

FB6782C: AGILE LEADERSHIP IN A TRANSFORMATIVE WORLD

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Agile Leadership in a Transformative World

Subject Code

FB - College of Business (FB)

Course Number

6782C

Academic Unit

College of Business (CB)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Disruption originates from external environmental factors, including innovation and technology, geo-economic uncertainties, pandemics, and supply chain challenges. These issues create significant global shockwaves, necessitating a reevaluation of leadership strategies. Organizations must remain vigilant in navigating these changes to ensure agility, resilience, and effective strategic execution.

This course examines the impact of exponential disruptions through the experiences of various organizations undergoing transformation. It covers topics such as digitalization, internationalization, market entry, innovative project leadership, regulatory compliance, and ESG strategy implementation, aiming to identify future-proofing opportunities. Industries explored include banking, technology, and healthcare, with a focus on both global and Asian contexts.

Participants will gain insights into managing the accelerating pace of change, equipping them with tools and frameworks for decision-making in a VUCA environment, ultimately enhancing their professional and leadership development.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Develop Leadership and Sensemaking Skills: Sharpen sensemaking skills and elevate strategic leadership by connecting execution with people and organizational leadership, especially when encountering exponential disruptions in the new normal.	30	x	x	
2	Experience and Transform Business Models: Experience business model transformation (e.g., digitalization) and its execution in diverse contexts while activating agile and vigilant leadership to future-proof organizations.	20		x	x
3	Apply Practical Tools and Collaborative Problem-Solving: Learn to use practical tools for analyzing and developing divergent strategic and management scenarios, while providing hands-on practice to solve and pitch business prototypes through meaningful collaboration with classmates.	50	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1.	Students will engage in case-based learning approach.	1, 2, 3	

2	2.	Students will participate in class exercises focused on real-business cases.	1, 2, 3	
3	3.	Students will work in teams to conduct a project, emphasizing collaboration and practical application.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Individual attendance, participation, and class leadership	1, 2	35	Individual preparation and class leadership/ ideas will be reflected in your active participation, so strong class attendance for each class session is essential. Students who do not attend class (per MBA Office requirements) will likely not pass this course.	No
2	Team project presentations – team formation and case assignments	1, 2	40	Each team will present on the assigned cases. The team case presentations will be evaluated based on the criteria (i.e., presentation style, effective "story-framing," and "telling"), consideration of external issues, and engagement with the audience.	No

3	Team written commentary on case assignments	1, 2, 3	25	The team case presentations will be evaluated based on the six criteria: (1) presenter and team style; (2) effective “story-framing” and “telling” ; (3) content coverage; (4) articulation of critical issues and recommendations pertaining to the case; (5) use of real-world and relevant information and examples; and (6) quality of interaction with the audience. In determining the grade, input from other teams' comments will be taken into consideration.	No
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Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

1. Individual attendance, participation, and class leadership (35%) (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-)

Student is almost always prepared for class with relevant class materials. Student is almost always punctual and attends full-time.

Student almost always contributes to class by offering ideas and asking questions more than once per class.

Good

(B+, B, B-)

Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking questions once per class.

Fair

(C+, C, C-)

Student is occasionally prepared for class with relevant class materials. Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions.

Marginal

(D)

Student is almost never prepared for class with relevant class materials.

Student is almost always late to class and leaves early. Student almost never contributes to class by offering ideas and asking questions.

Failure

(F)

Student shows serious attendance problems and fail to attend 70% of classes.

Assessment Task

2. Team project presentations – team formation and case assignments (40%) (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-)

Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-)

Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.

Fair

(C+, C, C-)

A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions.

Marginal

(D)

Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.

Failure

(F)

Little evidence of familiarity with the course material; poor critical and analytical skills; ignorance of the literature

Assessment Task

3. Team written commentary on case assignments (25%) (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-)

As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.

Good

(B+, B, B-)

The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified.

Fair

(C+, C, C-)

The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.

Marginal

(D)

Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations.

Failure

(F)

Poor arguments, with little theoretical/conceptual grounding and understanding of the materials and the context involved. No originality, weak justification of conclusions and poorly structured.

Assessment Task

1. Individual attendance, participation, and class leadership (35%) (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-)

Student is almost always prepared for class with relevant class materials. Student is almost always punctual and attends full-time.

Student almost always contributes to class by offering ideas and asking questions more than once per class.

Good

(B+, B)

Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking questions once per class.

Marginal

(B-, C+, C)

Student is occasionally prepared for class with relevant class materials. Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions.

Failure

(F)

Student shows serious attendance problems and fail to attend 70% of classes.

Assessment Task

2. Team project presentations – team formation and case assignments (40%) (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-)

Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.

Good

(B+, B)

Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.

Marginal

(B-, C+, C)

Sufficient familiarity with the subject, with some ability to think analytically and to respond to the questions.

Failure

(F)

Little evidence of familiarity with the course material; poor critical and analytical skills; ignorance of the literature.

Assessment Task

3. Team written commentary on case assignments

(25%) (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-)

As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.

Good

(B+, B)

The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified.

Marginal

(B-, C+, C)

Pieces of evidence are relevant and accurate, and cover a fair number of issues. However, there is little evidence of an overall view of the research objective. Demonstrates a moderate level of understanding of issues but little application or integration of items. Fair justification of solutions or recommendations.

Failure

(F)

Poor arguments, with little theoretical/conceptual grounding and understanding of the materials and the context involved. No originality, weak justification of conclusions and poorly structured.

Part III Other Information

Keyword Syllabus

Disruption: External environmental factors, innovation, technology, geo-economic uncertainties, supply chain challenges, evolving communities, future of work.

Strategic Leadership: sensemaking and adaptation, agility, resilience, strategy execution.

Impact of Exponential Disruptions, Organizational Transformation, Digitalization, Internationalization, Market Entry, Innovative Project Leadership, Cross-category Competitive Strategy, ESG and Global Competitiveness.

Reading List

Compulsory Readings

Title	
1	Readings to be assigned by the course instructor

Additional Readings

Title	
1	Case: DBS Transformation (Becoming a World-Class Multinational Bank)
2	Case: DBS Transformation (Going Digital and Creating a 22,000 Person Start-Up)
3	Case: Digital Transformation at GE: Shifting Minds for Agility
4	Case: Xiaomi: Entering the New Energy Vehicle Industry
5	Case: Disney at the Crossroads of Disruptive Trends
6	Article: 3 Tactics to Accelerate a Digital Transformation (https://hbrorg/2011/11/3-tactics-to-accelerate-a-digital-transformation)