

MNO2711: NUS Young Leaders Programme

Instructors:

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COURSE OVERVIEW

In our increasingly complex and interconnected world, the abilities to negotiate effectively, make informed decisions, communicate persuasively, and lead with impact are crucial across all fields and professions. This course equips students with essential skills to excel in these areas, offering a comprehensive understanding of how to navigate challenging situations, influence others, and achieve desired outcomes in both personal and professional contexts. The competencies developed here will enhance your ability to collaborate, solve problems, and lead with impact, regardless of your chosen career path.

LEARNING OUTCOMES

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

- Apply effective negotiation strategies and decision-making frameworks to achieve mutually beneficial outcomes.
- Create and deliver clear, persuasive communications that effectively influence and engage diverse audiences.
- Understand and be able to apply the four frames of leadership (i.e., structural, human resource, political, and symbolic) in your thinking and behavior as a leader
- Become more aware of the unconscious and unspoken aspects of leadership that are often more powerful than frameworks and models

ASSESSMENT

Assessment Components	Weightage
Class Participation	20%
Individual Assessment (i.e., learning journal, individual presentation)	30%
Group Project	50%

COURSE MATERIALS

There is no recommended textbook for this course. Assigned readings are available through the online NUS library portal, as well as on Canvas.

MODE OF TEACHING AND LEARNING

We will learn through a combination of tools, self-assessment inventories, readings, and discussions. You will also work with a group on various tasks throughout the semester. We run this course like a workshop, giving students plenty of chances to talk and practice. For everyone to learn well, we need to make sure everyone feels comfortable sharing their thoughts. Therefore, pay attention when others speak, and when it's your turn, be polite and considerate. Our goal is to create an atmosphere where everyone can learn together by encouraging participation, creative thinking, and open discussion.

TENTATIVE COURSE SCHEDULE

Session	Topics and Readings
1	Scientific Thinking and Introduction to Negotiation <ul style="list-style-type: none"> Thompson, Leigh L. (2012) "Negotiation Essentials" Chapter 1 in <i>The Mind and Heart of the Negotiator</i> (5th ed.). Boston: Pearson https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters
2	Two-Party Negotiations <ul style="list-style-type: none"> Thompson, L. T. Preparation: What to do before negotiation. Chapter 2 In <i>The Mind and Heart of the Negotiator</i>.
3	Principal-Agent Negotiations <ul style="list-style-type: none"> Rubin, J. Z., & Sander, F. E. (1988). When should we use agents? Direct vs. representative negotiation. <i>Negotiation Journal</i>, 4(4), 395-401. Football Transfer Case Preparation
4	Principles of Communication & Verbal Communication <ul style="list-style-type: none"> Murfett, U. M., & Yew, D. (2014). <i>Communication strategies for the global workplace</i>. Chapters 1, 2. Pearson Education South Asia Pte Limited.
5	Non-verbal Communication <ul style="list-style-type: none"> McGonigal, K. (2016). Engage: How anxiety helps you rise to the challenge. Chapter 4 in <i>The Upside of Stress</i>. NY: New York, Penguin.
6	Persuasion & Storytelling <ul style="list-style-type: none"> Denning, S. (2004). Telling tales. <i>Harvard Business Review</i>, May, 122-129.
7	Leadership and the Four Frames Thinking <ul style="list-style-type: none"> Bolman, L. G., & Deal, T. E. (2014). How great leaders think: The art of reframing. John Wiley & Sons, Chapter 1 Gratton, L., & Erickson, T. J. (2007). Eight ways to build collaborative teams. <i>Harvard Business Review</i>, 85(11), 100. Frisch, B. (2008). When teams can't decide. <i>Harvard Business Review</i>, 86(11), 121-126.
8	Mentoring and Coaching <ul style="list-style-type: none"> Ibarra, H., & Scoular, A. (2019). The leader as coach. <i>Harvard Business Review</i>, 97(6), 110-119. Milner, J., & Milner, T. (2018). Most managers don't know how to coach people. But they can learn. <i>Harvard Business Review</i>, 2-5.
9	Positive Political Skills and Networking <ul style="list-style-type: none"> Block, P. (2016). The empowered manager: Positive political skills at work. John Wiley & Sons.
10	Symbols, Rituals, and Culture <ul style="list-style-type: none"> Ruimin, Z. (2007). Raising Haier. <i>Harvard Business Review</i>, 85(2), 141 Deshpandé, R., & Raina, A. (2011). The ordinary heroes of the Taj. <i>Harvard Business Review</i>, 89(12), 119-123.
11	Emotional Intelligence and Different Leadership Styles <ul style="list-style-type: none"> Goleman, Daniel. "Leadership That Gets Results." <i>Harvard Business Review</i>, vol. 78, no. 2, Mar. 2000, p. 78. Goleman, D. (1998). What makes a leader? <i>Harvard Business Review</i>, 93, 102
12	Values and Ethical Leadership <ul style="list-style-type: none"> G Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. Online readings in Psychology and Culture, 2(1), 11. Woodward, I., & Shaffakat, S. (2016). Understanding values for insightfully aware leadership.
13	Group Project Presentations

ACADEMIC HONESTY & PLAGIARISM

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.

Artificial Intelligence (AI) tools such as ChatGPT do not require specialist knowledge to use. Many of these AI tools are commonly used in social media, for example, to create content and disguise and refine content created from programs like ChatGPT. We understand that students will be drawn to using these AI Tools, as they would for any other electronic aid.

However, to be clear, normal academic rules still apply. As noted in the Code of Student Conduct: *“The University takes a strict view of cheating in any form, deceptive fabrication, plagiarism and violation of intellectual property and copyright laws. Any student who is found to have engaged in such misconduct is subject to disciplinary action by the University.”*

With respect to AI tools (e.g., ChatGPT and image generation tools), your instructor will clarify whether the use of these tools as inputs into your assignment development process is acceptable. AI is a technology that requires skill to use, and knowledge about when and how to use it. If you use ChatGPT or any other such AI tool in your work, you must provide a proper representation of how you used the tool and what prompts you used to generate output. Failure to cite its use constitutes academic misconduct.

Further, as with any information source, be aware that minimal efforts yield low quality results. You will need to refine your work and fact check the output, as you would double-check information from any source. Further, you should be selective in how and when you use such tools instead of using it for each and every assignment you create.

To summarize:

1. Always check with your instructors on what are the permitted uses of AI tools.
2. Have a discussion at the start of a course about the use of AI.
3. Where permitted, acknowledge your use of AI.
4. You remain responsible for the quality of your work and its appropriate representation.
5. Failure to follow the above steps can lead to a concern about plagiarism (academic dishonesty).

As always, 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 entirely your own work. This is a minimum standard.

Additional guidance can be found at:

- Admission Condition: <http://www.nus.edu.sg/registrar/administrative-policies-procedures/acceptance-record#NUSCodeofStudentConduct>

- NUS Code of Student Conduct: <http://nus.edu.sg/osa/resources/code-of-student-conduct>
- Academic Integrity Essentials: <https://libguides.nus.edu.sg/new2nus/acadintegrity#s-lib-ctab-22144949-4>
- Guidelines on the Use of AI Tools For Academic Work: <https://libguides.nus.edu.sg/new2nus/acadintegrity#s-lib-ctab-22144949-3>