



**SMU**

SINGAPORE MANAGEMENT  
UNIVERSITY

# X-SIED: Leadership & Social Innovation Programme

For Pre-University Students

**LIEN CENTRE FOR  
SOCIAL INNOVATION**





# LEADERSHIP AND SOCIAL INNOVATION PROGRAMME

The Leadership and Social Innovation Programme for pre-university students is designed to give participants an introduction to the field of social innovation. Interactive class discussions will encourage critical thought and action and help students explore their own leadership potential. In this intensive course spread over 3 weeks, participants will gain an understanding of what social innovation means, get exposed to experiential exercises and make field visits to social enterprises.

The course intends to give students an immersive experience in learning to think about society's problems and develop solution-focused strategies to tackle these issues. Mapped closely to the United Nations Sustainable Development Goals (SDGs), the course will urge students to think how the public, private and social sectors can jointly work towards meeting these goals. Students will work in groups to analyse case studies, review policy documents and/or propose new ideas to solve contemporary issues. For example, students will be asked to critique a government policy on any social issue of their choice and identify areas of possible improvements while beginning to appreciate the constraints that governments work with.

## LEARNING OBJECTIVES

- Be familiar with social entrepreneurship as an important avenue of social innovation
- Gain a practical understanding of design thinking as a guide for creating solutions
- Learn the value of developing collective leadership skills to become effective social innovators

# THE CURRICULUM

<p><b>Module 1</b> Introduction to Social Innovation</p> <p>Instructor: Tania Nagpaul Dalvin Sidhu</p>	<p>This module will aid in contextualising social innovation – What are some of the social issues afflicting our society? What is a social enterprise? Have social enterprises always been around? What is the distinction between traditional charities, traditional business and social enterprises? What is their specific relevance in Asia? This lesson will create the basic understanding of what it takes to be a social innovator and elaborates on the key characteristics of those who have this skill in them.</p>
<p><b>Module 2</b> The Experience of Social Innovation</p> <p>Instructor: Tania Nagpaul Dalvin Sidhu</p>	<p>This module zooms into social entrepreneurship and examines some of the key concerns of social entrepreneurs. The session will help to answer questions such as: (1) What does it mean to lead a social enterprise? (2) What are the ethical considerations? (3) What are the systems/institutions within which problems exist? In order to enable students to experience how social innovation culminates, students will review government policy on any social issue of their interest and seek to understand the specific challenges that may lie ahead in attempting to bring about social change in that domain.</p>
<p><b>Module 3</b> Field Visit</p> <p>Instructors: Tania Nagpaul Dalvin Sidhu</p>	<p>Students will make a field visit to a social enterprise to see up close and personal what social innovation looks like on the ground. This visit will enable students to meet a social entrepreneur who utilises business skills to solve relevant social problems.</p>
<p><b>Module 4</b> Design Thinking (Part 1)</p> <p>Instructor: Terence Chia</p>	<p>Design thinking is a human-centred approach to innovation that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success. It brings together what is desirable from a human point of view, including the understanding of defining and reframing problems based on the emotional needs of users, with what is technologically feasible and economically viable. In part one, students will focus on identifying problem areas (and opportunities to innovate), a short preliminary practice on how to conduct interviews with their peers, and how to construct a well-defined problem statement.</p>
<p><b>Module 5</b> Design Thinking (Part 2)</p> <p>Instructor: Terence Chia</p>	<p>Design thinking methodology is a powerful set of tools to help practitioners become more collaborative, innovative and effective for this dynamic world that requires complex problem solving skills, and to create experiences customers would love. In part two, students will focus on understanding their target audience and ideation of their solutions.</p>
<p><b>Module 6</b> Field Visit + Young Innovators Dialogue</p> <p>Instructor: Terence Chia</p>	<p>Students will make a field visit to the Social Collider, located at the JTC Launchpad @ One-North, Singapore leading startup hub. The Social Collider is the largest impact space in Singapore that focuses on the United Nations Sustainable Development Goals and enables social enterprises and non-profit organisations to scale up by plugging them into an ecosystem of capital and technology. Students will learn about the social innovation scene first hand from the practitioners on the ground, and interact with the young innovators housed at the Social Collider.</p>

# THE CURRICULUM (continued)

<b>Module 7</b> Dialogue & Collective Leadership for Social Change  Instructor: Alan Yu	This module examines leadership as a shared responsibility of a collective group. Students will: (1) learn the principles of dialogue and best communication practices; (2) engage in the art of storytelling; (3) practise tools and strategies to uncover the values and aspirations of a group; (4) build group cohesion; and (5) learn how multiculturalism, dialogue, and collective wisdom relate to community empowerment and collective action. This lesson will incorporate different artistic modalities, including watercolours, sculpture, poetry, and theatre.
<b>Module 8</b> Social Innovation & Assets-Based Community Development  Instructor: Alan Yu	Assets-Based Community Development, or ABCD, is an approach to community development that considers ALL of our available resources: our financial assets, our systems of relationships, our natural environment, our culture, and even our vast knowledge, skillsets, and educational background. This module covers: (1) identifying community capacities, (2) asset mapping, (3) relationship-building, (4) community-driven decision-making, and (5) collective action for change.
<b>Module 9</b> Summary Session & Key Takeaways	During this session, students will engage in classroom discussion on some of their key takeaways from the course. Instructors will summarise and present the content covered over the previous sessions and lead students to reflect upon their learning and growth.

*\*The curriculum may be subject to minor adjustment according to class conditions.*

## PROGRAMME APPLICATION

<b>Programme Fees</b>	SGD 780 / per student	
<b>Class Size</b>	25 - 30 students	
<b>Student Profile</b>	Year 5 and Year 6 students (JC1 & JC2)	
<b>Class Duration</b>	Estimated 2 hours per class, 3 times a week	
<b>Location</b>	Singapore Management University	
<b>Contact</b>	<b>Tania Nagpaul</b> tanian@smu.edu.sg 6828 0424	<b>Dalvin Sidhu</b> dalvinsidhu@smu.edu.sg 6828 1974

# THE INSTRUCTORS



**DALVIN SIDHU, PhD** comes from a research background, with particular focus on qualitative research methods. Dalvin's interest lies in exploring social needs in the community. Before joining LCSi, she was completing her doctorate, which focused on strengthening the family unit of adults with intellectual disabilities in Singapore, at Nanyang Technological University, (NIE/NTU). She obtained her Masters in Social Sciences (Political Science) from the National University of Singapore (NUS). Possessing training in political science has advanced her analytical thinking skills, more specifically, the ability to understand components of complex problems and synthesise themes from these complex issues. These skills have been beneficial in her work as a researcher where she has been involved in analysing a diversity of data sets.



**TANIA NAGPAAL, PhD** has had extensive teaching experience at various universities in Singapore over the last 10 years. She earned her PhD in psychology from Nanyang Technological University in 2017 and her research interests revolve around psychological well-being, self-esteem and materialism. She has recently been drawn to action research as a tool to solve real-world psychosocial problems faced by marginalised sections of society. She mentors/supervises all research interns at LCSi. She considers interaction and engagement with students as the most enriching experience of being in an academic institution and believes that learning is a two-way process.



**TERENCE CHIA** leads the Design Thinking Change Lab at LCSi. Terence is a serial entrepreneur, design thinker and engineer, as well as educator. In the past 6 years, Terence has been in the leadership role launching multiple technological companies and social good initiatives in several different countries. For his work, he was awarded full scholarship by Stanford University to be part of its Global Social Innovation programme in 2014. In the most recent 2 years, Terence has directly coached and worked with more than 500 entrepreneurs and innovators at some of the best institutions in the world, including MIT, INSEAD, and most recently Andela, a software technology fellowship heavily funded by Mark Zuckerberg, the founder of Facebook.



**ALAN YU, PhD** is an American leadership development educator, researcher and consultant. As Programme Manager at LCSi, he supports the team in the areas of programme development and delivery, workshop facilitation and research on social innovation. His areas of interest lie in rural and international development, leadership and creativity in social innovation, arts-based pedagogies in leadership education, and the use of developmental evaluation in change management. Prior to joining LCSi, Alan co-founded Five Pillar Foundation (an Indonesian social service organisation) and Five Pillar International (a United States 501c3 public benefit corporation) with the aim of preparing youth and rural communities in Asia to protect and preserve their cultures and environments. Alan has a PhD in Leadership Studies from the University of San Diego, where he conducted dissertation research on how Balinese leaders from various walks of life use their traditional values in their leadership practice. He also has BA and MA degrees in Asian Studies from the University of Iowa.



# LIEN CENTRE FOR SOCIAL INNOVATION

The Lien Centre for Social Innovation, a partnership between the Lien Foundation and Singapore Management University, was established in 2006 to advance the thinking and capability of the social sector. Our mission is to catalyse innovative responses to social needs through applied research and capacity building in collaboration with the public, private and social sectors. LCSi contributes to a more equitable, inclusive and vibrant society by addressing social needs through innovative approaches. We also drive socially innovative solutions by strengthening social sector organisations – through evidence-based research and programme evaluation, student attachments, training, capacity-building events and other means – so that they become influential and effective partners with business and government. [www.lcsi.smu.edu.sg](http://www.lcsi.smu.edu.sg)

## OUR PROJECTS



**THE LOTUS INITIATIVE** is a 5-year partnership between LCSi and the Lotus Life Foundation Singapore to drive positive social impact. In Nepal, efforts will focus on strengthening local capabilities so as to facilitate long-term solutions that tackle poverty in entrepreneurial and innovative ways. In Singapore, SMU students and faculty, social purpose organisations, entrepreneurs and partners will collaborate and work with key stakeholders to generate positive social outcomes for vulnerable communities.



**HUNGER IN A FOOD LOVER'S PARADISE** is a report by LCSi that provides a deeper understanding of the food insecurity situation in Singapore, despite ranking as one of the most food-secure nations on the Global Food Security Index.



**CREATE4GOOD CHALLENGE** brings together university students from SUTD and SMU, integrating their technological and entrepreneurial expertise to create innovative and practical solutions for a smart and sustainable nation. Launched in 2015, this social innovation challenge is held annually and has produced winning enterprises including Homage, Movinc and UglyGood.



## OUR PARTNERS



## SINGAPORE MANAGEMENT UNIVERSITY

Established in 2000, Singapore Management University (SMU) is recognised for its high-impact multidisciplinary research that addresses Asian issues of global relevance, and for its innovations in experiential learning. With 10,000 students, SMU offers bachelors, masters and PhD degree programmes in Accountancy, Business, Economics, Information Systems, Law and Social Sciences, and executive development programmes. Through its city campus, SMU enjoys strategic linkages with business, government and the wider community in Singapore and beyond.  
[www.smu.edu.sg](http://www.smu.edu.sg)



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