

**Course:** MN03703 Leading in the 21<sup>st</sup> Century  
Semester 2, AY2023/2024  
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### **Course description:**

Leading in the 21<sup>st</sup> Century invites you to your journey as a leader. Opening questions for the course are: How am I doing as a leader? What are some pertinent issues that I should be aware of and that could be capitalized on to maximize my leadership effectiveness? In sum, how can I lead more effectively in the 21<sup>st</sup> Century?

To answer the above questions, the course offers an extensive examination of leadership in and outside organizations. It aims to provide you with a set of experiences that are designed to enhance your self-awareness and your capacity for effective leadership.

### **Learning outcomes:**

1. Enhanced insights of yourself as a leader and self-awareness in terms of your strengths and opportunities for personal development
2. Increased 'outsights' based on conceptual understanding of leadership in and outside organizations
3. Enhanced skills and competencies necessary for becoming effective leaders in highly dynamic environments

### **Teaching/Learning methodologies**

In this 4-credit course, self-reflection and concept application with real-life connections will be the main theme. Diverse learning methods will be used. While retaining our open dialogue discussions and self-directed learning methodology, we shall complement them additional forms of engagement which may include:

- Psychometric instruments and feedback
- Simulation/role-play
- Guest speaker(s)

Feedback will be given in a timely fashion during the course. This is for you to frequently ponder over them for next actions. My role is not to provide answers but to create a constructive learning environment where you are able to systematically and collectively explore, examine and experiment with your own ideas.

The learning journey throughout the course will be highly interactive. There are ample chances for you to practice and hone skills in articulating your thoughts, in persuading others and in listening – all of which are important leadership skills.

## **Continuous Assessment (CA) components**

This is a 100% CA course. Your overall grade depends on two main components, namely your individual work and team-based work.

Contributions via in-class contributions (main), weekly self-evaluation, survey participation, giving feedback, and so on <b>(Individual)</b>	20%
Learning Circle Assignment <b>(Team)</b>	20%
Team-based presentation <b>(Team)</b>	30%
Leadership Challenge - Self Discovery and Leadership Development Plan <b>(Individual)</b>	30%

### **1. Contributions (20%)**

Besides in-class contributions, this 20% CA includes:

- a. **Self-evaluation** – At the end of each class, you are expected to describe and submit your learning contributions. I will read your self-evaluation. In the situation that there is discrepancy between our evaluations, I will need to discuss with you 1:1.

\*self-evaluation of learning contributions (in plenary as well as in group discussions)

A means 2 or more substantial contributions

B means 1 substantial contribution

C means I attended class

D means I was absent

### **b. Feedback for other presentation teams**

Giving constructive feedback to other team presentations enhances your critical thinking and analytical skills. Importantly, it allows you to practice communication skill – an essential leadership competency.

I also expect you to demonstrate good learning attitudes, observe conventional etiquette of interactions both inside and outside classroom, be on time and ensure that laptops and other electronic gadgets are used in class (or on-line) for learning purpose only. Showing due respect and consideration for others at all times are also highly valued.

### **2. Learning Circle assignment (20%)**

You will be arranged into 'learning circles' – groups of students enhancing one another's learning journey via open- dialogue.

Specifically, in your learning circle, tell your leadership and/or followership moments (they could be episodes of moments or a moment), describe what you did and what you learnt from that moment. After you have done so, your team members are to brainstorm alternative ways to better deal with the moment. Follow the same process for each member.

This assignment aims to develop/enhance your personal leadership and/or followership capability, to further your understanding of your leadership and or followership and to explore alternative approaches by **applying concepts/theories and lessons learnt.**

The assignment is to be completed outside class time. As a team, prepare **1 power point slide (no transition) for an 8-minute presentation**, highlighting:

- (i) commonalities and/or distinct aspects of the shared experiences, of feedback/ comments / alternatives that team members have given to one another
- (ii) lessons learnt from item (i) and from the assignment

**Submission: Each team to submit the above items (i) & (ii) on Canvas by February 14, 2024@23:59 hours**

- 1 power point slide (no transition)
- Information on all members' leadership/ followership moments. This information is for me to read so that I understand your item (i).

**All presentations will be on February 21, 2024**

### **3. Team-based presentation (30%)**

You and your classmates will brainstorm during our first lesson via world café exercise to derive topics for team-based presentations **OR** your team will be assigned to work on one of the following topics (that a business leader who has created an impact in building organizational culture):

- Engagement
- Empowerment
- Visionary Leadership
- Purposeful leadership
- Positive psychology leadership

Some useful links/articles for you to start your team presentation preparation:

- [Ken Wright - Engage your Team - Create a Culture of Engagement](#)
- [Dan Pink - RSA ANIMATE: Drive: The surprising truth about what motivates us](#)
- [Doug Kirkpatrick - Beyond empowerment - are we ready for the self-managed organization?](#)

Prepare power point slides to cover the topic that includes the following items:

- (i) understand what and how a leader in Asia did or has been doing;
- (ii) analyze his/her leadership effectiveness or ineffectiveness and
- (iii) draw insights/learning points applicable to you and your teammates.

**Submission: All teams to submit your presentation slides by March 20, 2024@23:59 hours**

On your respective presentation day, conduct a 20-min interactive presentation, followed by a Q&A session.

This assignment challenges your skills in analyzing leadership effectiveness via applying leadership concepts. Your critical thinking and ability to integrate different frameworks discussed in the course will be duly awarded marks. This analytical and application skills are important in creating new insights for your leadership journey.

#### 4. Leadership Challenge: Self-Discovery and Leadership Development Plan (30%)

This assignment asks you to document insights from your execution to reach your planned goal(s). The expected deliverables are your reflection of your self-discovery with regards to your leadership challenge/journey and your subsequent practical and achievable leadership development plan.

Timeframe and items for you to work on:

- Week 1: set an 8-week Leadership Challenge! – set your goal(s) that you aim to achieve in 8 weeks - A SMART goal – simple, measurable, achievable, result-oriented within stipulated timeframe
- Weeks 2- 9: observe and pen your leadership journey entries, your thoughts, your discovery, etc. relevant to your goal(s) in a document (this document may incorporate photos, notes, and so on) - **2000 words limit**.
- After completion of your observations, draw insights from them and develop your subsequent leadership development plan for the next 6-12 months

In your **800-word main report** submission, I expect to read your goal(s) that you aim to achieve in 8 weeks and the following items:

- (i) What does leading in the 21<sup>st</sup> Century entail?
- (ii) Your insights from the past 8 weeks
- (iii) Your practical and grounded (i.e. theoretical-supported) leadership development plan for yourself to thrive towards leading in the future
- (iv) Critically identify obstacles/barriers to your leadership effectiveness to achieve item (iii)
- (v) Finally, ask yourself how to know that you have achieved your plan in item (iv)

**Submission: submit one file (combining main report and leadership journal entries) on Canvas by April 12, 2024@23:59 hours**

- The 800-word main report
- Leadership journal entries (2000 words limit) during your 8- week observations

## Schedule

Below is an indicative schedule. The class schedule may be amended when necessary.

Class session	Topic	Read/View BEFORE class the chapters, links below AND readings
1 Jan 17	<p>Introduction: Oversight In</p> <ul style="list-style-type: none"> <li>• Trends shaping the World of Work</li> <li>• The Future Leaders, Followers and Organization</li> <li>• Contemporary Leadership</li> </ul>	<p><u><a href="#">Asia Pacific Workforce Hopes and Fears Survey 2023</a></u>  <u><a href="#">Is the workforce ready for reinvention?</a></u> By PwC consultants</p> <p>Leonardi, P. (2023). Helping employees succeed with generative AI: How to manage performance when new technology brings constant and unpredictable change. <i>Harvard Business Review</i>. Vol. 101 Issue 6, p49-53.</p> <p><b>Exercise: ‘World Café’</b></p>
2 Jan 24	<p>Leadership Readiness (I): Insight Out</p>	<p>López, L. (2023, June 13). <i>Forging a legacy: How Rokeach’s theory empowers organizations and individuals to cultivate value</i>. Medium. (<a href="#">Link</a>)</p> <p>Seligman, M (2011). <i>Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfilment</i>. e Book. Chapter 9</p> <p>Vickberg, S. &amp; Christfort, K. (2017) <i>Pioneers, Drivers, Integrators &amp; Guardians</i>. <i>Harvard Business Review</i>, March- April: 95(2): 50-57</p> <p>Before class:</p> <ul style="list-style-type: none"> <li>- Complete Questionnaire – VIA Survey of Character Strengths at <a href="https://www.authentichappiness.sas.upenn.edu/">https://www.authentichappiness.sas.upenn.edu/</a></li> <li>- Keep the result for discussion</li> <li>- Complete Rokeach Personal values instrument (to be found on Canvas)</li> </ul>
3 Jan 31	<p>Leadership Readiness (II):– Living values, Building trust</p>	<p>Frei, F., &amp; Morriss, A. (2020) <i>Begin with trust: The first step to becoming a genuinely empowering leader</i>. <i>Harvard Business Review</i>. Vol. 98 Issue 3, p2-11.</p> <p>Keltner, D. (2016) <i>Don’t let your power corrupt you</i>. <i>Harvard Business Review</i>. Oct2016, Vol. 94 Issue 10, p112-115</p> <p>Gleeson, B. (2021, July 19). <i>5 attributes (and benefits) of values-based leadership</i>. Forbes. (<a href="#">Link</a>)</p> <p>Ajay Banga, CEO Mastercard on <u><a href="#">People management</a></u> (10<sup>th</sup> -15<sup>th</sup> min)</p>

4 Feb 7	Collaboration Readiness (I): Leading Team	Hass, M. & Mortensen, M (2016). The Secrets of Great Teamwork, <i>Harvard Business Review</i> , 94 (6): p70-76  Rigby, D., Sutherland, J. & Nobel, A. (2018). Agile at Scale, <i>Harvard Business Review</i> , 96 (3): p88-96  Before class: Complete Self-perception on Team Role Inventory and Team Role Inventory Scoring Sheet
5 Feb 14	Guest speaker	By Feb 18@23:59 hours, each student submits brief insights from the talk, as well as feedback for the speaker
6 Feb 21	All teams: Learning Circle Assignment presentations	
	Reading week	
7 Mar 6	Collaboration Readiness (II): Leading Multi-Gens workforce	Clark, D (2017). Your career needs more mentors, not just one. <i>Harvard Business Review Digital Articles</i> . 1/19/2017, p2-4  Francis, T. & Hoefel, F. (2018). <u>'True Gen': Generation Z and its implications for companies</u> <i>Mckinsey &amp; Co</i>  Knight, R. (2023, August 1). <i>Are Gen Z ready for leadership?</i> BBC. ( <a href="#">Link</a> )  Ajay Banga, CEO Mastercard on <a href="#">diversity</a> (15 <sup>th</sup> -20 <sup>th</sup> min)  <b>Case:</b> Clash of generations?
8 Mar 13	Guest speaker	By Mar 17, 2023@23:59 hours, each student submits brief insights from the talk, as well as feedback for the speaker
9 Mar 20	Collaboration Readiness (III): Leading Virtual Teams	Dumitru, C. (2022). <i>Building virtual teams: Trust, culture, and remote working</i> . Routledge. (Chapter 3 only)  Neeley, T (2015). Global Teams That Work: A framework for bridging social distance. <i>Harvard Business Review</i> . 93(10): p75-81
10 Mar 27	Team project presentations	
11 Apr 3	Team project presentations	
12 Apr 10	Team project presentations	

13 Apr 17	Antifragile Leadership  Wrap up & celebrate	<p style="text-align: right;">7</p> <p>Gromer, S. (2023, July 14). <i>Antifragility: Steps to unleash leadership potential in the AI age</i>. Forbes. (<a href="#">Link</a>)</p> <p>Big Think. (2022, Jan 27). <i>Don't chase happiness. Become antifragile</i> [Video]. YouTube. (<a href="#">Link</a>)</p>
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## **Academic Integrity**

You must acknowledge all references and sources used. This is not only good manners but also academic honesty. Please note the NUS Business School policy below:

“Academic integrity and 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:

<http://www.nus.edu.sg/registrar/adminpolicy/acceptance.html#NUSCodeofStudentConduct>

Online Course on Plagiarism:

<http://ecourse.nus.edu.sg/ac/>