Leadership Development Process

Course Number: 70510732
Course Name (CH): 领导力开发
Course Name (EN): Leadership in Business
Credits: 2
Prerequisites:
Teaching Language: ☐CH ☐CH+EN (EN ≥50%) ■EN
Courseware Language: ☐CH ■EN
Teaching Method: ■ lecture ☐ discussion ☐ case study ☐ literature reading
☐computer-aided assignment ☐students' in-class presentation
Assessment Method: ☐in-class quiz ☐oral presentation ☐group discussion
☐case analysis (report) ☐final report/thesis ☐final exam
Semester: ☐spring ■autumn ☐summer
Course Category: ☐core course ☐elective course
Target Students: ☐Undergraduate ☐Master ☐PhD ■MBA
☐EMBA ☐TIEMBA
☐practice project (report) ☐others_____

Teaching Credit Hours related to *"Corporate Social Responsibility（CSR）" / "Environmental, Social and Governance（ESG）":*

　　☐___1__ Credit Hours (Please describe the details in the syllabus, e.g. relate cases, assignments, or others)

　　■ None

Teaching Credit Hours related to *"Digital Technology":*

　　☐_____ Credit Hours (Please describe the details in the syllabus, e.g. relate cases, assignments, or others)

　　■ None

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Office Hour: Wednesday from 2-4pm or by appointment
Discussion Board: http://learn.tsinghua.edu.cn
Class Time: Tuesdays 8:00-11:25am
Location: LG1-12
Teaching Assistant：Kexin Zhang, zkx23@mails.tsinghua.edu.cn

Course Description (course objectives and content)**:**

The course is designed to provide you with an understanding of how and why effective organizational leaders do what they do. While technical proficiency in areas such as accounting and finance is a necessary prerequisite for success in many jobs, it is equally crucial to understand the human side of business and management. Through a balanced integration of theory, evidence-based insights, hands-on experience, and personal reflection, our primary goal is to empower you with valuable tools and knowledge to evolve into a more enlightened and adept manager, leader, and individual.

By the end of this course, we hope to achieve the following goals together:

1. Examine your own tendencies to gain a better understanding of the factors that impact your effectiveness as a manager.
2. Develop an understanding of emotions in yourself and others in the workplace, and use this knowledge to navigate interpersonal relationships.
3. Enhance your communication, leadership, persuasion, negotiation, and decision-making skills to achieve desired outcomes in both work and life.
4. Understand and cultivate effective leadership behaviors, with a focus on leading organizational change and guiding teams.
5. Recognize the challenges of leading in a global environment.
6. Analyze management problems in diverse contexts—including across generations and cultures—and synthesize course concepts to reach effective solutions.
7. Understand the opportunities and challenges of leading in the digital era, including how to utilize digital technologies such as AI to make managerial decisions, support remote work, and strengthen cross-generational and cross-cultural communication.
8. Integrate and connect course concepts and skills through self-reflection.

Enrollment Recommendation and Prerequisite

This course does not require specific prerequisite knowledge. However, students with prior experience in leadership and teamwork may find more opportunities for reflection and learning during class discussions. The course should be particularly beneficial for those aspiring to leadership roles in organizations, as it may offer valuable insights applicable to future careers.

Teaching Methods and Style

Our teaching approach encompasses a variety of methods and styles to enhance learning, including lecture, discussion, case study, role play, team-based discussion, student presentation.

Office Hours, Feedback, and Response Time

I am happy to meet or chat with you if you have any questions about the course. I can meet every Wednesday from 2-4 pm. If it does not work for you, I am happy to meet at another time, you can simply email me to schedule a time. I find the better I get to know my students, the more I enjoy the course, and I hope the more you get to know me and each other, the more you will enjoy the course too. Please don't hesitate to contact with me.

- Grading and feedback: For team exercises, you can generally expect feedback within 7 days.
- Email: I will reply to emails within 24 hours on days when class is in session at the university.

Mutual Expectations

To create a vibrant and constructive learning environment, we should all strive to create and maintain a certain set of norms. These expectations are mutual, so everyone is accountable—including me. The following points summarize our mutual expectations for this course:

Expectations for Me and for You:
1. <u>Respect</u>: Toward each of us.
2. <u>Standards</u>: High standards of excellence & professionalism in all work products.
3. <u>Preparation</u>: Solid preparation for all class meetings and exercises.
4. <u>Tone</u>: Avoidance of put-downs and other signs of disrespect toward others.
5. <u>Engagement</u>: Active engagement and participation, including arriving on time.
6. <u>Openness</u>: Openness and tolerance toward diverse perspectives.
7. <u>Vulnerability</u>: Willingness to "put oneself out there" to learn and improve.

Other requirements and information:

Academic Integrity

Academic integrity is a fundamental value of Tsinghua University. The University upholds the highest standards in this regard and takes academic misconduct and plagiarism very seriously. All Tsinghua students are expected to reflect upon and uphold academic integrity in all academic endeavors by following the academic standards and regulations established at both the national and university levels.

All assignments, projects, and examinations must be completed **independently** and represent your own work. For group projects, each student is expected to make a genuine and meaningful contribution.

While AI tools may be used responsibly to support learning and research, their use must be clearly acknowledged. If you choose to use AI at any stage of your work (e.g., idea generation, writing assistance, data analysis), you are required to explicitly state what the AI was used for. Failure to do so will be considered a violation of academic integrity.

P.S. I would like to acknowledge GenAI's help in copy-editing this paragraph.

Late Submission Policy

Please ensure to prepare your work in advance. In the event of an emergency (which should be communicated via email in advance), late submissions will incur a penalty. There will be a 10% reduction in the grade for each day the submission is delayed.

Textbooks & Reference Materials

There is no textbook for this course. A set of readings will be provided in the reading list (see pages 10 and 11). All articles except for Harvard Business Review (HBR) are available on Carmen. HBR articles are available to download through Tsinghua library. Due to copyright issues, you should download them via your own library account. This set of readings are required for the course and closely related to our class discussions and your reflective journall assignment. When there are additional readings suggested for a given topic, the copies will be provided to you in class.

Optional Reading:

If you are interested in further resources to learn more about topics related to leadership, I recommend that you consider the following:

Books:
1) Essentials of Organizational Behavior (14th edition). By Stephen P. Robbins, and Timothy A., Judge.
2) Leadership: Enhancing the lessons of experience (7th edition). By Richard Hughes, Robert Ginnett, and Gordon Curphy
3) Leadership in Organizations (8th Edition). By Gary A. Yukl.
4) Influence without Authority (2nd Edition). By Allan R. Cohen and David L. Bradford.
5) Leadership BS: Fixing Workplaces and Careers One Truth at a Time. By Jeffrey Pfeffer.
6) Thinking, Fast and Slow. By Daniel Kaheman.
7) Give and Take. By Adam Grant.
8) Lean In: Women, Work, and the Will to Lead. By Shery L. Sandberg
9) Quiet: The Power ofIntroverts in a World that Can't Stop Talking. By Susan Cain.
10) The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. By Stephen Covey.

Practitioner Journals:

The following journals are written for practicing managers rather than academics, and often contain articles related to our topics:

1) *Harvard Business Review*
2) *Organization Dynamics*
3) *McKinsey Quarterly*
4) *MIT Sloan Management Review*
5) *LSE Business Review*

Scholarly Journals:

If you are interested in seeing what primary academic research on leadership and organizational behavior is like, take a look at some recent issues of the following journals:

1) *Journal of Applied Psychology*
2) *Academy of Management Journal*
3) *Personnel Psychology*
4) *Leadership Quarterly*
5) *Journal of Organizational Behavior*

The Tsinghua libraries have electronic full-text access to all of these practitioner and scholarly journals. Go to the following URL and type in the name of the journal you are interested in: https://lib.tsinghua.edu.cn/en/

Grading (percentage of all the assessment methods involved)**:**

Rather than base your grade on "all or nothing" exams or projects, and given the deliberate practice nature of the course, it is better to base your grade on several assessments which represent a blend of skills, motivations, and concept mastery. The total points for the exercises and exams are 1000. The requirements are listed and described below.

No.	Assessment method	Percentage
1	Class Participation	300 points, 30%
2	Class Presence	50 points, 5%
3	Team-Led Discussion	200 points, 20%
4	Reflection Journal	390 points, 39%
5	Team Progress Log	60 points, 6%

● **Class Participation:**

Your class participation grade will be a mix between my evaluation, and that of your peers. Because this class does not follow a traditional lecture format, it is really important that everyone in the class feels free to speak up. I will never ridicule any comment you make, and I will do my best to make the class environment as open and collegial as possible. Please, speak up—I (and your classmates) want to hear what you have to say!

Participation in this course is graded as follows:

Points	Criteria
285-300 points (Outstanding participation)	Participate enthusiastically and contribute actively in all class discussion, exercises, and activities. Share insights of relevant information from reading, learning, and personal experience. Demonstrate outstanding capability to apply and analyze course material. Make insightful comments to move discussion forward rather than repeat what others have said. Comply with course policies all the time.
270-284 points (Excellence participation)	Make a significant contribution to almost all class discussion, exercises, and activities. Demonstrate capability to analyze and apply course material. Almost never miss class. Comply with course policies all the time.
255-269 points (Good participation)	Participate regularly and voluntarily in class discussions. Contribute relevant and important points to topics of discussion. Always attend class and only miss classwith prior notification to the instructor. Comply with course policies all the time.
240-254 points (Fair participation)	Attend class regularly, but miss more classes than others in the course. Demonstrate sporadic participation in class activities. Always comply with course policies.
0-239 points (Poor participation)	Demonstrate consistently poor attendance and poor preparation. Consistently fail to participate in class activities. Fail to contribute in class, even when called upon. Behave in manner that is disruptive to the class. Sometimes violate course policies.

- **Class Presence:**

Attendance and active participation are essential in all classes. While I understand there may be valid reasons for missing a class, it is challenging to assess the validity of each case. To streamline attendance tracking, similar to corporate systems, I will require you to sign an attendance sheet in class. Regular attendance is highly encouraged, though I recognize that attending every session may not be feasible for everyone. Missing one class won't significantly impact your grade, but missing two or more could. Starting from the second missed class, your attendance grade will decrease by 20 points for each absence.

I apologize if this policy seems stringent, but regular attendance is crucial for effective learning. This policy has been deemed fair and beneficial by many professors, including myself, for both the students and the overall class dynamic.

- **Team-Led Discussion:**

Objectives:

This exercise is geared to
- provide you with an opportunity to apply course concepts to current events in business and analyze the business scenarios,
- develop a recommendation and action plan for how to move forward to address the issue or similar issues, and
- increase your ability to work effectively with others on a team project.

To better guide your teamwork design and performance, I would be happy to meet with each team to discuss any related questions before your presentation. Please refer to the group meeting times in the class schedule below.

Basic Requirement:

The grading criteria are listed below:

- Teams need to be prepared to lead a discussion on a business-related problem/issue fromthe company/work team you worked (if you don't have one, you can choose a specific business event in the news in the past three months) that is relevant to the topic discussecin class.
- Teams need to email me your work problem (e.g., description of the background and the problem) or the relevant reading materials from "In the News" (e.g., publications, online article, etc.).
- The discussion will be a total of 15 minutes.
- Make a 4-minute introduction regarding the background of the issue you identify from your own business reality or the recent news.

- Lead a 8-minute discussion about the implications of the topic for managing and leading people we discussed in class-in this portion you are teaching us how to deal with the issue you have discussed.
- A 3-minute Question & Answer (Q&A) section for questions from the audience.
- All members in the team are required to present your business problem/ news and lead the discussion. Members of the team are expected to demonstrate that they have expertise about the topic, beyond what it included in the materials about the problem or the news.
- Your presentation date is shown on the class schedule below.

Evaluation Criteria:

Presentations will be evaluated both by me (100 points) and your peers (100 points). The grading criteria are listed below:

1. Relevance of course topic (Is the course topic you chose appropriate to the case situation?)
2. Comprehensiveness of concepts (Did you adequately demonstrate your knowledge of the topic?)
3. Thoroughness (Did you incorporate relevant case details to support your analysis?)
4. Accuracy (Does your analysis reflect a deep understanding of course concepts in the Recommendation (Do you provide clear and effective recommendation?)
5. Visual aids (Are the PowerPoint slides or visual aids carefully prepared and synchronized with oral presentation?)
6. Gestures (Do the presenters have appropriate use of body gestures, look at the camera when speaking, maintain eye contact with the audience?)
7. Delivery (Do presenters speak clearly and stay within the allotted time?)
8. Discussion (Are the discussion and interaction with the audience effective? Are questions answered clearly?)
9. Overall effectiveness (Does the overall presentation give the audience a clear idea of the case and its relevance to the topic?)

- **Team Progress Log**

An important objective of this project is to strengthen your teamwork skills, problem-solving abilities, and conflict resolution strategies, as well as your ability to address challenges such as social loafing, free riding, and power struggles within teams. As part of the course, you will complete confidential self- and peer-assessment surveys. While project grades will be distributed equally among team members, individual contributions will also be considered in the overall evaluation.

You will be asked to complete the Team Progress Log three times during the course. Each submission will be worth 20 points, for a total of 60 points. Your individual responses will remain strictly confidential.

- **Reflection Journal:**

Objectives:

This exercise is designed to increase your critical thinking skill by reflecting on the wealth of information you will have from the information I present, the readings, our class discussions, the many exercises we'll undertake, and the assignments you'll have completed. I have found that a great tool to make the most use of this material, and to think integratively about it, is to write a reflection paper.

Basic Requirement:

Each student need to keep an informal journal which provides a *topic by topic* reflection on the following things:
1) Your learning of the information, discussion, exercises in that class and assigned reading of the articles on this topic
2) The connection between the class discussion and your own work experiences or observations of leadership cases
3) The action and development plan on how to apply your learning to increase your managerial skills in your future managerial career.

In total, you will be writing **three** essays. Each of the three essays will focus on one topic we discuss in class. Each reflection paper (by topic) should be 2 page long (single-spaced). You are encouraged to email me the draft of your essays for feedback (if you do so, please email me at least a week prior to the deadline). Each essay will be 130 points and the journal will be 390 points in total. Each essay will be graded as follows:

- 0 point = missing or completely inadequate,
- 1-77 points = late, incomplete;
- 78-90 points = on-time and complete, but the essay is not related enough to the class discussion and readings;
- 91-103 points = on-time and complete, related to the class discussion and reading material, but not enough application and discussion;
- 104-116 points = integrates class discussion and readings with personal application and action plan, and is on-time and complete;
- 117-130 points = a superb essay that effectively connects class discussion and readings with personal application, reflects insightful critical thinking and careful developmental plan, and is on-time and complete.

Teaching Schedule (weeks, content, assignments. It can be in the tabular form)**:**

Class No.	Date	Content
1	Sep 16	Understanding Yourself and Others Before Leading
2	Sep 23	Leading with Emotional Intelligence
3	Sep 30	Leading Change
4	Oct 14	Leading in the Digital Era
5	Oct 21	Leading Teams and Embracing Diversity
6	Oct 28	Leading in a Global Context
7	Nov 4	Team-Led Discussion *Reflection journal due on noon, November 10, Monday.*

Reading List by Topic

Understanding Yourself and Others Before Leading:

1.   Roberts, L. M, Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. Harvard Business Review.
2.   Oh, I, Wang, G., & Mount, M. K. (2011). Validity of observer ratings of the five-factor model of personality traits: A meta-analysis. Journal of Applied Psychology, 96, 762-7733.
3.   Roberts, L. M., Dutton, J. E, Spreitzer, G. M., Heaphy, E. D, Quinn, R. E. (2005). Composing the reflected best self-portrait: Building pathways for becoming extraordinary in work organizations. Academy of Management Review, 30, 712-736.

Leading with Emotional Intelligence

1.   Goleman, D.(1998). What makes a leader? Harvard Business Review.
2.   Fredrickson, B, L. (2003). The value of positive emotions. American Scientist. 91, 330-335.
3.   Kuppens, P, Realo, A, & Diener, E. (2008). The role of positive and negative emotions in life satisfaction judgement across nations. Journal of Personality and Social Psychology, 95, 66-75.

Leading Change

1.   Anthony, S. & Schwartz, E. I. (2017). What the best transformational leaders do? Harvard Business Review.
2.   Carucci, R. (2016). Organizations can't change if leaders can't change with them. Harvard Business Review.
3.   Keltner, D. (2016). Don't let power corrupt you. Harvard Business Review.
4. Hu, J., Erdogan, B., Jiang, K., & Bauer, T. (2018). Research: When being a humble leader backfires. Harvard Business Review.

Leading in the Digital Era

1.   D'Auria, G., & De Smet, A. (2020). Leadership in a crisis: Responding to the coronavirus outbreak and future challenges. McKinsey & Company.
2.   Roth, E. (2025). Reconfiguring work: Change management in the age of gen AI. McKinsey & Company.
3.   Bloom, N., Han, R., & Liang, J. (2024). Hybrid working from home improves retention without damaging performance. Nature, 630, 920-925.
4.   Galinsky, A. (2021). Remote work is now a status symbol. Here's how to make a workplace that works for everyone. Time.
https://time.com/6089019/remote-work-status-symbol/

Leading Teams and Embracing Diversity

1.   Edmondson, A. (2012). Teamwork on the fly. Harvard Business Review.
2.   Woolley, A., Malone, T. W.. & Chabris, C. F. (2015). Why some teams are smarter than others. The New York Times.
3.   Cross, R., Rebele, R. & Grant, A. (2016). Collaborative overload. Harvard Business Review.
4.   Waldman, E. (2021). How to manage a multi-generational team. Harvard Business Review.

Leading in a Global Context

1.   Hewlett, S. A. (2016). The attributes of an effective global leader. Harvard Business Review.
2.   Hollister, R., Tecosky, K., Watkins, M., & Wolpert, C. (2011). Why every executive should be focusing on culture change now. MIT Sloan Management Review.
3.   Chua, R. Y. J. (2012). Building Effective Business Relationships in China. MIT Sloan Management Review.