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## **MNO2007 LEADERSHIP AND ETHICS, S2, 2017-2018**

### **Instructors:**

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### **Module Description**

This module explores the issues and challenges of leading responsibly today. Our global competitive business environment is fast, changing, technologically and geographically distributed, and extremely diverse. Work is becoming increasingly complex, interdependent, and knowledge intensive. In light of these changes, to a greater extent than ever before, getting things done requires an ability to work with and through other people, and this is what leadership is all about.

This module addresses the foundations for leadership in modern organizations. The leadership challenge is compounded because the requirements of speed, global reach and change that our organizations face also create conditions under which unsafe and unethical business practices persist. Reports of insider trading, graft and cronyism, unsafe products, unfair trade practices and environmental waste are commonplace in the media. Thus, our more focused interest is with morally decent or ethical leadership.

Our course explores fundamental questions about the nature of leadership today. For instance, in light of the global reach of organizations, diversity in workforce and accessibility of information on the World Wide Web, what are the obligations of leaders to meet the expectations of stakeholders, and how can this be accomplished. What challenges do leaders face in building ethical cultures in organizations? This questioning mind-set is complemented with exercises and assignments designed to help students develop (hard and soft) leadership skills, to understand the leadership behaviours of themselves and others, and to think and form opinions independently from others.

Key course topics include: leader personality and behaviors; leadership and followership; power and leadership; leading from the middle; ethical and moral requirements of leaders, leadership and culture, ethical decision-making, and diversity.

### **Learning Objectives**

Through assigned literature, recommended readings, cases, and lecturing, students learn theoretical approaches to leadership and ethics, and gain insight into how leadership models and research findings can be applied. Exercises, assignments, and simulations help students gain self-awareness, understand their own and others' behaviors, develop their leadership skills, and take responsibility for their decisions and actions.

Specific learning objectives of this course include the following:

- Gain an understanding of, and an ability to work with, core ethical frameworks and leadership models within the context of business, governmental and community organizations.
- Understand and appreciate the role of individual differences, life experiences, key stakeholders and work environments in shaping leader behaviors and outcomes.
- Appreciate the role of leadership in motivating and engaging employees, exercising influence, managing diversity and cultural differences, making leadership decisions, learning from mistakes and failures, and creating ethical work cultures in organizations.
- Gain an ability to identify and analyze emerging leadership issues, and especially those that are unique to Southeast Asia and Singapore.
- Develop a personal agenda for leadership development and impact, not only for the present but also for the years ahead.

**Pre-requisite:** MNO1001 Management and Organisation

### **Modes of Teaching and Learning:**

This module uses various modes of teaching and learning. During the lectures, material will be presented by the instructor and there will be student presentations, exercises, simulations, assignments, etcetera. In all of these, student participations is key. Student will also learn independently, while preparing for class. They will study assigned readings and prepare individual assignments. Furthermore, students will learn from preparing and carrying out assignments and exercises with their team members.

The success of this course relies heavily on all of us creating a supportive and safe environment. Therefore, you are encouraged to listen carefully to each other and to articulate your own perspectives in a civil and respectful manner. Your active participation and open sharing is essential. You will learn through interaction with your classmates in and outside the classroom, while working alone and while working on projects in teams with members coming from different backgrounds. This way of learning not only provides you with opportunities to build confidence and sharpen your skills, but also helps you to get to know one another well, and build life-long relationships.

### **Class Management**

*Instructors* facilitate learning. They structure processes, facilitate discussions, and give feedback. However, they spend very little time providing anything that you can read on your own. Class time is used for exchanging ideas and generating issues to be resolved.

*Students* are mature class participants and independent learners. They source and read relevant information besides just reading the textbook or assigned readings, they bring in relevant examples, questions, and ideas, they generate responses to issues raised in class, and evaluate and critique responses given.

*Class Culture* maximizes collective learning by stimulating participation, creativity, and spontaneity. Keywords are high trust, high touch, and high task. Be open and use experiences for learning. Be appreciative, active, and questioning when you learn. Maximize your own and others' learning opportunities.

## Module Readings

Most assigned readings are available through the online NUS library portal. Do consult NUS librarians for guidance on electronic journal access. Additional materials not found in NUS library journals, including assigned book chapters and cases, are delivered through the NUS Integrated Virtual Learning Environment (IVLE).

## Overview of Course Topics

<i>Week</i>	<i>Topic</i>
1 (Jan 15 – Jan 19)	Introduction to leadership
2 (Jan 22 – Jan 26)	Ethical Foundations for Leaders
3 (Jan 29 – Feb 2)	Ethical Leadership: Power, Influence, and Ethics
4 (Feb 5 – Feb 9)	Leadership Skills, Traits & Behaviors
5 (Feb 12 – Feb 16)	Charisma and Transformational Leadership
6 (Feb 19 – Feb 23)	CHINESE NEW YEAR (Team Dialogues with Instructor)
(Feb 24 – Mar 4)	RECESS WEEK
7 (Mar 5 – Mar 9)	Leadership and Decision Making
8 (Mar 12 – Mar 16)	Cross-Cultural Leadership and Diversity
9 (Mar 19 – Mar 23)	QUIZ: March 24 (2:00 – 3:30 pm)
10 (Mar 26 – Mar 30)	Empowerment
11 (Apr 2 – Apr 6)	Moral Mazes in Management Presentations (1)
12 (April 9 – April 13)	Moral Mazes in Management Presentations (2)
13 (April 16 – April 20)	Leadership Development and Reflection

## Assessment Components

Your overall grade will be based on evaluations of both individual and collaborative work, including the following components:

### *Individual-based coursework*

- In-class participation 20%
- In-class quiz 30%

### *Collaborative coursework<sup>1</sup>*

- *True Leadership Stories (TLS): Interview Case & Analysis* 20%
- Moral Mazes in Management (3M) Presentations 30%

Please note that, as in all graded exercises in Singapore schools, final grades reflect relative performance among peers. Foreign students should take note of this and consult your Singaporean counterparts on this issue.

## Details of Grading Components

### *In-class participation (20%)*

We expect active participation during class sessions—ask thoughtful questions, make insightful comments, provide examples, build on others' ideas, and demonstrate keen interest in all classroom proceedings. To prepare for optimal class participation, you are sometimes required to hand in a one-page preparation sheet (in hard-copy) containing your answers and thoughts regarding each assignment, exercise, or case prior to class.

We expect you to demonstrate a good learning attitude, observe conventional etiquette for interactions both inside and outside class, be on time, and use laptops and electronic gadgets in class for learning purposes only. Showing due respect and consideration for fellow students and instructors at all times is also highly valued.

Our perspective on class participation places high priority on the quality as well as the quantity of involvement. Participation in each class session is evaluated according to the grading scheme below. Halfway through the course you will receive individual feedback on your participation.

Note regarding one-pagers: One-pagers will not be graded, but they will help you prepare for class discussion and thus help you to contribute during the class session, which will be reflected in your participation grade.

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<sup>1</sup> In general, all team members receive the same grade for team-based coursework, but your instructor reserves the right to change individual grades based on each individual's teamwork contribution.

The following anchors will be used in assessment of class participation:

<i>Grade</i>	<i>Behavior Anchors</i>
0	<ul style="list-style-type: none"> <li>▪ Absent or no one-pager assignment submitted.</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ Does not respond or participate in discussions and activities</li> <li>▪ Demonstrates passive or very infrequent involvement</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Prepares for class: understands the topic but does not try to answer or elaborate when called upon</li> <li>▪ Occasionally contributes general comments and participates in discussions and activities</li> <li>▪ Demonstrates a fair level of involvement</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Prepares well for class: provides thoughtful comments with relevant points</li> <li>▪ Frequently participates in discussions and activities</li> <li>▪ Demonstrates active and consistent involvement</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ Prepares fully for class: offers interesting or insightful perspectives, experiences, or reflections</li> <li>▪ Always participates in discussions and activities</li> <li>▪ Asks interesting questions</li> <li>▪ Demonstrates impactful and very active involvement</li> </ul>

*In-class quiz (individual, 30%)*

The in-class closed book quiz tests your understanding of and ability to apply course concepts and frameworks. Your quiz grade will reflect the extent to which you have gained hard knowledge of ethics and leadership principles. The quiz is based on material covered in assigned readings.

The quiz takes place on the afternoon of Saturday, March 24, 2017, with all sections of MNO2007 present. There will be no sectional class during this week.

*True Leadership Stories (TLS): Interview Case & Analysis (two-person assignment, 20%).*

Together with one colleague from the class, you will interview a manager/leader to discuss his or her experiences in one of the following domains: developing people, delegating responsibility and empowering, handling ‘problem employees’, nurturing innovation, or overcoming resistance to change. Rather than discussing experiences in general, the focus of your interview will be on one particular incident. This incident will form the basis for this assignment.

There are two deliverables for this assignment: 1) A leadership incident (case), at most two pages in length, based on the leader’s experience (Due at the start of class, Week 4), and 2) Your analysis of the case, no more than three pages in length, that draws upon concepts covered over the course of the semester (Due at the start of class, Week 13). Together with your leadership incident/case, you will also submit an audio recording of your interview.

Grades for this assignment will reflect the extent to which you are able to collect information, critically analyze information, and think independently.

### *Moral Mazes in Management (3M) Presentation (team assignment, 30%)*

The Moral Mazes in Management (3M) Project provides teams with an opportunity for deeper study of an important ethical issue for managers that will also be of interest to class members. The topic chosen will be one that leaders today are likely to face, that is important, and that is sufficiently complex or nuanced that ethical guidance would be beneficial. Your focus will be on providing future leaders with wisdom to navigate the moral maze of today's business world.

Your team's task is to research the chosen topic and deliver a professional presentation that demonstrates both depth of understanding and practical wisdom. Teams have 15 minutes to present their ideas, and 10 minutes for class discussion. Team presentations are evaluated on five criteria that are weighed equally: depth of understanding of the business issues at stake, clarity and completeness of the ethical analyses, the practical wisdom for managers, overall quality and professionalism of the presentation, and effectiveness in engaging the audience.

#### Additional Information:

- Project teams will be randomly assigned by your instructor, and consist of 4 to 6 people. All team members are expected to participate as presenters.
- Within each section, no more than two teams can select the same topic. Instructors approve topic selections on a first-come first-served basis. Instructors expect to receive 3M Project Proposals (e.g., topic, provisional presentation title, and a 200-word summary) from each team no later than the fifth week of the semester.
- Locating and gaining access to the resources needed to complete the assignment is the responsibility of the team as a whole. Be resourceful and plan ahead!
- Teams are allotted 25 minutes of class time—15 minutes for an initial presentation, followed by 10 minutes for class discussion. Overall team grades will be penalized 10% for each minute (or portion thereof) that is taken away from the time allotted for class discussion. Time management is the team's responsibility.
- Teams must prepare an informing executive summary for distribution to colleagues. IVLE Workbin Space will be provided for teams to upload executive summaries.

## Important Criteria for Evaluating Written and Presented Work

Managers and professionals have to communicate in a way that is clear, precise, and informative. They have to organize their thoughts clearly and make their points with logic and supporting rationale. We look for similar elements when evaluating your work:

- **Discipline:** Make sure written and presented work is organized and easy to follow. Convey main points clearly to readers and in a logical manner. Don't gloss over the foundations—spell words correctly and adhere to rules for grammar and usage.
- **Justified Arguments:** Support your assertions with evidence from relevant sources (e.g., text, reading, interviews). Be sure to acknowledge sources.
- **Specificity and Accuracy:** Make specific rather than vague assertions. You will have greater difficulty in justifying general observations/statements. Also, note that accuracy in the use of technical terminology is critical. It is better to use an everyday word you do understand than to use a nice-sounding technical term inappropriately.
- **Wisdom:** Think through the implications of your recommendations (well beyond the obvious). Recognize potential unintended consequences and inherent trade-offs that must be considered.
- **Originality:** The quality of your ideas is important. Show creative, independent thinking as much as possible. Other things being equal, we reward attempts at creativity and thinking “outside-the-box.”
- **Academic Integrity:** Signing your name to an exam or quiz establishes the work as your own. Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold these values at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating on examinations/tests, or inappropriate use of resources.

Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School do not condone plagiarism - You have the obligation to make clear to the assessor which work is your own, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is entirely your own work. This is a minimum standard. In case of any doubts, consult your instructor.

Additional guidance is available at:

- <http://www.nus.edu.sg/registrar/administrative-policies/acceptance-record.html#NUSCodeofStudentConduct>
- <http://emodule.nus.edu.sg/ac/>