MNO2007 LEADERSHIP AND ETHICS, S2, 2016-2017

Instructors:

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Module Description

This module explores the issues and challenges of leading responsibly today. Our global competitive business environment is fast, changing, technologically and geographically distributed, and extremely diverse. Work is becoming increasingly complex, interdependent, and knowledge intensive. In light of these changes, to a greater extent than ever before, getting things done requires an ability to work with and through other people, and this is what leadership is all about.

This module addresses the foundations for leadership in modern organizations. The leadership challenge is compounded because the requirements of speed, global reach and change that our organizations face also create conditions under which unsafe and unethical business practices persist. Reports of insider trading, graft and cronyism, unsafe products, unfair trade practices and environmental waste are commonplace in the media. Thus, our more focused interest is with morally decent or ethical leadership.

Our course explores fundamental questions about the nature of leadership today. For instance, in light of the global reach of organizations, diversity in workforce and accessibility of information on the World Wide Web, what are the obligations of leaders to meet the expectations of stakeholders, and how can this be accomplished. What challenges do leaders face in building ethical cultures in organizations? This questioning mind-set is complemented with exercises and assignments designed to help students develop (hard and soft) leadership skills, to understand the leadership behaviours of themselves and others, and to think and form opinions independently from others.

Key course topics include: leader personality and behaviors; leadership and followership; power and leadership; leading from the middle; ethical and moral requirements of leaders, leadership and culture, ethical decision-making, and diversity.

The success of this course relies heavily on all of us creating a supportive and safe environment. Therefore, you are encouraged to listen carefully to each other and to articulate your own perspectives in a civil and respectful manner. Active participation and open sharing is essential. You will learn through interaction with your classmates in and outside the classroom, while working alone and while working on projects in teams with members coming from different backgrounds. This way of learning not only provides you with opportunities to build confidence and sharpen your skills, but also helps you to get to know one another well, and build life-long relationships.

Learning Objectives

Through assigned literature, recommended readings, cases, and lecturing, students learn theoretical approaches to leadership and ethics and gain insight into how theoretical models and empirical research can be applied to practice. Exercises, assignments, and simulations help students to gain self-awareness, understand their own and others' behaviors, develop their leadership skills, and take responsibility for their decisions and actions.

Specific learning objectives of this course include the following:

- Gain an understanding of, and an ability to work with, core ethical frameworks and leadership models within the context of business, governmental and community organizations.

- Understand and appreciate the role of individual differences, life experiences, key stakeholders and work environments in shaping leader behaviors and outcomes.

- Appreciate the role of leadership in motivating and engaging employees, exercising influence, managing diversity and cultural differences, making leadership decisions, learning from mistakes and failures, and creating ethical work cultures in organizations.

- Gain an ability to identify and analyze emerging leadership issues, and especially those that are unique to Southeast Asia and Singapore.

- Develop a personal agenda for leadership development and impact, not only for the present but also for the years ahead.

Modes of Teaching and Learning:

This module uses various modes of teaching and learning. During the lectures, material will be presented by the instructor and there will be student presentations, exercises, simulations, assignments, etcetera. In all of these, student participations is key. Student will also learn independently, while preparing for class. They will study assigned readings and prepare individual assignments. Furthermore, students will learn from preparing and carrying out assignments and exercises with their team members.

The success of this course relies heavily on all of us creating a supportive and safe environment. Therefore, you are encouraged to listen carefully to each other and to articulate your own perspectives in a civil and respectful manner. Your active participation and open sharing is essential. You will learn through interaction with your classmates in and outside the classroom, while working alone and while working on projects in teams with members coming from different backgrounds. This way of learning not only provides you with opportunities to build confidence and sharpen your skills, but also helps you to get to know one another well, and build life-long relationships.

Pre-requisite:

MNO1001 Management and Organisation

Module Readings

Most assigned readings are available through the online NUS library portal. Please consult the NUS librarians for guidance on accessing electronic journals. Additional materials not found in NUS library journals, including assigned book chapters and cases, are delivered through the NUS Integrated Virtual Learning Environment (IVLE).

Lecture Overview

Week	Topic
1 (Jan 9 – Jan 13)	Introduction into leadership
2 (Jan 16 – Jan 20)	Ethical Foundations for Leaders
3 (Jan 23 – Jan 27)	Ethical Leadership: Power, Influence, and Ethics
4 (Jan 30 – Feb 3)	CHINESE NEW YEAR (Team Meetings with Instructor)
5 (Feb 6 – Feb 10)	Leadership traits, skills, and behaviors
6 (Feb 13 – Feb 17)	Modern leadership styles
(Feb 18 – Feb 26)	RECESS WEEK
7 (Feb 27 – Mar 3)	Empowerment
8 (Mar 6 – Mar 10)	Cross-cultural leadership and diversity
9 (Mar 13 – Mar 17)	QUIZ + GUEST SPEAKER (SATURDAY MARCH 18) QUIZ: 10:30 AM – NOON | GUEST SPEAKER: 1:00 PM – 2:00 PM
10 (Mar 20 – Mar 24)	Team leadership and leader decisions
11 (Mar 27 – Mar 31)	Moral Mazes in Management Presentations (1)
12 (April 3 – April 7)	Moral Mazes in Management Presentations (2)
13 (April 10 – April 14)	Leadership Development and Reflection

Assessment Components

Your overall grade will be based on evaluations of both individual and collaborative work, including the following components:

Individual-based coursework

- In-class participation   20%
- In-class quiz   30%

Collaborative coursework[1]

- True leadership story (TLS) Interview/Reflection   20%
- Moral Mazes in Management (3M) Presentations   30%

Please note that, as in all graded exercises in Singapore schools, final grades reflect performance relative to peers. Foreign students, please take note of this and consult your Singaporean counterparts on this issue.

Details of Grading Components

In-class participation (20%)

We expect that you will participate actively during class sessions, asking thoughtful questions, making insightful comments, providing examples, building upon others' ideas, and demonstrating keen interest in all classroom proceedings. To prepare yourself for optimal class participation, you are required to hand in a one-page preparation sheet (in hard-copy) containing your answers and thoughts regarding each assignment, exercise, or case prior to class.

We also expect you to demonstrate a good learning attitude, observe conventional etiquette for interactions both inside and outside class, be on time, and use laptops and electronic gadgets in class for learning purposes only. Showing due respect and consideration for fellow students and instructors at all times is also highly valued.

Our perspective on class participation places high priority on the quality as well as the quantity of involvement. Your participation in each class session is evaluated according to the grading scheme below. Halfway through the course you will receive individual feedback on your participation.

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[1] Although in general, all team members receive the same grade for team-based coursework, the instructor reserves the right to change individual grades based on an individual's teamwork contribution.

The following anchors will be used in assessment of class participation:

Grade	Behavior Anchors
0	▪ Absent or no one-pager assignment submitted.
1	▪ Does not respond or participate in discussions and activities ▪ Demonstrates passive or very infrequent involvement
2	▪ Prepares for class: understands the topic but does not try to answer or elaborate when called upon ▪ Occasionally contributes general comments and participates in discussions and activities ▪ Demonstrates a fair level of involvement
3	▪ Prepares well for class: provides thoughtful comments with relevant points ▪ Frequently participates in discussions and activities ▪ Demonstrates active and consistent involvement
4	▪ Fully prepares for class: offers interesting or insightful perspectives, experiences, or reflections ▪ Always participates in discussions and activities ▪ Asks interesting questions ▪ Demonstrates impactful and very active involvement

In-class quiz (individual, 30%)

There will be an in-class closed book quiz to test your understanding and application of fundamental course concepts and frameworks. Your quiz grade will reflect the extent to which you gained hard knowledge of ethics and leadership principles. The quiz is based on material covered in assigned readings. The quiz will take place during a Saturday morning session with all sections and will be followed by an all-section activity. All students are expected to be present during this session. There will be no sectional lecture during the week of this Saturday morning session.

True Leadership Stories (TLS) Interview/Reflection (two-person assignment, 20%).

Together with one other colleague from the class, you are to interview a manager/leader regarding the challenges he or she faces at his/her job, why these experiences are challenges to this manager/leader, how he/she experiences these challenges, and the consequences of these challenges.

Your assignment involves making an audio recording and word-for-word transcription of the interview, and writing a two-page reflection essay in which you address key lessons learned from this 'true leadership story'. Further guidelines for completing this exercise are provided in the 'Assignments and Onepagers' document.

Grades for this assignment will reflect the extent to which you are able to collect information, critically analyze information, and think independently.

Moral Mazes in Management (3M) Presentation (team assignment, 30%)

The Moral Mazes in Management (3M) Project provides teams with an opportunity for deeper study of an important ethical issue for managers that will also be of interest to class members. The topic chosen will be one that leaders today are likely to face, that is important, and that is sufficiently complex or nuanced that ethical guidance would be beneficial. Your focus will be on providing future leaders with the wisdom they need to navigate the moral maze that is today's business world.

Your team's task is to research the chosen topic and deliver a professional presentation that demonstrates both depth of understanding and practical wisdom. Teams will have 15 minutes to present their ideas, and an additional 10 minutes to faciliate class discussion. Team presentations will be evaluated on five criteria that are weighed equally: the depth of understanding of the business issues at stake, the clarity and completeness of the ethical analyses, the practical wisdom for managers, the overall quality and professionalism of the presentation, and the effectiveness with which the team engages the audience.

Additional Information:

- Teams for this project will be randomly assigned by your instructor, and consist of 4 or 6 people. All team members should participate as presenters.

- Within each section, no more than two teams can select the same topic. Topic choices are approved by instructors on a first-come first-served basis. Professors expect to receive 3M Project Proposals (e.g., topic, provisional presentation title, and a 200-word summary) from each team no later than the fifth week of the semester, 10 February, 2016.

- Locating and gaining access to the resources needed to complete the assignment is the responsibility of the team as a whole. Be resourceful and plan ahead!

- Teams are allotted 25 minutes of class time, including 15 minutes for an initial presentation, followed by 10 minutes for class discussion. Overall team grades will be penalized 10% for each minute (or portion thereof) that is taken away from the time allotted for class discussion. Time management is the team's responsibility.

- Teams are not required to submit a written report, but must prepare an executive summary for distribution to members of the audience. Space will also be provided on IVLE for teams to upload their executive summaries for their colleagues.

Important Criteria for Evaluating Written and Presented Work

Managers and professionals have to communicate in a way that is clear, precise, and informative. They have to organize their thoughts clearly and make their points with logic and supporting rationale. We look for similar elements when evaluating your work:

- **Discipline:** Make sure written and presented work is organized and easy to follow. Convey main points clearly to readers and in a logical manner. Don't gloss over the foundations—spell words correctly and adhere to rules for grammar and usage.

- **Justified Arguments:** Support your assertions with evidence from relevant sources (e.g., text, reading, interviews). Be sure to acknowledge sources.

- **Specificity and Accuracy:** Make specific rather than vague assertions. You will have greater difficulty in justifying general observations/statements. Also, note that accuracy in the use of technical terminology is critical. It is better to use an everyday word you do understand than to use a nice-sounding technical term inappropriately.

- **Wisdom:** Think through the implications of your recommendations (well beyond the obvious). Recognize potential unintended consequences and inherent trade-offs that must be considered.

- **Originality:** The quality of your ideas is important. Show creative, independent thinking as much as possible. Other things being equal, we reward attempts at creativity and thinking "outside-the-box."

- **Academic Integrity:** Signing your name to an exam or quiz signifies that the work is your own. 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 Module on Plagiarism:
  - **http://emodule.nus.edu.sg/ac/**