Course Outline

Course Code : BST3762
Course Title : Effective Leadership in Action
Class Date : From 14/8/2023   To 23/9/2023
Semester : Semester 1, Academic Year 2023/2024
Faculty : NUS Business School
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Overview & Course Objectives

1. Background

NUS Business School has partnered with Compass@Campus, a non-profit organisation to offer the "IMPACT" programme, a 5-module workshop targeted at graduating and senior undergraduates. Four previous runs of the IMPACT programme were conducted since academic year 2017/2018. In Sem2 of AY19/20, we have formalised this workshop as a 2-MC DYOM under the course code DMB1201DAO, and since then, we have been able to offer this in every semester. From AY2023/24, the code is revised to BST3762.

2. Course Coordinator & Supervisor

This course is coordinated and supervised by Professor Hum Sin Hoon (Department of Analytics and Operations, NUS Business School).

3. Course Outline

3.1   Aims and Objectives

Delivered in an interactive format, this course focuses on essential skills and attributes required for the individual to grow as an effective leader who will create lasting impact in their domain of influence.

Based on insights gleaned from research and decades of practical real-life experience, the module will be delivered largely by seasoned industry veterans experienced in mentoring budding leaders in tertiary institutions. Each 3-hour seminar will include a group mentoring session with an assigned mentor. There will be a total of 6 such meetings over the first half of the academic semester.

Topics include:
•   Discovering purpose; redefining success
•   Developing greater inter-personal effectiveness
•   Trust and integrity in practice
•   Servant leadership: servant or leader?
•   Management versus Leadership: is there a difference?

Graduates of this course are invited to a combined culminating annual event to network with mentors and other members of the IMPACT Program Alumni with the aim to strengthen life skills needed to be an effective leader in real life.

3.2   Learning Outcomes

3.2.1   Understand what it means to live a "successful" life, and the importance of reprioritizing time and resources for what matters most to their success in life.

3.2.2   Understand one's own personality traits, how to adapt to people of other personality styles, and that adapting to others enriches communication; will commit to adapt to diverse personality styles in order to develop credibility and positive influence.

3.2.3   Recognize that trust and integrity are fundamental for relationship building and lifelong success, and

will commit to cultivate trust and integrity as their foundation in relationship building.

3.2.4   Appreciate the importance of caring for and developing others in leadership: that leadership begins with caring for others, and hence will commit to do that in their existing relationships.

3.2.5   Based on personal gleanings from the module, participants will develop a personal Leadership Manifesto (LM) which incorporates their personal mission statement and leadership values. They will also develop an action plan (AP), designed to enable them to put aspects of their Leadership Manifesto into effect. This will be discussed with their individual mentors and within mentoring groups for feedback, and some of these LMAPs will be shared for the learning of the entire class.

3.3   Key Differentiating Value of Course

The practical insights and advice imparted by industry veterans through the unique interactive lecture plus mentoring approach, will complement very well the existing management and leadership courses offered in the Business School.

Established senior executives, each with an average of 20 years of work experience, serve as mentors to the students in small groups, with a typical mentor to student ratio of 1:5. Students get the opportunity to hear about actual work situations and experiences of their mentors to glean life skills. The option to continue to engage with the mentors after the course, especially when the students have graduated, is a key value that cannot be easily replicated in regular NUS modules.

3.4   Pre-requisite

Students must have completed at least 1 internship and at least 1 of their specialization modules. Preference will be given to graduating seniors. All participants are required to present their resumes and may be interviewed to ascertain their fit and commitment.

3.5   Teaching/Learning Modes

Classes will consist of both lectures and interactive workshops within the session. Each lecture/topic is first introduced with specific examples of situations in the workplace raised. Students will discuss in their groups, facilitated by their mentors. The workshops enable cross learnings and views from individuals; it will establish an environment of trust, understanding, compassion and even empathy, as the topics focus on character and values. All meeting sessions will include mentoring time with active participation from key mentors from relevant industries to guide and share their insights.

3.6   Time and venue

Weekly 3-hour evening sessions (1800 – 2100hrs) over the first six weeks of the semester. (Pre-Covid, classes began with dinner in mentor groups, and hence each session will end at 2130hrs).

Venue: to be confirmed.

Assessment

Assessment Components	Weightage
1. Participation/contribution in class	40%
2. Personal Journal	20%
3. Leadership Manifesto & Action Plan	40%
The course will be graded on a CS/CU basis.	

Schedule and Outline

Session	Topics	Objective	Desired Outcome	By
1	Overall Topic - Introduction to course and overall topic on Management vs Leadership: Is there a difference	Getting to know course and all participants.	Begin to think about management and leadership, and build network and feel comfortable within class and mentor group.	Professor Hum and all mentors
2	Topic 1 – Discovering Purpose, Redefining Success	To help participants redefine success, to understand what really matters in living a fulfilled life.	To reprioritize resources towards what matters most to one's success in life.	Mr. Lee Boon Chuan
3	Topic 2 – Personality Differences and EQ	To help participants to develop greater sense of self-awareness, understand how personality traits impact relationships, and the importance of adapting to others in order to enrich relationship.	To commit to work on adapting to diverse personality styles to develop credibility and positive influence.	Mr. Gordon Tan
4	Topic 3 - Trust and Integrity	To help participants to recognize that trust and integrity are essential for relationship building and lifelong success.	To commit to cultivate trust and integrity as personal foundation in relationship building.	Mr. Lee Chin Seng
5	Topic 4 – Servant Leadership	To help participants to understanding that leadership is influence, and that capacity, character and caring for others is key to leadership influence.	To commit to living out practically the principles of servant leadership.	Mr Mark Ting
6	LMAP Presentation and Closing Summary on Management vs Leadership	To inspire each other with sharing of LMAPs and Summary conclusion on being a good Manager and Leader.	To be better prepared for real-life issues as a servant leader and manager with integrity.	Professor Hum and Mr Lee Boon Chuan

Further info on Topics

1. Discovering purpose; redefining success

This topic takes participants on a journey of reflection and self-discovery to identify what success really looks like to each of them personally, considering how their lives can be lived out with purpose and significance, and then identifying practical actions they can take now to begin that journey with purpose and intentionality.

2. Developing greater inter-personal effectiveness (Personality Differences & EQ)

Life is about relationships. This topic helps participants develop awareness of their personality types, including what motivates them, their strengths and weaknesses, and their fears. This is then applied to how they can better relate to others, especially those of a different personality type. Practical tools to increase emotional intelligence and interpersonal effectiveness are also shared.

3. Trust and integrity in practice.

Trust and integrity are topics most may claim a certain familiarity or understanding with yet reports of ethical failings even at the highest levels are commonplace. Using a common workplace scenario, participants are asked to discuss and decide how they would respond. Industry experts then share their perspectives, and principles for navigating such challenges.

4. Servant leadership: servant or leader?

Leadership is influence, and the best leaders can win the hearts and minds of their followers toward a common vision. How can this be done? Building on the leadership model first developed by Robert Greenleaf, this seminar shares a simple but clear model illustrated by accounts of organisational transformation which left a lasting impact on both organisations and individuals.

5. Management versus Leadership is there a difference?

What is management, and what is leadership? What does a good manager do, and what does a good leader do? Is there a difference? This fundamental topic is explored and drawing from research, suggestions are offered to help participants understand and practise the roles of managers and leaders more effectively.

Academic Honesty & Plagiarism
Academic integrity & honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty 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 at 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 will not condone plagiarism. Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In case of any doubts, you should consult your instructor.

Additional guidance is available at:
- Administrative Policies

- http://www.nus.edu.sg/registrar/administrative-policies-procedures/acceptance-record#NUSCodeofStudentConduct
- http://nus.edu.sg/osa/resources/code-of-student-conduct