

UGRD_LKCSB_2520_COR1301_RANI TAN



Singapore Management University

COURSE INFORMATION

Course Code & Title	Academic Year / Term	Effective Start Date
COR1301 - Leadership and Team Building	AY2025-26 January Term	25/08/2025

Offering Unit / Department / School	Course Career
LKCSB	Undergraduate

Course Units	Grading Basis
CU:	GRD - Graded

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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 the action-based and experiential Group Project Assignment that offers an opportunity for students to work in groups to collaborate with a non-profit organization or profit-based organization that upholds community development and/or corporate social responsibility or sustainability initiatives¹, that is, they initiate and act as idea champions to contribute to community with a project of their own and approach beneficiaries along the way to

amend or improve on their ideas. Students are also free to work with any profit and/or non-profit organization on an existing or new project they may have, provided such opportunities exist and are offered to students.

As idea champions, students work in groups, to develop/invent a prototype/model or mobile application or put into place a process, program or plan such as a business plan that will value-add and contribute to the needs of the beneficiary or organization of their choice. It is entirely up to the leadership of the organization concerned whether they would consider implementing or not implementing what students have designed. In other words, there is no compulsion for any organization to eventually sponsor the proposed ideas to the organization(s) concerned or may be collaborating with.

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

- (i) Students will learn about leadership from the leaders they are connecting with. For example, they will learn how and why today's leaders are engaged in community-based or social initiatives in Singapore and beyond.
- (ii) Students will also learn from the leaders lessons on leadership and/or teamwork based on the leaders' experiences.
- (iii) By undertaking a hands-on group project, students will also learn practical lessons as well as the complexities of teamwork based on their OWN experience and process of working internally, with their group mates and externally, with organizations outside of school.
- (iv) Each student will also reflect on his/her own learning throughout the project from start to end as outlined below (see 'Reflection Essay' for details).
- (v) Students will also fulfill other learning objectives that include cognitive and academic development as outlined below in the section, 'Learning Objectives'

Course Learning Outcomes

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

SMU Graduate Learning Outcomes

Multidisciplinary knowledge, Innovation and enterprising skills, Collaboration and leadership, Communication, Understanding of global and Asian perspectives

Discipline Specific Competencies

Business Ethics and Values Management, Conflict Management, Labour Relations Management, Leadership Development, Team Effectiveness Management

Course Area(s)

AREA - Capabilities - Managing, AREA - University Core, ENRL - SS Enrolment: Open from BOSS 2, RQCX - OBHR003

Simple Requirements

COR1301/COR-OBHR1308 - Mutually Exclusive

Type

Antirequisite

Enroll in the following Courses:

- COR-OBHR1308 - Transformative Leadership

CLASS SECTION INFORMATION

Instructor(s)

TAN RANI TAN (ranitan@smu.edu.sg)

Instruction Mode

In Person

Consultations**Teaching Assistants**

Consultations hours will be announced in class.

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Office Location

LKCSB #5105\n

Assessment Components (New)

Category	Description	Weightage
Class Participation	Class Participation (Individual)	20

Category	Description	Weightage
Proctored Assessments	Mid-Term Exam (Individual)	20
Assessment Period (for Proctored Assessments)		
Week 9		

Category	Description	Weightage
Projects/Assignments	Essay (Individual)	20

Category	Description	Weightage
Projects/Assignments	Written Report (Group)	20

Category	Description	Weightage
Projects/Assignments	Oral Presentation (Group)	20

Instructional Methods and Expectations

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: 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 through in-class participation and beyond class participation via GameLead App. Quality of answers, not frequency of answers, is considered significant.

Peer evaluation in terms of level of group work contribution will also be factored into this component.

Mid-Term Exam: 20% of Individual Component

The Mid-Term Exam will take the form of an online quiz. Details will be provided in class.

Essay: 20% of Individual Component (Soft copy to be uploaded on Elearn on the link provided under 'Assignment')

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 could 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. The industry partner will offer some level of coaching and mentoring on the group project.

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 Soft copies of the Written Report and Oral Presentation are to be uploaded on the links provided on Elearn under 'Assignment')

Soft Copy of Final Written Report (Total 20%)

Students are to write in total and submit a study report comprising **5,000 to 7,000 words soft 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 working with the industry partner.

Discussions would also include, for example, aspects such as team member's role, managing timeline, 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 classroom activities.

Students are expected to use relevant concepts, theories, and models wherever Appropriate for the group written report.

Criteria of Evaluation: Quality of content and clarity of ideas, maturity of thought and coherence, and overall impression and feedback from industry partner (IP) for the group project done for IP.

Soft Copy of Oral Presentation (20%):

The oral presentation slides are **NOT** a summary of the written report, but rather a slide presentation made to the industry partner focusing primarily on the group project work done for the industry partner.

However, no more than 1-2 slides on lessons on leadership and teamwork should be included towards the end of slides presentation. Students are expected to make their oral presentation engaging.

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

Weekly Lesson Plan

WEEKLY LESSON PLAN WILL BE UPLOADED ON ELEARN

Recommended Textbooks and Readings

TEXTBOOK:

Lussier, R.N. & Ache, C.N., Leadership: Theory, Application and Skill Development, Seventh Edition, 2022, Sage Publication

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/jorgabehe> and [link](#)

11. Leadership Quarterly:

<http://www.sciencedirect.com.libproxy.smu.edu.sg/science/journal/10489843>

Other Information

CLASS TIMINGS

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

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 offence.

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>.

Responsible Use of AI

The University recognises the importance of equipping students with the skills to navigate an AI-driven world. While AI tools may support learning, they must be used judiciously and responsibly. Students must not present AI-generated output as their own work.

Each course may set specific guidelines on the use of AI in assessments. Students are required to follow these guidelines carefully and should seek clarification from the instructors if uncertain.

Misuse of AI constitutes a breach of academic integrity and will be subject to the same penalties as other acts of academic dishonesty.

Copyright Notice

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

Accessibility

SMU strives to make learning experiences accessible for all. Students who anticipate or experience physical or academic barriers due to disability are encouraged to inform the course instructor as soon as possible. Students may also contact the university's disability services

team if they have questions or concerns about academic provisions:

accessibility@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.