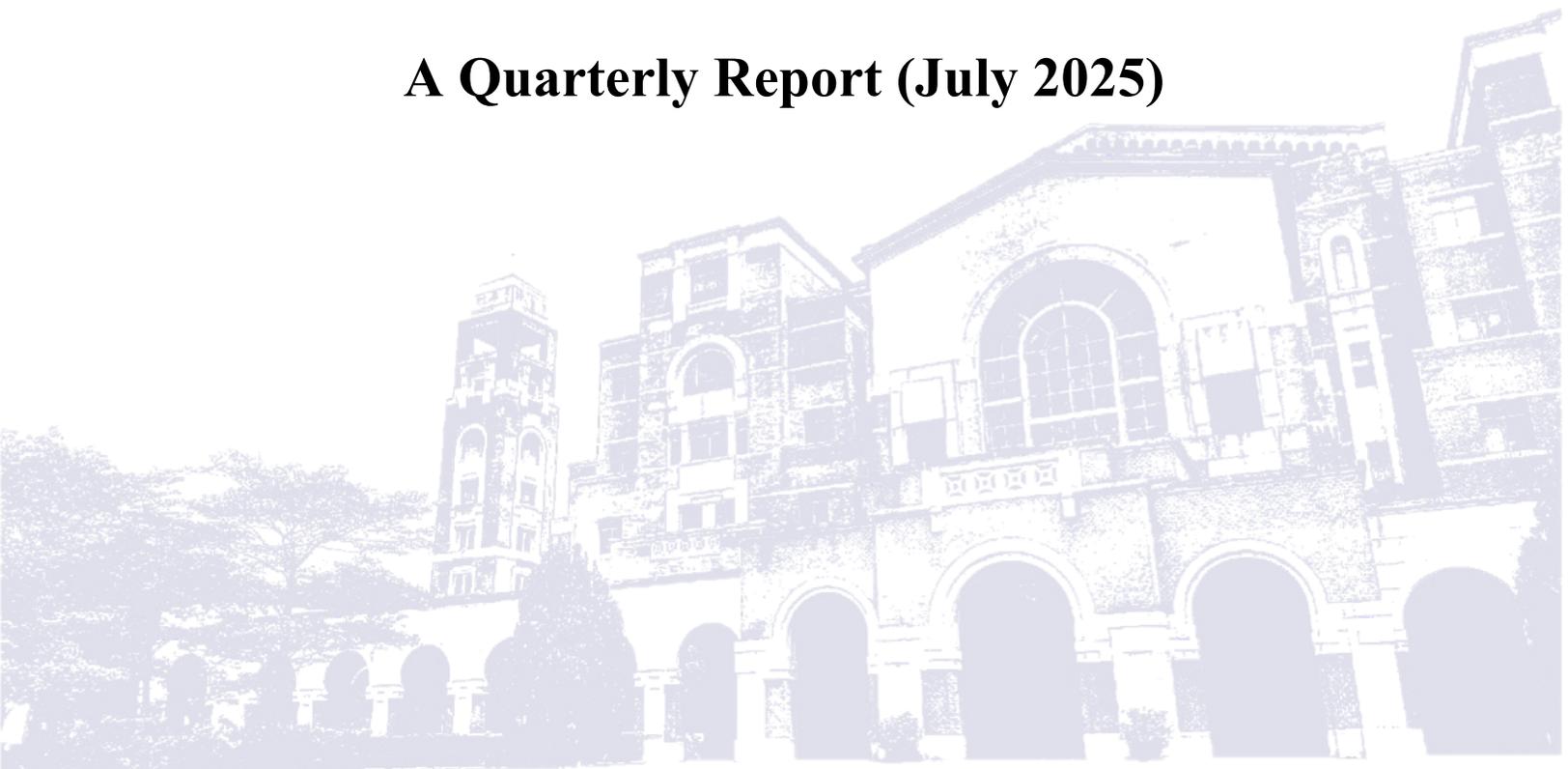School of
Political Science and Economics
National Taiwan University

School of Political Science and Economics

National Taiwan University

Pre-master's Program in

Leadership and Management

A Quarterly Report (July 2025)

CONTENTS

I.   Introduction

The Pre-master's Program in Leadership and Management launched by the School of Political Science and Economics program is the first of its kind to offer a credit-bearing program taught entirely in English, inviting top professors from different disciplines at NTU to take a comprehensive look at emerging economic issues. The program is designed to explore international trends and global changes, cultivate students' cross-cultural leadership and management capabilities, analyze global challenges and opportunities from multiple perspectives, enhance students' international vision, and promote cross-disciplinary knowledge integration.

This Pre-master's Program, "Emerging Economies: Entertainment, Neo-nomadism, DEI-leadership," was divided into three modules: 1) Arts, Culture, Entertainment, and Gaming; 2) Digital Nomads, Transnational Migration; and 3) DEI-Leadership, Intercultural Competence. These three modules were meant to let the students expand their knowledge on their work environment, management styles, and analyze global changes and trends. The pandemic and the wars, two crucial global events coupled with the accelerating AI revolution, are drastically transforming the globe in economic activities and productions. Apart from analyzing emerging economies from economical and financial perspectives of the manufacturing-consumer markets, FDI recipients and outward investors (Casanova & Miroux, 2017), or the changing demographics of the E20 (Kharas, 2010), this course proposes to teach and interpret emerging economies from an interdisciplinary standpoint. It consists of three modules on entertainment, neo-nomadism, and DEI-leadership, respectively.

- Module One: The first module focuses on entertainment, particularly on the developments of musical and filmic productions and procedures.
- Module Two: The second module will take up issues mentioned in the first module and attend to a new form of production, digital nomadism, or what we call "neo-nomadism."
- Module Three: The third module, to summarize pivotal concepts in modules one and two, will investigate how DEI takes various forms in global leadership and management, to be discussed through latest theories and real-world praxis and applications.

The pandemic and the wars, two crucial global events coupled with the accelerating AI revolution, are drastically transforming the globe in economic activities and productions. Apart from analyzing emerging economies from economical and financial perspectives of the manufacturing-consumer markets, FDI recipients and outward investors (Casanova & Miroux, 2017), or the changing demographics of the E20 (Kharas, 2010), this course proposes to teach and interpret emerging economies from an interdisciplinary standpoint. Designed as part of the pre-master's curriculum of the new School of Political Science and Economics at NTU, this innovative course, featuring a humanities-based pedagogy, invites the top-tier faculty from different disciplines (i.e., drama, literature, medicine, political science) at National Taiwan University in the hopes of shedding light on alternative readings and understandings of these intersecting factors in a transforming time. It consists of three modules on entertainment, neo-nomadism, and DEI-leadership, respectively.

The first module focuses on entertainment, particularly on the developments of musical and filmic productions and procedures.

A. Manufacturing dreams and peddling fantasies have been good business ever since the dawning of the entertainment industry in Europe in the 19th century. With the influx of immigrants, predominantly Jewish, from the old world, the USA in its turn experienced dual bursts of creative energies in entertainment industry in the 20th century, first on the east coast headquartered in New York, subsequently on the west coast with Los Angeles as the hub, giving births respectively to Broadway and Hollywood as we know them today. With the modern developments of Western entertainment industry, mainly in the US, it traces its origins to the massive contributions of Jewish emigrants, who mostly fled anti-Semite persecutions in Europe, and explored how the dual themes of escape and fantasy always feature in either Broadway musicals, or Hollywood studio movies. (Prof. Pao-Hsiang Wang)

B. The other half of this module will explore two major franchises currently under Disney's ever-growing banner: Star Wars and the Marvel Cinematic Universe. By examining the roots of the

influences behind these two franchises, such as elements of humor, monomyth, and the multiverse, we will discuss the reasons for their successes and dynamism. On top of delving into the development, transition, and surge of Star Wars and the Marvel Cinematic Universe, the module also touches upon the fan-economy, crowdfunding, and merchandise issues surrounding the two franchises. The understanding of these various issues informs us of how Disney is dealing with a diminishing streaming market and a shrinking movie entertainment business. (Prof. Mou-Lan Wong)

The second module will take up issues mentioned in the first module and attend to a new form of production, digital nomadism, or what we call "neo-nomadism."

A. This part of the module tries to examine the multifaceted dynamics of immigration and digital nomadism as a transformative phenomenon in the international political economy (IPE). It investigates the rise of remote work, facilitated by technological advancements and global connectivity, and its impact on labor markets, state policies, and transnational mobility. In particular, we emphasize the political and economic interests influencing immigration policies, from business advocacy for labor liberalization to public resistance fueled by cultural and national security concerns. Through case studies, theoretical frameworks, and empirical data, students will learn how to analyze case studies of digital nomad hubs, global inequalities in access to remote work, and the implications for citizenship, sovereignty, and governance in a digitalized world. Ultimately, this module prepares students to critically engage with one of the most pressing global challenges of the 21st century. (Prof. Hans T. Tung)

B. This half of the second module looks at the new phenomenon of neo-nomadism, an identity that numerous tech workers use to describe lifestyles of location independence. We will start examining from 19th-century European imperialism to allegorize colonial desires and imperial violence alike. Then we will briefly go through conventional diasporic routes of immigration to the West before the 21st century, particularly to North America. However, such transnational migration has taken a new nomadic form. We will choose two main locations for such cultural,

imperialist discourses: Southeast Asia and the Silicon Valley. Neo-nomadism promotes a new lifestyle through self-branding in social media platforms where the online contents shape colonial portrayal of Southeast Asia, and in the Silicon Valley economic imperialism with nomadic fantasy is gradually transiting technologies of gentrification into new frontiers. (Prof. Bennett Fu)

The third module, to summarize pivotal concepts in module one (e.g., Marvel films) and module two (e.g., ethnicity politics), will investigate how DEI (or some call DIE?) in leadership takes various forms in changing global leadership and management. It will be discussed through certain latest theories and concepts and through real-world praxis and applications.

A. The module on leadership in Diversity, Equity, and Inclusion (DEI) equips established managers and employees in the workplace with the knowledge and tools to create inclusive, equitable, and diverse work environments. This module connects theory, policy, practice, and perspective to empower leaders to embed DEI principles into their organizations. In the first half of this module, participants are introduced to explore the foundations of DEI, self-awareness, bias, and inclusive perspectives. At the same time, this half also focuses on the global connections and intercultural skills, coupled with DEI leadership, to help students understand challenges in the PC (politically correct) era in such areas as media, technology, identity, policy, society and so forth. (Prof. Bennett Fu)

B. The second half of the module takes up the conceptual ideas applied to the implementation of DEI strategies within industries and organizations. It integrates theory, evidence, and practical strategies, using healthcare and hospitals as real-world examples. It addresses challenges such as health disparities, implicit bias, and microaggressions, while fostering the paradigm shift necessary for transformational leadership. A unique aspect of the program is its focus on accountability, ensuring leaders to develop measurable metrics to track DEI progress. Participants gain insights into managing DEI in crises, with a case study on COVID-19 highlighting equitable vaccine distribution and support for marginalized groups. Practical

exercises, including action planning, role-playing, and peer feedback, help managers translate DEI concepts into actionable outcomes. By the end of the course, participants will have developed a robust understanding of DEI as a driver of organizational success, equipped with strategies to foster inclusive cultures, equitable policies, and diverse teams.. (Prof. Matthew Ma)

Throughout the program, the student has become more comfortable discussing their respective work, demonstrated the ability to collaborate effectively in group discussions, and gained greater awareness of the evolving work environment, potential challenges, and emerging trends.

II. Administrative Report

Program's Name	Emerging Economies: Entertainment, Neo-nomadism, DEI-leadership
Duration	April 11 to June 21, 2025, 12 days (72 instruction hours) in total (Classes held on Fridays and Saturdays – morning and afternoon sessions)
Overview	This Pre-Master's Program is the first of its kind to offer a credit-bearing leadership and management curriculum taught entirely in English. It brings together top faculty, professors, and experts to provide a comprehensive examination of emerging economic issues, explore international trends and global shifts, and cultivate students' cross-cultural leadership and management capabilities. The program encourages multi-perspective analysis of global challenges and opportunities, broadens students' international outlook, and promotes the integration of interdisciplinary knowledge.
Description	The program comprises three modules: • Module 1: Arts, Culture, Entertainment, and Gaming • Module 2: Digital Nomads, Transnational Migration • Module 3: DEI-Leadership, Intercultural Competence A total of 4 credits (equivalent to 72 hours of instruction) is awarded.
Instructors	Prof. Mou-Lan Wong (Department of Foreign Languages and Literatures, NTU) Prof. Pao-Hsiang Wang (Department of Foreign Languages and Literatures, NTU) Prof. Hans H. Tung (Department of Political Science, NTU) Prof. Bennett Fu (Department of Foreign Languages and Literatures, NTU) Prof. Matthew Ma (Director of the National Taiwan University Hospital, Yunlin Branch)
Completion Rate &	**Participants completed the program:** 19 out of 19 (100% completion rate) **Average attendance rate:** 94.1%

Attendance	
Enrollment & Participant Background	**Eligibility**: Applicants were required to meet the equivalent academic qualifications for master's degree admission and possess sufficient English proficiency (approximately CEFR B2 or above). **A total of 19 participants were enrolled in the program:** - 12 participants were from sponsoring organizations - 7 participants enrolled independently The distribution of the 12 participants from sponsoring organizations is presented in the table below:

Company	Number of Participants
Fubon	1
Cathay	3
MinSheng	1
Huanan	3
SinoPac	1
Taishin	3
Total	**12**

Participant Demographics

Gender Distribution	· Female: 42% (8 participants) · Male: 58% (11 participants)
Age Distribution	· Age range: 26 to 59 years · Majority of participants aged between: 35 and 50 years · Average age: 44.1 years
Educational Background	Master's degree holders: 53% (10 participants)

	Occupational Background	· 63% are managers from financial industry or in general · Senior executives: 3 · Mid-level managers: 3 · Majority are professionals or entry-level managers
Evaluation Scores (Out of 5)		
	Evaluation Item	**Average Score**
	Instructor Teaching	4.85
	TA Support	4.71
	Facilities	4.79
	Administrative Service	4.84
Conclusion and Suggestions	The average scores across all categories—teaching, TA support, administration, and facilities—were close to full marks (ranging from 4.7 to 4.8), indicating a high level of quality in course design, on-site execution, and support. It is recommended that companies continue to support and promote similar interdisciplinary, English-taught Pre-Master's programs. Such programs are particularly effective in strengthening the global leadership competencies of mid-level management roles. Most participants in this cohort were professionals or entry-level managers, for this program is particularly appealing to professionals aiming to enhance their career development and prepare for future promotion opportunities. It is suggested that future program planning further emphasize practical applications and leadership training designed to help professionals advance into mid- and senior-level management roles. It is also recommended to establish long-term nomination and re-training mechanisms with corporate partners. In the future, the program could explore signing long-term cooperation agreements with companies and develop	

	modular advancement paths, re-training courses for leaders, or certificate articulation systems.
	Although the course was conducted entirely in English, some participants noted challenges related to language and intercultural comprehension, particularly in modules outside their professional expertise (e.g., DEI, cultural economy). It is therefore suggested that future iterations of the program consider offering additional post-class applied workshops or English communication support modules to address these needs.

III. TA Report

Name	David Lin
Title	Teaching Assistant

The whole Pre-master's Program offered a wide range of topics, areas of expertise, and disciplines. From the entertainment industry to political economy, digital nomadism to DEI leadership and intercultural communication, these topics offered great insights into the complexities of our globalized world. They challenged people to think critically across diverse contexts and perspectives. In addition, it's interesting to see how people, from different companies and backgrounds, work together to solve possible issues and scenarios within the three modules.

Module 1: Arts, Culture, Entertainment, and Gaming

The first module was taught by two professors, Prof. Moulan Wong, who talked about the rise and fall of Star Wars and the MCU, and Prof. Pao-Xiang Wang, who talked about the history and impact of Broadway. The module, through the analysis of Star Wars, the MCU, and Broadway, highlights how the Western film industry and its works utilize historical, cultural, and ideological concepts that promote specific narratives of identity, power, and values, often reinforcing dominant worldviews while subtly shaping global perceptions.

Photos

Module 2: Digital Nomads and Transnational Migration

The second module, Digital Nomads and Transnational Migration, was taught by Prof. Hans Hanpu Tung and Prof. Bennett Fu. Before the course even began, I didn't think that anyone really knew the concept of digital nomads and what it represents to the global economy, not even I knew much about it. But after the lectures given by these two amazing professors, I learned about the concepts of being a digital nomad, the pros and cons, the possible challenges, and the crucial framework of being one. Prof. Fu's lecture gave a thorough explanation and analysis of how identity, privilege, and infrastructure shape labor mobility globally. In addition, the lecture also reflected how working attitudes between generations may be different (for e.g., Millennials vs. Gen-Z), which allowed me to reflect on the possible methods to lead a team and how to engage with people from different age groups.

Photos

Module 3: DEI Leadership and Intercultural Competence

The third module on DEI leadership and intercultural competence was co-Ataught by Prof. Bennett Fu and Prof. Matthew Ma. As DEI (Diversity, Equity, and Inclusion) became an important concept in recent years, in all fields, especially the film industry, and policymaking of many countries, especially the U.S. (although the Trump administration rejects it), I believe that it is vital for people to learn about it. Although the concept of it had become ideological, almost to the point of being extreme, it is still important to learn about it and to adjust our ways of treating one another accordingly. Prof. Fu's explanation of many theories, especially the Social Identity Theory, gave me an insight into how cultural bias, stereotypes, and assumptions shape our society and labor force. Prof. Fu also emphasizes intersectionality, how a person's race, beliefs, and gender may overlap and interact to shape individual experiences. The case studies on Disney and Starbucks were the perfect demonstration of such challenges.

Prof. Ma's lecture, on the other hand, gave the students practical scenarios and roles to roleplay and to imagine what it could look like if these kinds of challenges were to happen. In addition, Prof. Ma talked about the small acts of microaggressions that may sound minor but may seem offensive to many, and how these acts of microaggression may affect the atmosphere and interactions in a workplace. Prof. Ma also talked about how inclusion policies could be used in an actual workplace, using his hospital as an example.

Photos

IV. Insights and Feedback from Students

Name: Le-Jung Wang (Chase)

Industry: Global Luxury

Working in a multinational company for many years has made me realize how deeply intertwined politics, economics, and culture truly are. As an Assistant Operations Manager, I understand the importance of developing a broader international perspective. I believe it's essential to strengthen my theoretical foundation and stay updated on global trends to make more objective, forward-looking decisions—decisions that may also shape my future career development.

What I appreciate most about this all-English program is not only the new knowledge it offers but also how relevant and practical it is to my daily work. Over the past few months, I've gradually begun to integrate what I've learned into my management practices and strategic thinking, and some of these insights are already being planned for real-world implementation.

As one of the first students in this program, I was genuinely excited. The course design is diverse, moves with the times, and is rich in content, covering cultural dynamics, economics, politics, and leadership management. Each module gave me different takeaways and reflections. It helped me realize that our understanding of the world is often too linear, and that the evolution of technology, culture, entertainment, and governance is all interconnected with business and management.

In Module 1, Prof. Mu-Lan Wong's discussion of narratives and cross-cultural exchange helped me understand how intangible concepts can shape business markets and consumer desire. This is especially relevant to the branding industry in which I work. Telling a compelling story is essential in building brand value. I even incorporated these reflections into my final presentation, linking our industry practices with cultural narratives.

Prof. Pao-Hsiang Wang's insights into musical theater and migration reminded me how cultural expressions are shaped by historical context. It made me reflect on how Taiwan, while vibrant, often

follows rather than leads in cultural innovation. This led me to reexamine the importance of soft power in both industry and society.

In Module 2, Professor Fu's course on digital nomadism offered new perspectives for me. While I've worked remotely before, I had never considered the broader implications, such as global inequalities or privilege. These discussions trained me to think more critically and holistically about evolving work models and their potential impact on our industry. Could some roles in our company adapt to these new modes? Should we collaborate with digital-first professionals? These are now fundamental strategic considerations for me.

Professor Tung also helped us visualize complex political and economic topics using models and real-world cases, showing that even abstract ideas can be made practical. This has enhanced my ability to interpret information and make informed decisions.

In Module 3, Professor Fu emphasized the concepts of diversity, equity, and inclusion, as well as shared prosperity in a globalized world. Amid today's political uncertainties, Prof. Fu makes me believe that progress will persist. His discussion on unconscious bias in leadership prompted me to reflect on my workplace. It coincided with our mid-year assessment period, and I decided to set team goals for my subordinates that emphasize inclusion and equity. I'm already working to embed these values into our team culture.

Lastly, Professor Ma's role-playing sessions and real-time feedback allowed students from diverse industry backgrounds to engage, exchange insights, and practice specific scenarios. Although the pace was intense, it pushed me to think more deeply about how to translate theory into actionable outcomes, echoing Professor Fu's emphasis on bridging academic foundations with practical application.

This program has been both enriching and inspiring. I'm genuinely grateful to the School of Political Science and Economics at National Taiwan University for offering such a well-rounded and meaningful experience. I sincerely hope to continue my academic journey at NTU and further deepen my knowledge and capabilities with the support of this exceptional institution. Thank you.

Name: Yin-Yi Chang (Jennifer)

Company: Creative 5

Participating in the Pre-Master's Program at the School of Political Science and Economics (SPE), National Taiwan University, has been a deeply enriching experience that broadened my perspective on organizational leadership, governance, and cross-sector collaboration. As a business leader in the fast-evolving fields of satellite IoT and sustainable energy, I found the program both intellectually stimulating and highly applicable to real-world challenges.

The entertainment module was a refreshing and enjoyable break, sparking creativity and providing a much-needed mental reset. Among the most impactful aspects of the program was its interdisciplinary structure. The integration of political science, economics, and management frameworks helped me reflect on how policies, institutional dynamics, and leadership values interact within complex ecosystems. The "Governance and Change Management" module stood out in particular, equipping me with practical tools for overcoming resistance and implementing inclusive reforms—skills that directly support my efforts to scale Creative5's global operations while preserving organizational alignment.

Equally significant was the program's focus on cross-cultural communication and Diversity, Equity, and Inclusion (DEI). Through case studies and interactive peer discussions, I gained a more nuanced understanding of how effective leadership must adapt to diverse cultural and social contexts. This is especially relevant to my current role, where I work with multicultural teams and partners across Asia, Europe, and Latin America. The program deepened my appreciation for inclusive communication, active listening, and cultural intelligence as essential skills—not only for team cohesion but also for driving innovation and resilience in management.

DEI has also profoundly influenced the way I view strategic leadership. By emphasizing equity and psychological safety, the program helped me see how inclusive practices can lead to stronger engagement, better decision-making, and long-term organizational health. These insights are invaluable for any business leader navigating global markets and diverse stakeholder landscapes.

The module on "Leading with Purpose" was another highlight. It reaffirmed the importance of aligning business performance with broader societal impact—especially in technology sectors where innovation often outpaces regulation. It challenged me to think more critically about growth, ethics, and purpose as interdependent pillars of sustainable leadership.

In summary, this Pre-Master's Program has significantly contributed to my personal and professional development. It has expanded my vision of leadership as not just a role but a responsibility—to drive change, cultivate inclusion, and shape a more sustainable future. I commend the SPE faculty for designing a program that bridges academic rigor with real-world relevance. I strongly believe that more business leaders and senior managers should experience this program, particularly to develop a deeper understanding of DEI and its transformative role in modern leadership.

Name: Hui-Chin Hsu (Jessie)

Company: Taishin Bank

Participating in the program has been an intellectually enriching experience. I would like to extend my heartfelt gratitude to Professors Mou-Lan, Bao-Hsiang, Bennett, Hans, and Matthew for their insightful guidance and professional contributions throughout the modules. Their diverse academic and practical expertise provided a well-rounded and thought-provoking learning journey.

I would also like to sincerely thank our teaching assistant, David, for his consistent support and coordination, as well as the administrative team, especially 翁君豪, for their behind-the-scenes efforts in ensuring the smooth operation of this program. Their dedication made the learning experience even more seamless and enjoyable.

One of the most eye-opening moments for me came during Module 2, where the concept of digital nomadism was introduced. It was a completely new topic for me, and I was particularly struck by how the global mobility of digital nomads is not merely a result of technological advancement, but also deeply rooted in structural privileges. The course highlighted how these individuals often benefit from favorable passports, remote work flexibility, and stronger currencies—advantages not universally available. At the same time, their presence in host countries can contribute to social tension, rising living costs, and feelings of relative deprivation among local residents. This insight prompted me to reflect on whether my own understanding of fairness has been too narrow or superficial.

Module 3, focusing on DEI leadership, was particularly relevant to my work. Although I am employed by a local bank, I often travel abroad and meet with foreign clients. The module's content helped me better appreciate the influence of cultural dimensions and communication styles on leadership effectiveness. Understanding the differences in how various cultures interpret hierarchy, directness, and collaboration will undoubtedly help me build more meaningful and respectful relationships in future business interactions.

As for suggestions for future iterations of this program, I believe the curriculum could benefit from incorporating a course on current global political and economic affairs. In my view, many

organizational leaders still lack a solid understanding of international dynamics, which can have a profound impact on corporate strategy and risk management. Rather than relying solely on internal research departments to interpret global trends, leaders would be better equipped if they received structured training and developed a foundational awareness of international political economy through a program like this.

Overall, this course has broadened my global outlook and deepened my sense of responsibility as a professional. I am sincerely grateful for the opportunity to engage with such timely and relevant content, and I look forward to applying what I've learned in both personal reflection and professional practice.

Name: Kuan-Ting Shen (Shady)

Company: Cathay United Bank

To be honest, at the beginning, I was quite reluctant to join this program. One reason was that I was worried about my English skills, especially speaking. Another reason was that I really needed a break during the holidays. I missed the first two days, so I didn't get the chance to connect with my classmates at first. However, once I joined the class, I found that the topics were not only interesting, but the discussions and activities were also fun (though sometimes a bit too intense…). All of the classmates were super friendly and talented.

During the classes, I was surprised that I could understand most of the content. Maybe it was because the professors used clear and simple language in their lectures. I really appreciated that, because it gave me the confidence to share my thoughts from time to time, even though my grammar wasn't always perfect. The professors always gave encouraging feedback, and I could also feel that they took our suggestions seriously. I was especially grateful when Professor Fu mentioned my feedback and adjusted the materials to include more content about cross-generational communication. Professor Mulan also replied to my email and kindly suggested that I consider changing my English name. (I knew "Shady" doesn't always sound very positive, and I'm now thinking of changing it to "Skyler.")

If I had another chance to join a similar program, I would hope for a Monday-to-Friday schedule, so we could have more time to prepare for presentations and group work. And I believe we wouldn't rely on ChatGPT so much next time, haha…

Compared to my classmates, my English might still be at a lower level, this program also encouraged me to keep learning English. Although I don't really have many chances to use it in daily life, I'll take this as long-term motivation to practice more, especially speaking, whenever I can.

Last but not least, a big thank you to all the professors, and also to David, 君豪, and 阿姨 for providing such a great learning experience.

Name: Yung-Chang Chien (Alvin)

Company: Huanan Commercial Bank

The course "Emerging Economies: Entertainment, Neo-nomadism, DEI-leadership" offered by the NTU has been a unique and interdisciplinary learning experience that broadened my perspective on leadership and management within the banking industry.

Module1 focused on the entertainment economy, offered a deep dive into the production and distribution of music and film. While seemingly distant from banking, it revealed how storytelling, innovation, and digital transformation shape consumer behavior—lessons that are highly relevant for financial services aiming to connect with clients in more personalized and engaging ways.

Module2 introduced the concept of neo-nomadism and the evolving nature of work in the digital age. As a manager in a highly regulated industry, I found this particularly thought-provoking. The discussions encouraged me to consider how banking can embrace more flexible, inclusive work models without compromising compliance and security. This shift is crucial in attracting and retaining diverse talent, especially younger generations with different expectations for work-life balance and autonomy.

Module3 explored DEI (Diversity, Equity, and Inclusion) as a strategic leadership lens. It emphasized how DEI goes beyond corporate policy—it is fundamental to long-term organizational resilience and innovation. I was especially inspired by the real-world examples showing how inclusive leadership can drive both ethical culture and performance. These insights are critical as banks strive to become more socially responsible and responsive to global challenges.

In summary, this course helped me connect cultural, technological, and social trends with practical leadership challenges in banking. I leave with a renewed commitment to fostering inclusive, forward-thinking practices in my organization, and to leading change that aligns with both institutional goals and evolving societal values.

Name: Ching-Lei Lin (Jason)

Company: Cathay United Bank

In today's rapidly evolving global landscape, the essence of success in any industry, especially in competitive sectors like finance, hinges on more than just traditional metrics. My recent reflections on contemporary business trends have highlighted several critical areas demanding renewed focus: the indispensable power of storytelling, the transformative potential of adaptable work models, and the profound significance of genuine diversity, equity, and inclusion (DEI).

Firstly, it's undeniable that humans are inherently drawn to stories. A compelling narrative, rich with emotion and meaning, possesses a captivating power that far surpasses mere advertising visibility. This makes storytelling a crucial soft skill, not just for marketing, but for every level of an organization. Whether it's crafting internal presentations that resonate with colleagues or empowering frontline personnel to connect authentically with clients, the ability to tell a memorable story should be prioritized. Just as the Star Wars saga created an enduring universe that captivated millions, a financial brand needs a unique and representative story to truly stand out. This narrative isn't just about services; it's about the values and identity behind the brand, fostering a sense of belonging and recognition among those who identify with its ethos. Such deep emotional connections are the bedrock of truly iconic and successful brands.

Secondly, the rise of digital nomadism represents a significant shift in work culture, particularly appealing to younger generations seeking work-life integration. For the banking industry, embracing this flexible work model is no longer optional but a strategic imperative. By minimizing geographical limitations, banks can unlock more agile resource deployment and, crucially, attract a wider pool of young, talented individuals. These fresh perspectives are vital for introducing innovative technologies and revolutionary product ideas, which are essential to gain a competitive edge in Taiwan's saturated financial market.

Finally, Diversity, Equity, and Inclusion (DEI) must transcend being just buzzwords or superficial KPI metrics, especially in a generation that strongly values self-identity. True DEI demands a fundamental reawakening of mutual respect. It requires genuinely seeking to understand individuals and groups different from oneself, then devising appropriate collaborative and management

approaches that honor these differences. The core spirit of DEI is ensuring that no one is disadvantaged due to their identity or innate conditions, nor should they fear being unable to integrate into specific groups. Merely offering one-sided protection or compensation to perceived disadvantaged groups risks creating new forms of inequality. This approach can lead to resentment among non-disadvantaged groups and prevent the truly vulnerable from shedding the labels of discrimination.

In conclusion, the future success of businesses, particularly in banking, will heavily rely on cultivating powerful storytelling capabilities, adopting flexible work models like digital nomadism, and authentically integrating DEI principles. These elements, when interwoven, create resilient, innovative, and human-centric organizations poised to thrive in tomorrow's world.

| Name: Tienhan Chang (Max) |
| Industry:(Cultural/Arts/Travel Background) |

The program exceeded my expectations on many levels. I deeply appreciated the interdisciplinary approach, which interwove cultural studies, leadership theory, and real-world applications. What stood out most was the emphasis on humanistic thinking and narrative/storytelling as vital tools for contemporary leaders—especially in navigating uncertainty, cultural complexity, and rapid global change. The modules encouraged not only strategic analysis but also emotional intelligence, empathy, and ethical responsibility. This holistic orientation provided a refreshing contrast to more conventional, metrics-driven management courses. The classroom environment fostered dynamic exchanges, and I felt that each session contributed meaningfully to my personal and professional evolution.

Reflection on Leadership and Management Understanding

This program helped me reframe my past experiences in entrepreneurship (café saloon), cultural foundations, and the travel industry. I was able to revisit them not just as isolated chapters but as interconnected stages of a larger narrative about adaptation, purpose, and inclusive innovation. The insights on neo-nomadism, for instance, directly spoke to my next life chapter, where I aim to integrate mobility, creativity, and sustainability into a lifestyle and professional identity. Moreover, the DEI-leadership module allowed me to better understand how inclusive practices are not only ethical imperatives but also strategic assets in emerging markets.

The most transformative realization was how leadership can—and should—be grounded in narrative consciousness. I came to see that stories do not merely reflect organizational values; they actively shape them. This shift encouraged me to consider leadership less as command and control, and more as curation, orchestration, and meaningful engagement with diverse "stakeholders." (I will use this word carefully) The frameworks and case studies helped illuminate how leaders in entertainment and other creative sectors navigate transitions while anchoring in human connection. As I prepare for a digitally nomadic, cross-cultural future, this program has equipped me with both the mindset and the methodologies to lead with intention, inclusivity, and imagination.

This enriching experience has also sparked a deeper interest in pursuing formal academic development. I am now highly motivated to apply for the Master's program in Leadership and Management offered by NTU-SPE. I believe this would be an ideal next step to continue exploring the intersections of global leadership, policy innovation, and human-centered strategy.

Name: Shih-Chi Chen (Everry)
Company: Fubon Securities Co., Ltd. (Fubon Group)

Taking part in this pre-master's program has been one of the most transformative learning experiences in recent years for myself. Each module challenged not only my knowledge base but also my mindset—especially regarding culture, work, and leadership.

The first module introduced me to the cultural and economic forces behind entertainment. Even though I wasn't familiar with many of the works discussed, I appreciated the way professors used real examples to explain how entertainment has always reflected deeper social realities. It helped me see media as both soft power and socio-political narrative.

The second module on digital nomadism left a strong impression. It challenged my old belief that only people with a lot of freedom, such as retirees, creatives or elite, could live and work remotely. I started to think seriously about what a location independent lifestyle could mean for people like me. More importantly, the discussions led me to think about how this shift might transform traditional industries in Taiwan. In a world where people don't have to show up in person, how will business cultures that rely on face-to-face trust, dinners, or social drinking evolve? It made me realize that the meaning of "connection" at work is changing, and that we need new ways to build trust and relationships.

The third module on DEI and leadership left the deepest impact on me. Professor Fu's real-life stories about overcoming bias and building inclusive teams resonated deeply with me. And professor Ma's case studies from healthcare helped me realize that even under systemic constraints, individuals can still devise creative and actionable paths toward inclusion. Both of them made me realize that even when there are limits to what we can do, we all have the power to look for creative ways to build a more diverse and inclusive environment. It also made me think seriously about my own job, my resources, and my value—how I can use what I have to make a difference, even if the situation isn't perfect or succeed isn't guaranteed.

However, if we want to make DEI efforts more widespread and effective, especially in traditional financial institutions, I believe right people involved is important, but linking DEI execution with KPIs and bonuses could help ensure that DEI is not just a slogan but a real, measurable part of organizational success. Linking DEI efforts with clear KPIs and even performance-based rewards or bonuses could help push real behavioral change. This kind of structural support might be what's needed to turn awareness into lasting impact.

Overall, this program revitalized my desire for lifelong learning. I'm even seriously considering applying for the NTU EMBA program. I'm really grateful to have been part of this program, to learn from brilliant professors and classmates from different backgrounds. Most of all, it taught me to stay open to new ideas, new people, and new possibilities. Thank you for this inspiring and transformative experiences.

And yes, the meals were a great bonus too.

V. Conclusion

In conclusion, the program achieved its objectives successfully, as evidenced by the high level of student engagement throughout the sessions. Students demonstrated active participation in lectures and gradually developed greater confidence in discussing complex topics. The improvement in group collaboration and communication was particularly notable, with participants working more effectively on group projects as the program progressed. Overall, the program fostered a positive and inclusive learning environment, enabling students to expand both their academic understanding and interpersonal competencies, especially in a workplace. These outcomes highlight the program's effectiveness in preparing students for being leaders of their respective jobs.