannot be accepted.

**J) Course Instructors**

Course Instructor	Office Location	Phone	Email
Dr. Stewart L. Arnold	S3-B2b-70	6790 4654	sarnold@ntu.edu.sg

Consultations are by appointment and will be done on-line through Bb Collaborate (available through NTULearn).

**K) Planned Weekly Schedule**

Teaching Week* & The Monday date	Units and topics and <b>assessment activities</b>	Readings * *
1. August 8	<b>Unit 1. What is leadership?</b> The importance of influence	Cialdini (2015) Arnold (2020)
2. August 15	Leadership styles in the 21 <sup>st</sup> Century	George et al. (2011) Spears (2009)
3. August 22	Shared leadership & working in a team <b>(CTEs held most weeks from seminar 3 to 13)</b>	Pearce et al. (2009) DeRosa (2011)
4. August 29	Group decision-making & conducting meetings	Pooley (2009) Rogelberg (2019)
5. September 5	<b>Unit 2. Leadership Presence and communication</b> <b>(LCQ 1 – Unit 1 &amp; 2)</b>	Goman (2018)

	<b>(Leadership Image Activity practice)</b>	Arvey et al., (2015) Graham & Lam (2003)
6. September 12	Networking, Leadership in Asia	Rowley & Ulrich (2012)
7. September 19	Leadership communication, Giving and receiving feedback, Leadership empathy. <b>Ungraded peer assessment due 9pm Wed 21 Sept.</b>	Berger (2021) Miles (2021)
<b>Recess week: 26 September – 30 September (no classes)</b>		
8. October 3	<b>Unit 3. Influence tools</b> Managing organizational politics	Pfeffer (2010) Goleman & Boyatzis (2008)
9. October 10	Emotional and Social Intelligence Leading & managing the wellbeing of professionals	Campeau (2011) Coffin (2005) Wynn (2020)
10. October 17	Motivating people, even difficult ones!	
11. October 24	<b>Unit 4. Leadership development</b> <b>(LCQ 2 – Unit 3 &amp; 4)</b> Coaching and leadership development	Saunderson (2015) Weinstein (2012) Kolbjørnsrud et al. (2016)
12. October 31	<b>Leadership Image activity - graded</b>	Michelman (2016)
13. November 7	Strategic leadership for the future <b>Graded peer assessment due 9 pm Wed. 9 November</b> <b>Leadership Development Plan due 9 pm Fri. 11 Nov.</b>	Wright (2015) Zhang (2015)

\* \* The teaching weeks are numbered as per NTU's website for the Academic Year 2022-23 Semester 1:  
<https://www.ntu.edu.sg/sasd/oas/AcademicCalendar/Pages/AY2022-23.aspx>

\*\* You should do the block of readings for a Unit of topics at the same time as you do the E-Tutorial for that unit. The readings are listed in the order that you could read them.  
You should finish the relevant readings and the E-Tutorials before the week in which there will be Leadership Concept Quizzes (LCQs) on those two units (i.e., week 5, week 11)

**Annex A****The Critical Thinking Assessment Rubric (for team exercises)**

There are three assessment criteria, weighted (as shown in parentheses).

<b>1. Addresses the main issue at hand – with reference to leadership concepts, where relevant (30%)</b>		
<b>Below expectations:</b> Does not address the main issue of the question or task.	<b>Meets expectations:</b> Addresses the main issue very well, making relevant points.	<b>Above expectations:</b> Addresses the main issue excellently, showing insights into how the issue relates to leadership concepts.
<b>Rating: 1</b> ←-----→ <b>4</b>	<b>5</b> ←-----→ <b>7</b>	<b>8</b> ←-----→ <b>10</b>
<b>2. Uses points from the relevant pre-seminar material and other sources of information (30%)</b>		
<b>Below expectations:</b> The answer seems based on intuition /common sense, without using information from any source.	<b>Meets expectations:</b> Shows good to very good understanding of the relevant pre-seminar material.	<b>Above expectations:</b> Shows an excellent understanding of the relevant pre-seminar material and uses other sources of information, as well.
<b>Rating: 1</b> ←-----→ <b>4</b>	<b>5</b> ←-----→ <b>7</b>	<b>8</b> ←-----→ <b>10</b>
<b>3. Provides relevant context in the answer – highlights detail relevant to the concepts (40%)</b>		
<b>Below expectations:</b> Does not give much background detail or context to support the answer.	<b>Meets expectations:</b> Provides good background detail or context to support the answer and demonstrates good/very good understanding of the leadership concepts questioned.	<b>Above expectations:</b> Provides excellent background detail or context to support the answer and demonstrates excellent understanding of the leadership concepts questioned.
<b>Rating: 1</b> ←-----→ <b>4</b>	<b>5</b> ←-----→ <b>7</b>	<b>8</b> ←-----→ <b>10</b>
<b>Overall Grade =</b>		

An on-line version of the rubric above will be used to grade each team's answer to a critical thinking exercise (CTE) question or task. Everybody in the team will receive the same assessment and feedback.

Across semester, marks for the team's best two answers will be averaged to give an overall mark for CTE.

Based on the assessment using the above rubric, an overall grade will be awarded, where:

- A+, A, and A- represent "above expectations"
- B+, B, B-, C+ and C represent "meets expectations"
- D and F represent "below expectations"

**Annex B****The Peer Assessment Rubric**

An on-line version of this rubric will be used (accessed through the eUreka platform)

Give a mark out of 10 for each of 4 sets of behaviours, where:

Below expectations	Meets expectations	Beyond expectations
1 _____ 2 _____ 3 _____ 4 _____ 5 _____	6 _____ 7 _____ 8 _____ 9 _____ 10 _____	

Names of your team members	Assessment Criteria:		Total Marks (out of 40):
	Teamwork task skills, as evidenced by: * • ... • ...  Mark out of 20:	Teamwork interpersonal skills, as evidenced by: * • ... • ...  Mark out of 20:	
1.			
2.			
3.			
4.			
<i>Maximum</i> total marks to be distributed:			<b>90 (4-person team) or 120 (5-person team)</b>

\* Each team will define two sets of behaviours for task skills, and two sets of behaviours for interpersonal skills, which team members believe are most important for ensuring effective work in their team (where “work” is the contributions to the team’s learning and assessment).

Your overall grade will be based on the average of all your team members’ ratings (provided your own ratings are submitted on time). Feedback on each of the two criteria (teamwork task skills and teamwork interpersonal skills) will be provided confidentially within three days of your submission.

*Formative feedback* on the mid-course peer assessment will indicate whether your average ratings exceeded, met, or were below, expectations on each criterion although there will be no grade awarded.

*Summative feedback* on the end-of-course peer assessment will provide the same information, and grades will be awarded.

**You are required to write some qualitative feedback about each person** in your team. Write one or two comments highlighting his/her strengths, and areas to improve, with respect to teamwork and interpersonal skills. The feedback about each person will be collated and provided anonymously for each team member, along with their overall ratings on the assessment criteria.

**Annex C****The Leadership Image Assessment Rubric**

The graded Leadership Image activity will be conducted twice in the relevant seminar (week 12) so that the student has different group members on each occasion.

Peers will provide ratings and qualitative feedback immediately after the activity via an on-line rubric (on eUreka) similar to the one below. All ratings and feedback are anonymous and confidential.

<b>Leadership Image Characteristic:</b> (adapted from p 50-51 of the book “Preparing to lead” by Donna J. Dennis [2009]). Note: All characteristics are weighted equally. The final grade will be allocated on the basis of the average ratings made by the student’s peers and the instructor.	<b>Rating</b> [1-10 where: 1 = very poor 5-7 = fair, good, very good 10= outstanding (could not be improved, even for a professional)]
<i>Leader’s overall appearance:</i>	
1. Appearance = appropriate grooming, posture, gestures for a “team leader”	
2. Eye contact = steady, looking at all team members (or the camera) without staring	
3. Smile = natural smile as s/he is speaking and/or listening *	
4. Vocal confidence = voice is strong and confident, but s/he is relaxed as s/he speaks, not dominating	
<i>Perceptions of leader’s character:</i>	
5. Friendliness & enthusiasm = treats people in a friendly, accepting way; being positive and enthusiastic, but not overbearing, not showing off what s/he knows or thinks	
6. Attentive listening = genuinely listens to what others have to say, and shows genuine concern and respect for those in the team (including any who struggle to contribute to the discussion)	
<i>Perceptions of leader’s influence:</i>	
7. Appears credible = knows the topic being discussed*	
8. Influences the group to reach mutual agreement (or close to it, if there are any individuals who resist the group process) #	

Note: \* If the activity is done in a physical class, this characteristic will be dropped from the rubric because it is difficult to truly assess smiles that are occurring behind masks!

\*\* The leader is not required to display a comprehensive understanding of the topic being discussed but s/he should show that they have read the relevant readings and can guide discussion about them.

# There is no criterion for the final outcome of discussion, but the leader’s job is to help the group come to agreement on the question that is discussed.

Your overall grade for the Leadership Image Assessment will be based on the average of all your ratings, excluding the highest and lowest scores from your peers. The average ratings and feedback will be released through eUreka as soon as possible after the seminar in which the leadership image activity is held.

**Annex D****The Leadership Development Plan Rubric**

Students are required to write a development plan using a template that will be provided. The instructor will provide feedback for the individual plans via an on-line rubric similar to the one below:

<b>1. Articulates the leadership development goal and its importance (30%)</b>		
<p><b>Below expectations:</b> Does not clearly describe the goal.</p> <p>Presents poor rationale for its personal importance, showing little, if any, insights into own leadership.</p>	<p><b>Meets expectations:</b> Provides a clear description of the goal in terms of what leadership quality or skill-set the student wants to improve across the next 12 months.</p> <p>Provides a reasonable rationale for the personal importance of this goal, showing some insights into own leadership.</p>	<p><b>Beyond expectations:</b> Provides a very clear description of the goal in terms of what leadership quality or skill-set the student wants to improve across the next 12 months.</p> <p>Provides a strong rationale for the personal importance of this goal, showing many insights into own leadership.</p>
<b>Rating: 1 ←-----→ 4</b>	<b>5 ←-----→ 7</b>	<b>8 ←-----→ 10</b>
<b>2. Describes actions to meet the goals and resources to support these actions (40%)</b>		
<p><b>Below expectations:</b> Actions described are vague or impractical.</p> <p>Resources described are vague or impractical, and do not take into account the situations in which the student will be aiming to develop their leadership qualities /skill-set.</p>	<p><b>Meets expectations:</b> Provides a reasonably detailed description of practical actions that will be taken (and timeframe, where relevant) across the 12 month-period.</p> <p>Describes resources that are both: a) feasible to access, and b) suitable to support the intended actions.</p>	<p><b>Beyond expectations:</b> Provides a very detailed description of practical actions that will be taken (and timeframe, where relevant) across the 12 month-period.</p> <p>Describes resources that are both: a) feasible to access, and b) suitable to support the intended actions, taking into account the situations in which the student will be aiming to develop his/her leadership qualities /skill-set.</p>
<b>Rating: 1 ←-----→ 4</b>	<b>5 ←-----→ 7</b>	<b>8 ←-----→ 10</b>
<b>3. Defines milestones for implementation of the plan, and criteria and process for evaluating the degree to which the goal has been achieved (30%)</b>		
<p><b>Below expectations:</b> Does not clearly describe the milestones for goal achievement.</p> <p>Gives vague or impractical criteria and process for evaluating the degree to which the goal has been achieved by the end of the 12-month period.</p>	<p><b>Meets expectations:</b> Provides a clear description of the milestones for goal achievement, for at least two timeframes within the overall 12-month period.</p> <p>Gives a clear description of criteria and process for evaluating the degree to which the goal has been achieved by the end of the 12-month period.</p>	<p><b>Beyond expectations:</b> Provides a very clear and detailed description of the milestones for goal achievement, for at least two timeframes within the overall 12-month period.</p> <p>Gives very clear description of criteria and process for evaluating the degree to which the goal has been achieved by the end of the 12-month period.</p>
<b>Rating: 1 ←-----→ 4</b>	<b>5 ←-----→ 7</b>	<b>8 ←-----→ 10</b>

**Overall Grade =**

Feedback will be released through NTULearn as soon as possible after submission date.

**Annex B**

**List of NBS Learning Goals**

LEARNING GOAL	LEARNING OBJECTIVE	CHECK
<b>TASK SKILLS</b>		
<b>Acquisition of Knowledge</b>	The ability to interpret and explain various leadership concepts that have are especially relevant for the 21 <sup>st</sup> Century	<input checked="" type="checkbox"/>
<b>Ethical Reasoning</b>	The ability to recognize and understand ethical issues, and apply sound ethical reasoning.	<input type="checkbox"/>
<b>Critical Thinking &amp; Creative Thinking</b>	The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.	<input checked="" type="checkbox"/>
	The ability to provide insight in an innovative way characterized by high degree of adaptiveness.	<input type="checkbox"/>
<b>Problem Solving &amp; Decision Making</b>	The ability to identify problem, generate a plan to solve problem, implement and evaluate the plan and make sound business decision.	<input type="checkbox"/>
<b>Planning &amp; Execution</b>	The ability to set clear priorities and plans of action for the task and define task objectives to fulfill goals within a planned schedule for execution.	<input checked="" type="checkbox"/>
<b>PEOPLE SKILLS</b>		
<b>Oral Communication &amp; Written Communication</b>	The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.	<input checked="" type="checkbox"/>
	The ability to communicate well with others in writing so that it clearly expresses the intended message and is understandable and useful to the receiving party.	<input type="checkbox"/>
<b>Negotiation</b>	The ability to systematically plan and prepare for negotiation and apply negotiation skills in personal and professional practice.	<input type="checkbox"/>
<b>Cultural Intelligence</b>	The ability to function effectively in situations characterized by cultural diversity.	<input type="checkbox"/>
<b>Teamwork &amp; Interpersonal Skills</b>	The ability to work effectively with others in a group setting.	<input checked="" type="checkbox"/>
<b>Motivation &amp; Development of Self &amp; Others</b>	The ability to develop a better understanding of one's strengths and weaknesses and learn to view others and mistakes positively as sources of personal and professional development.	<input type="checkbox"/>

Please write to NBS Accreditation office ([nbsacro@ntu.edu.sg](mailto:nbsacro@ntu.edu.sg)) for sample rubrics.