



The Lee Kong Chian School of Business
Academic Year 2023/24
Term 2

COR1301 LEADERSHIP AND TEAM-BUILDING (SMU-X)

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COURSE DESCRIPTION

The overall objective of this module is to build and develop students' competency in leadership and teamwork skills. The course employs **both a theoretical and an experiential learning approach** with the aim of fulfilling the objectives as outlined below.

Students will gain knowledge and skills about leadership development and team-building skills based on theories, principles, concepts, application, exercises/class activities, self-assessments/instruments, and experiential learning.

Central to the course is a group project that takes the form of an action-based and experiential assignment, where student groups work with an industry partner with the aim of achieving innovative solutions for the company or organization. Based on this experiential learning, students will gain the practical aspects of the process of teamwork and team leadership.

The ultimate aims and objectives revolve around learning from the process of the group project lessons on both leadership and teamwork. More is elaborated under Section B of this course outline

The outcomes of the group project for students are outlined as follows:

- (i) Students will learn lessons on both leadership and teamwork based on lessons learnt inside and outside of classroom
- (ii) As students work on a real-life project with an industry partner students will gain fresh insights gathered from the experiential process afforded them
- (iii) Students also learn about leadership from either the various stakeholders they are working with or from other primary or secondary sources.
- (iv) Students will also learn lessons on teamwork based on their interactions working on their group project as well as all other class activities related to the module
- (v) Students will also fulfill other learning objectives that include cognitive and academic development as outlined below in the section, '**Learning Objectives**'

LEARNING OBJECTIVES

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

Leadership:

- Appreciate the value of experience and action-based learning that integrates understanding of major leadership paradigms and leadership theories from an inter-disciplinary perspective
- Engage analytical, problem-solving & reasoning skills to critically appraise various theories and perspectives of leadership
- Apply the various leadership traits and behavior as well as different leadership style such as charismatic & transformational leadership, principles of stewardship & servant leadership, collaborative, authentic leadership and other such recent leadership approaches in a VUCA world
- Appreciate being open-minded & sensitive to individual differences and embrace uncertainties

- Understand how leaders can set or influence the ethical tone by applying Kohlberg's model of moral development
- Learn more about leadership through their group project work, class activities, readings, etc.

Teams and Groups:

- Understand major theories and perspectives of group dynamics and group leadership
- Learn more about teamwork processes through working on a real-life group project with an industry or community partner
- Throughout the group project students will learn to collaborate and employ innovative skills in using their expertise, knowledge to contribute to the needs of the partnering industry or community based organization
- Understand different methods of communication and appreciate how to effectively communicate and manage conflict, if any, and learn to overcome challenges within their respective group as well as with their respective external stakeholders
- Develop a detailed work schedule and strategies among teams, and understand how to form, lead and manage work teams
- Acquire some level of resilience through self-directed and group-directed learning that includes embracing uncertainties, overcoming challenges, etc.

Academic and Professional Capabilities:

- Understand and gain qualitative fieldwork skills such as how to conduct interviews and carry out a needs analysis or survey in an ethical manner
- Formalizing report writing with integrity and honesty

PRE-REQUISITE/ CO-REQUISITE/ MUTUALLY EXCLUSIVE COURSE(S)

Please refer to the Course Catalogue on OASIS for the most updated list of pre-requisites / co-requisites for this particular course. Do note that if this course has a co-requisite, it means that the course has to be taken together with another course. Dropping one course during BOSS bidding would result in both courses being dropped at the same time.

ASSESSMENT METHODS

No Final Exam. Overall cumulative assessment (CA) is 100% of the final grade, consisting of:

A. Individual Assessment: 60% of total, consisting of:

Class Participation	20%
Mid-Term Exam	20%
Essay	20%

Class Participation: 19% of Individual Component

Students are expected to participate throughout the module and to be willing to make meaningful contributions in terms of ideas as well as to learn from their peers. Participation is not just talking for the sake of talking but contributing to the learning of everyone in class.

Peer evaluation of level of participation at the group level will also factored into this component.

Mid-Term Exam: 20% of Individual Component

The Mid-Term Exam will be an individual written assignment, and details will be made known in class.

Essay: 20% of Individual Component

Students will do an essay set by the instructor as a written assignment, which focuses on learning outcomes of the module and leadership at the level of personal development. More will be elaborated in class to guide students in the structure of the essay.

B. Group Project Assignment: 40% of Total Group Component:

Written Report	20%
Oral Presentation	20%

Each student group will collaborate with an industry partner to work on a project as assigned by the industry partner.

The nature of this group project is both experiential and action-based in that through undertaking a real-life group project with an industry partner, students have the opportunity to offer workable solutions to meet the needs the organization, and at the same time experience the complexities of teamwork involving the various stakeholders such as own team members and those of the partnering organization. Students will also gain realistic insights on problem solving and understand the importance of teamwork that is a necessary and essential skill today.

Students will then write about their work done for the industry partner and include lessons learnt on teamwork and leadership from their experience of working together with the industry partner. Students are free to include lessons learnt from their readings and class room activities.

The nature and scope of group project work will be elaborated by the industry partner. The industry partner will offer some level of coaching and mentoring on the group project and offer feedback mid-way of the work to students.

The industry partner will also be present at the Final Oral Presentation made by student groups, and will give qualitative feedback on the work done for them by students to the instructor. This will then be factored into the group component grade by the instructor.

Group Project Assessments: Final Written Report and Oral Presentation

Final Written Report (Total 20%)

Students are to write in total and submit a study report comprising **5,000 to 7,000 words** hard copy document with **1.5 spacing, font size 12** in the Calibri or Times New Roman format.

The report will cover a description of the work done in terms of content development and outcomes of the group project undertaken. It must also include discussions on the process of working with one another in the group/team level, and also working with the industry partner.

Discussions would also include, for example, aspects such as team member's role, managing time line, dealing with challenges faced such as managing differences of opinions, decision-making, team dynamics, communication issues, conflict management at the group level and beyond, etc.

Students will also write about their lessons on team leadership from their experience of working together with the industry partner and may also include lessons learnt from their readings and class room activities.

Students are expected to use relevant concepts, theories and models wherever appropriate.

Criteria of Evaluation: Quality of content and clarity of ideas, maturity of thought and coherence, and overall impression and feedback from industry partner(s).

Oral Presentation (20%):

The oral presentation will focus mostly on the work done for the industry partner in the presence of industry partner, and it would include lessons on teamwork processes and team leadership as mentioned above. Students are expected to make their oral presentations engaging.

Criteria of Evaluation: Content and clarity, team coordination and creativity, time management and overall impression.

CONSULTATIONS

Consultations hours will be announced in class.

CLASS TIMINGS

The course is taught as a one 3-hour session per week.

TEXTBOOK

Effective Leadership, 2019, Lee Kong Chian School of Business, Singapore Management University, Cengage Learning Asia Pte. Ltd: Singapore

Textbook (Customized) above is to be purchased at BOOKLINK located in the SMU Concourse.

SUPPLEMENTARY READING LIST ON RECENT LEADERSHIP THEORIES WILL BE UPLOADED ON ELEARN

Students are free to read further on their own from journal articles beyond the supplementary readings. A list of some key OBHR journals and links are provided below:

List of OBHR Journals

1. Academy of Management Review:
<http://amr.aom.org.libproxy.smu.edu.sg/content/by/year>
2. Academy of Management Journal:
<http://amj.aom.org.libproxy.smu.edu.sg/content/by/year>
3. Administrative Science Quarterly:
<http://journals.sagepub.com.libproxy.smu.edu.sg/loi/asq> and <http://www.jstor.org.libproxy.smu.edu.sg/journal/admisciequar>
4. Organisational Science:
<http://pubsonline.informs.org.libproxy.smu.edu.sg/loi/orsc>
5. Organisational Science and Human Decision Processes:
<http://www.sciencedirect.com.libproxy.smu.edu.sg/science/journal/07495978>
6. Journal of Management:
<http://journals.sagepub.com.libproxy.smu.edu.sg/loi/jom>
7. Journal of Applied Psychology:
<http://libproxy.smu.edu.sg/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&jid=APL&site=ehost-live>
8. Personnel Psychology:
https://search.library.smu.edu.sg:443/SMU:SMU_ALMA5143429820002601 and [link](#)
9. Journal of International Business Studies:
<http://www.jstor.org.libproxy.smu.edu.sg/journal/jintebusistud> and <https://link.springer.com.libproxy.smu.edu.sg/journal/volumesAndIssues/41267>
10. Journal of Organisational Behaviour:
<http://www.jstor.org.libproxy.smu.edu.sg/journal/jorgabeha> and [link](#)
11. Leadership Quarterly:
<http://www.sciencedirect.com.libproxy.smu.edu.sg/science/journal/10489843>

UNIVERSITY POLICIES

Academic Integrity

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offense.

When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <https://oasis.smu.edu.sg/Pages/DOS-WKLSWC/UCSC.aspx>.

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Accessibility

SMU strives to make learning experiences accessible for all. If you anticipate or experience physical or academic barriers due to disability, please let me know immediately. You are also welcome to contact the university's disability services team if you have questions or concerns about academic provisions: DSS@smu.edu.sg. Please be aware that the accessible tables in our seminar room should remain available for students who require them.

Digital Readiness for Teaching and Learning (DRTL)

As part of emergency preparedness, instructors may conduct lessons online via the Zoom platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.

WEEKLY LESSON PLAN WILL BE UPLOADED ON ELEARN