

BU5642 COURSE OUTLINE

Summer Programme (NTU-NIE)

Year	:	2023
Session	:	Summer (July)
Course Code & Title	:	BU5642: Leadership in the 21st Century
Academic Units	:	3
Pre-requisite (if any)	:	Nil
Taught by	:	Dr. Stewart L. Arnold
Submitted by	:	Dr Stewart L. Arnold

Course Description and Learning Objectives

“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.

The course covers some important research and case-based principles for leadership in the real world of work, with an emphasis on both “eastern” and “western” approaches to leadership. You will learn:

- a) practical skills and techniques for networking, handling organisational politics, managing and influencing people at work (including using empathetic listening, running staff meetings, motivating people, coaching employees, and so on).
- b) teamwork and interpersonal skills for shared leadership
- c) about your own leadership image and how to develop your leadership knowledge and skills throughout your careers.

The course is taught using in a “flipped classroom” approach, meaning that you are required to do on-line work (through NTULearn) before coming to class. This “pre-seminar work” is broken down into four units so that you can do one unit per week across the course.

In class, we will do a variety of team exercises, role-plays, case studies, and experiential activities that are guaranteed to be informative, enlightening and FUN!

You will be expected to *participate actively* in this course, which means thinking hard about everything that is covered and speaking up often in the classes (whether you are present physically or online).

Course Content

Pre-sem work	Session	Topic/s
Unit 1	1	Introduction to leadership + Leadership styles + teamwork
	2	Teams and Teamwork
	3	Group decision-making and conducting meetings + <i>Peer teaching</i> *
Unit 2	4	Leadership image - Discussions + practice; Leadership Empathy
	5	Leadership Networking + Leadership in Asia + <i>Peer teaching</i>
Unit 3	6	Leader communication + Giving & receiving feedback (<i>experiential activities</i>)
	7	Power and Influence; Organisational Politics
	8	Emotional and Social IQ, Motivating and engaging people + <i>Peer teaching</i>
Unit 4	9	<i>Leadership Concepts Quiz</i> + Coaching + <i>Leadership Image Assessment</i>
	10	Strategic leadership + Developing one's leadership + <i>Peer teaching</i>

* In-class assessments are in *red italics*

Learning Outcomes

Upon successful completion of the course, you will be able to:

1. Identify and explain various concepts of leadership covered in the course.
2. Apply the concepts to the analysis of real workplace situations.
3. Present a stronger leadership image.
4. Use shared leadership and teamwork skills, more effectively.

Course Assessments (written instructions will be provided in seminar 1)

Components	Group/Individual	Weighting	Rubric
Leadership Concepts Quiz	Individual, with Group "appeals".	25	Correct answers will be shown in class
Concepts Application Peer Teaching	Group	25	See Appendix 1
Leadership Image Assessment	Individual	25	See Appendix 2
Peer Assessment [#]	Individual	25	See Appendix 3
Total		100	

The Peer assessment is due **9pm Friday July 28** – to be submitted into NTULearn->eUreka.

All other assessments will be held in class.

References

There is no textbook for this course. Instead, several interesting journal articles will be made available on NTULearn for you to read ahead of the relevant seminars.

The articles are protected by copyright and so they are provided on-line solely for your private use in respect to this course.

These journal articles include:

- Arnold, S. L (2020). **"The reluctant boss": Leadership at a Singapore SME.** Case Study.
- Berger, T. (2021). **Why empathic leadership is essential.** *Leadership Excellence*, April: 34-36.
- 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.
- 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.
- Rowley, C., & Ulrich, D. (2012). **Conclusion: lessons learned and insights derived from leadership in Asia.** *Asia Pacific Business Review*, 18(4): 675–681.
- Wright, s. (2015). **The leader as coach.** *NZ Management*, 62(1): 16-17.

Other requirements

This course is conducted as a “flipped classroom”, so you will need to read the relevant articles and do some on-line exercises *before* you come to class (between three and four hours work each week).

If you attend any classes online, you will need a zoom account and access to an internet device with video and audio capabilities.

Instructor Details

Instructor	Office	Email
Dr. Stewart L. Arnold		sarnold@ntu.edu.sg

The instructor will be available after each seminar for consultation, or by appointment via NTULearn-> Bb Collaborate for a virtual consultation.

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 through the Leadership Concepts Quiz (LCQ), The Concepts Application Peer Teaching (CAPT) and the Leadership Image Activity (LIA).

2). **Attendance and participation.** You are required to attend and participate in all classes. If you have to attend a class online, you may use a smartphone, although it is preferable to use a laptop (with microphone and camera) as you will require the smartphone for additional activities. In either case, you should access Wi-Fi if possible, as classes may take up to 4.5 hours in total. You should set up your digital devices 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 are going to miss an assessment 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 Peer Assessment

In order to be fair to all students, so that everyone has the same amount of time to upload their work, **the deadline will be strictly enforced (9pm Friday July 28)**. 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 Peer Assessment is late**. For example, 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 9.01am (or 8.59 pm) the next day, you will lose 20% of the marks available etc.!

In addition, if you have not provided any comment on your peers' strengths and areas-to-improve, your own peer rating will be reduced by 50%.

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

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

4). 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. Please see the [academic integrity website \(https://www.ntu.edu.sg/ai/Pages/index.aspx\)](https://www.ntu.edu.sg/ai/Pages/index.aspx) for more information. Consult your instructor if you need any clarification about the requirements of academic integrity in the course.

While you may use the internet to seek information for your answers to the CAPT tasks, you should not copy directly from any source.

Appendix 1

Concepts Application Peer Teaching (CAPT) assessment rubric

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

1. Addresses the question – describes examples relevant to the leadership concept (30%)		
Below expectations: Does not address the question well.	Meets expectations: Addresses the main issue very well, making relevant points	Above expectations: Answers the question excellently, with credible, relevant examples
Rating: 1 ←-----→ 4	5 ←-----→ 7	8 ←-----→ 10
2. Uses points from the relevant pre-seminar material and other sources of information (30%)		
Below expectations: Uses only a single source of information.	Meets expectations: Shows good understanding of the relevant pre-seminar material and Uses at least two different sources of information.	Above expectations: Shows an excellent understanding of the relevant pre-seminar material and uses several different sources of information.
Rating: 1 ←-----→ 4	5 ←-----→ 7	8 ←-----→ 10
3. Provides relevant context in the answer (40%)		
Below expectations: Does not give much background detail or context to support the answer.	Meets expectations: Provides good background detail or context to support the answer and demonstrate understanding of the leadership concept questioned.	Above expectations: Provides excellent background detail or context to support the answer and demonstrate excellent understanding of the leadership concept questioned.
Rating: 1 ←-----→ 4	5 ←-----→ 7	8 ←-----→ 10
Overall Grade =		

The Concepts Application Peer Teaching is an in-class activity to be held in the last hour of the last session each week. Your team will develop an answer to an applied question about a leadership concept, share your ideas with other groups, and then - if your group is randomly chosen in relation to a particular question, you have 5 minutes to finalize your answer before explaining this to the whole class. Each week, three or four teams will be chosen at random to present their answers.

An on-line version of the rubric above will be used to grade each team's answer to their (CAPT) question or task. Across the course, each team will present **three times**. The marks across a team's **three** presentations will be averaged to give a mark out of 100 for the overall CAPT assessment. Everybody in the team will receive the same mark.

Based on the assessments 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"

Appendix 2

The Leadership Image Assessment Rubric

The graded Leadership Image Activity will be conducted twice in the relevant seminar 8 (week 4) 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.

Leadership Image Characteristic: (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.	Rating [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 (not 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: The leader is not required to display a comprehensive understanding of the discussion topic, 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. The rubric assessment and feedback will be released through eUreka as soon as possible after the seminar in which the leadership image activity is held.

Appendix 3

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 on each criterion, where:

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

	Assessment Criteria:		Total Marks (out of 20):
	Teamwork task skills, as evidenced by: *	Teamwork interpersonal skills, as evidenced by: *	
	• ... • ...	• ... • ...	
Names of your team members	Mark out of 10:	Mark out of 10:	
1.			
2.			
3.			
4.			
<i>Maximum total marks to be distributed:</i>			45 or 60

* Each team will define sets of behaviours for task skills, and 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).

Team members will do on-line peer assessments two times in the course: a) a mid-course assessment at the end of week 2 (ungraded), and b) an end-of-course assessment at the end of week 4 (worth 25%). The peer assessments will be confidential and anonymous ratings on the two criteria. You will apportion a given number of marks across your team members (45 marks across 3 others in a 4-member team, 60 marks across 4 others in a 5-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 reduced by 50%. Note that the course late policy applies to the submission of peer assessments.

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.