



**The Lee Kong Chian School of Business**  
**Academic Year 2024/25**  
**Term I**

**COR1301**

Instructors:

**LEADERSHIP AND TEAM-BUILDING (SMU-X)**

Dr. Thomas Menkhoff (TM)

Professor of Organisational Behavior and Human Resources (Education)

Mr. Kan Siew Ning (KSN)

Adjunct Lecturer of Organisational Behavior and Human Resources

Tel:

(TM) 6828 0397

Email:

(TM) [thomasm@smu.edu.sg](mailto:thomasm@smu.edu.sg); (KSN) [siewningkan@smu.edu.sg](mailto:siewningkan@smu.edu.sg)

Office:

(TM) LKCSB #5047; (KSN) LKCSB Level 5 Adjunct Suite

**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 SMU-X group project that takes the form of an action-based and experiential assignment, where student groups work with an external project 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 as follows:**

- (i) Students will learn lessons on both leadership and teamwork based on lessons learnt inside and outside of the classroom.
- (ii) As students work on a real-life project with an industry partner, they will gain fresh insights gathered from the experiential process afforded them.
- (iii) Students will also learn about leadership from either the various stakeholders they are working with or from other primary or secondary sources.
- (iv) Students will acquire teamwork competencies 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 following section.

**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 behaviors as well as different leadership styles 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;

- Explain the importance of ethical leadership based on concrete examples and issues;
- Learn more about practical leadership through their group project work, class activities, readings, etc.

### Teams and Groups:

- Understand major theories and perspectives of group dynamics and group leadership;
- Master teamwork processes through working on a real-life group project with an industry or a community partner;
- Throughout the group project students will learn to collaborate and employ innovative skills in using their expertise and 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 (MCQ Test)	20%
Reflection Essay	20%

### Class Participation: 20% 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.

### MCQ Test: 20% of Individual Component

A closed book mid-term exam in form of a MCQ test will be administered to assess students' understanding and learning of concepts, theories and models and lesson learnt.

### Reflection Essay: 20% of Individual Component

Students will write 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.

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

Formal Oral Project Updates	5%
Final Oral Presentation & Written Report	35%

Each student group will collaborate with an external SMU-X project 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 classroom activities.

The nature and scope of group project work will be elaborated by the industry partner during the 3<sup>rd</sup> session. 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: Oral Presentation and Final Written Report**

#### **Formal Oral Project Updates (5%)**

The main purpose of the formal oral project updates during the middle of the term is to assess the overall quality of the work approach and to coach the groups based on both students' and clients' needs.

#### **Final Oral Presentation & Written Report (35%):**

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.

Students are to write and submit a study report comprising **5,000 to 6,000 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.**

### **CONSULTATIONS AND ADJUNCT TEACHING MENTOR (ATM)**

Consultations hours will be announced in class.

Adjunct Teaching Mentor (ATM): Dr Kevin Cheong  
 Email: [kevincheong@smu.edu.sg](mailto:kevincheong@smu.edu.sg)  
 Office: LKCSB Level 5 Adjunct Suite

### **CLASS TIMINGS**

This course will be taught in one 3-hour session per week.

## TEXTBOOK

Textbook (Customized) to be purchased at BOOKLINK located in the SMU Concourse:

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

## SUPPLEMENTARY READINGS

Students are free to read further on their own from journal articles beyond the supplementary readings above. 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](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://smu.sharepoint.com/sites/oasis/SitePages/DOS-WKLSWC/UCSC.aspx>.

### Copyright Notice

Please note that all course materials are meant for personal use only, namely, for the purposes of teaching, studying and research. You are strictly not permitted to make copies of or print additional copies or distribute such copies of the course materials or any parts thereof, for commercial gain or exchange.

For the full copyright notice, please visit <https://researchguides.smu.edu.sg/copyright>.

### **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](mailto: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 PLAN**

<b>Session / Date</b>	<b>Topics</b>	<b>Readings / Assignments / Instructors</b>
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>Overview &amp; Philosophy of Course</li> <li>What does it mean to be a Leader?</li> <li>Levels of Analysis of Leadership Theory</li> <li>Theoretical Leadership Paradigms</li> <li>Course administration matters / Group Formation</li> <li>SMU X Project Specs</li> </ul>	Chapter (Ch.) 1 from Customised Textbook Effective Leadership  Thomas / Siew Ning / Kevin
2	<b>Leadership at Individual Level I</b> <ul style="list-style-type: none"> <li>Trait Approach</li> <li>Behavioral Approach</li> </ul>	Ch. 2 and Ch. 3 <b>Instructor-led Case Analysis (Wolfgang Keller at Koenigsbraeu)</b>  Thomas
3	<b>Introductory Talk by SMU-X Partner Organisation</b>	<b>Project Brief (available on LMS before term starts)</b>  Lead: Kevin (Thomas)
4	<b>Leadership at Individual Level II</b> <ul style="list-style-type: none"> <li>Contingency Leadership Theories</li> </ul>	Ch. 4  Siew Ning
5	<b>Team Leadership I</b> <ul style="list-style-type: none"> <li>Use of Teams in Organizations</li> <li>Types of Teams and Decision Making in Teams</li> <li>Team Challenges and Effective Team Leadership</li> </ul>	Ch. 7  Kevin
6	<b>1<sup>st</sup> Project Proposal Presentations (5%)</b> SMU-X partner to provide feedback (All group members must be present)	Kevin / Thomas

<b>Session / Date</b>	<b>Topics</b>	<b>Readings / Assignments / Instructors</b>
7	<b>Team Leadership II</b> <ul style="list-style-type: none"> <li>• VDL theory and LMX</li> <li>• Effective Followership and Delegation</li> </ul>	Ch. 6 Siew Ning
8	<b>RECESS</b>	NIL
9	<b>Team Leadership III</b> <ul style="list-style-type: none"> <li>• Coaching and Conflict Skills</li> <li>• How To Give Coaching Feedback</li> <li>• Managing Conflict</li> </ul>	Ch. 5 Siew Ning
10	<b>Leadership in Organizations I</b> <ul style="list-style-type: none"> <li>• Charismatic and Transformational Leadership</li> <li>• Stewardship and Servant Leadership</li> </ul>	Ch. 8 Siew Ning
11	<b>Leadership in Organizations II</b> <ul style="list-style-type: none"> <li>• The Leader as Influencer: Using Sources of Power</li> </ul> Innovation Leadership	Ch. I (pp. 9 - 12) Thomas
12	<b>Quiz (20%)</b> <b>Individual Reflection Essay (20%)</b>	Siew Ning / Thomas
13	<b>Project Presentations by all Groups on Project Solutions to SMU-X Partner Organisation</b>	NIL Kevin / Thomas

**ANNEX A****RUBRIC FOR ASSESSMENT OF CLASS PARTICIPATION**

<b>A grade</b>	<b>B grade</b>	<b>C grade</b>
Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged in discussions
Fully prepared at almost every session	Fully prepared for more than half of the sessions	Prepared less than half of the time
Comments are relevant and reflect good understanding and insight of the teaching materials and topic being discussed	Comments are sometimes relevant; partial understanding of topic being discussed	Comments are seldom relevant; does not show understanding of topic being discussed

**Note: Nodding your head and/or saying “I agree” are not examples of class participation.**

**RUBRIC FOR REFLECTION ESSAY (INDIVIDUAL ASSIGNMENT)**

<b>A grade</b>	<b>B grade</b>	<b>C grade</b>
There is strong evidence of self developmental insights, for example, on the basis of reflective lessons learned from the respective project approach and implementation process, relevance of key concepts covered for one's leader and teamer development, what LTB-related areas need further improvement and what steps are proposed towards becoming an effective leader and teamer.	There is good evidence of self-developmental insights. E.g. on the basis of reflective lessons learned from the respective project approach & implementation process, relevance of key concepts covered for one's leader and teamer development, what LTB-related areas need further improvement and what steps are proposed towards becoming an effective leader and teamer.	There is satisfactory evidence of self developmental insights, for example, on the basis of reflective lessons learned from the respective project approach and implementation process, relevance of key concepts covered for one's leader and teamer development, what LTB-related areas need further improvement and what steps are proposed towards becoming an effective leader and teamer.
There is strong evidence of self developmental component. E.g. learning from what was done, what are key concepts learned, what areas need improvement and what steps are taken.	There is some evidence of self developmental component, for example, learning from what was done, the key concepts learned, what areas need improvement & what steps are taken towards achieving these goals.	There is little evidence of self developmental. E.g. learning from what was done, the key concepts learned, areas that need improvement and steps taken towards achieving these goals.
No grammar or punctuation errors. Coherent piece of writing with strong application of relevant concepts in relation to the experiences.	A few grammar or punctuation errors. Coherent piece of writing with some level of application of concepts in relation to the experiences.	The essay contains a few grammatical errors. The paper is satisfactorily coherent with little or hardly any use of concepts in relation to the experiences.

**RUBRIC FOR ASSESSMENT OF ORAL PROJECT PROPOSAL PRESENTATION (GROUP PROJECT)**

<b>A grade</b>	<b>B grade</b>	<b>C grade</b>
<p>Consultations and/or interviews are thorough. Needs analysis is done thoroughly and covers all bases, including minor issues.</p> <p>Project proposal is very innovative with little or no borrowed ideas from others.</p> <p>Ideas are unique and self-generated within the Group. Shows a high level of ideation and thinking out of the box.</p> <p>Outcome demonstrates a unique project proposal that has some WOW factor.</p> <p>Oral presentation is very clear and engaging and requires no clarification.</p>	<p>Consultations and/or interviews are done quite well. Needs analysis is done reasonably well and almost all bases are covered.</p> <p>Project proposal is an interesting CSR project with some innovation added on to ideas that already exist.</p> <p>Ideas are borrowed from others who had already done this before but effort is put in to introduce the Group's ideation.</p> <p>Outcome shows that the project has some uniqueness, although the WOW factor is missing.</p> <p>Oral presentation is clear most of the time and needs little clarification.</p>	<p>Consultations and/or interviews are incomplete. Needs analysis is done based on basic needs. The analysis does not cover all bases.</p> <p>Project proposal is a basic CSR project with no innovation.</p> <p>Ideas are copied or recycled from others who had already done this before or the product is already available on the market.</p> <p>Outcome shows little effort in adding on new ideas to make the project more unique.</p> <p>Oral presentation is unclear half the time and needs clarification.</p>

**RUBRIC FOR ASSESSMENT OF SHOWCASE AND FINAL ORAL PRESENTATION (GROUP PROJECT)**

<b>A grade</b>	<b>B grade</b>	<b>C grade</b>
<p>Oral presentation is very well done. Seamless and logical transition between Group members' sub-topics.</p> <p>Showcase covers the gist of the Group's idea and also how the idea can be further developed into a real use case. It is presented in a very engaging way using advanced showcasing techniques. Holds the audience to rapt attention throughout the presentation.</p> <p>Extremely effective use of presentation techniques to bring the project idea to life.</p> <p>Prototype / mockup is done very well and effectively bring across the Group project idea.</p>	<p>Oral presentation shows some preparation and rehearsal. Transition between Group members' sub-topics is smooth most of the time.</p> <p>Showcase adequately covers the gist of the Group's idea. It is presented in quite an interesting way using a mix of basic and advanced showcasing techniques. Holds the audience's attention most of the time.</p> <p>Good use of effective presentation techniques to bring the project idea to life.</p> <p>Prototype/mockup is done reasonably well.</p>	<p>Oral presentation is poor, possibly because of insufficient preparation and rehearsal. Transition between Group members' sub-topics is not smooth.</p> <p>Showcase covers most of what the Group's idea is about but it is presented in an uninteresting way. Does not grab the audience's attention.</p> <p>Strong evidence that the Group could have used more basic presentation techniques to bring the project idea to life, but did not do so.</p> <p>Prototype/mockup is either non-existent or done haphazardly.</p>



**RUBRIC FOR ASSESSMENT OF FINAL WRITTEN REPORT (GROUP PROJECT)**

<b>A grade</b>	<b>B grade</b>	<b>C grade</b>
<p>The project ideas are very well articulated. Readers who did not sit through the Group's oral presentation would be able to grasp more than 90% of the Group's proposal.</p> <p>Writing style is captivating. Makes the reader want to continue reading and not put down the Report.</p> <p>No grammatical and typo errors in the Report.</p> <p>Quality of formatting is very good. Uses graphics &amp; font sizes to make the Report a very pleasant read.</p>	<p>The project ideas are well articulated. Readers who did not sit through the Group's oral presentation would be able to grasp at least 80% of the Group's proposal.</p> <p>Writing style is interesting. Keeps the reader engaged most of the time.</p> <p>Little grammatical and typo errors in the Report.</p> <p>Quality of formatting is good – e.g. no missing page numbers, fonts and spacing are standardized, etc.</p>	<p>The project ideas are not well articulated. Readers who did not sit through the Group's oral presentation would find it difficult to grasp the Group's proposal.</p> <p>Writing style is uninteresting and/or rambling. Does not engage the reader.</p> <p>Some grammatical and typo errors in the Report.</p> <p>Quality of formatting is average – e.g. missing page numbers, non-standardization of fonts and spacing, etc.</p>