PETRONAS

Scholars’ Leadership Development Program (SLDP)

GUIDE
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>2</td>
</tr>
<tr>
<td>PETRONAS Leadership Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>Leadership Dimensions</td>
<td>2</td>
</tr>
<tr>
<td>Foundational Behaviours</td>
<td>2</td>
</tr>
<tr>
<td>Leadership Competencies</td>
<td>4</td>
</tr>
<tr>
<td><strong>OVERVIEW OF THE SLDP</strong></td>
<td>5</td>
</tr>
<tr>
<td>Self-Directed Learning</td>
<td>5</td>
</tr>
<tr>
<td>Program Overview</td>
<td>5</td>
</tr>
<tr>
<td>SLDP Workbook</td>
<td>6</td>
</tr>
<tr>
<td>Progress Summary and Completion Record</td>
<td>6</td>
</tr>
<tr>
<td><strong>HOW TO USE THIS GUIDE</strong></td>
<td>7</td>
</tr>
<tr>
<td>SLDP Guide</td>
<td>7</td>
</tr>
<tr>
<td>SLDP Workbook</td>
<td>7</td>
</tr>
<tr>
<td>Explanation of Icons</td>
<td>7</td>
</tr>
<tr>
<td><strong>LEVEL ONE</strong></td>
<td>ERROR! BOOKMARK NOT DEFINED.</td>
</tr>
<tr>
<td>Training Session(s)</td>
<td>8</td>
</tr>
<tr>
<td>Experiential Activities</td>
<td>9</td>
</tr>
<tr>
<td>Workshop</td>
<td>12</td>
</tr>
<tr>
<td>Summary of Level One SLDP Requirements</td>
<td>12</td>
</tr>
<tr>
<td><strong>LEVEL TWO</strong></td>
<td>ERROR! BOOKMARK NOT DEFINED.</td>
</tr>
<tr>
<td>Training Session(s)</td>
<td>13</td>
</tr>
<tr>
<td>Experiential Activities</td>
<td>13</td>
</tr>
<tr>
<td>Workshop</td>
<td>15</td>
</tr>
<tr>
<td>Summary of Level Two SLDP Requirements</td>
<td>16</td>
</tr>
<tr>
<td><strong>LEVEL THREE</strong></td>
<td>ERROR! BOOKMARK NOT DEFINED.</td>
</tr>
<tr>
<td>Training Session(s)</td>
<td>17</td>
</tr>
<tr>
<td>Experiential Activities</td>
<td>17</td>
</tr>
<tr>
<td>Workshop</td>
<td>19</td>
</tr>
<tr>
<td>Summary of Level Three SLDP Requirements</td>
<td>20</td>
</tr>
<tr>
<td><strong>HELPFUL RESOURCES</strong></td>
<td>21</td>
</tr>
<tr>
<td>Websites: Leadership</td>
<td>21</td>
</tr>
<tr>
<td>Websites: The Petrochemical Industry</td>
<td>22</td>
</tr>
<tr>
<td>Books : Leadership</td>
<td>23</td>
</tr>
<tr>
<td>Books: The Petrochemical Industry</td>
<td>27</td>
</tr>
<tr>
<td><strong>ACKNOWLEDGEMENTS</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

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Introduction

The PETRONAS Scholars’ Leadership Development Program (SLDP) is designed to assist all scholars to develop the required Foundational Behaviours and leadership skills and competencies they will require as PETRONAS employees.

These behaviours, skills and competencies will be invaluable assets for all scholars, whether they are ultimately employed by PETRONAS or elsewhere in their communities.

Below is a brief outline of the PETRONAS Leadership Philosophy, Leadership Dimensions, Foundational Behaviours, and the leadership competencies desired for graduating PETRONAS scholars.

Additional and more detailed information will be provided through SLDP training sessions and workshops.

Experiential activities of the SLDP will also assist scholars to gain practical experience of leadership and a deeper understanding of the behaviours, dimensions and competencies needed for effective leadership.

PETRONAS Leadership Philosophy

The four key elements of the PETRONAS Leadership Philosophy are:
- Leadership qualities are in everyone
- Foundational behaviours for an environment where leaders can flourish
- Leaders are opportunity specific
- Stretch opportunities create outperforming leaders

Leadership Dimensions

Four Leadership Dimensions are the core of effective leadership at PETRONAS;
- Inspires Followers
- Develops People
- Behaves as Owner
- Outperforms

Foundational Behaviours

Foundational behaviours are needed across the organization in order to foster leadership development. Foundational behaviours encourage and nourish leadership behaviours and apply to all PETRONAS staff, both executives and non-executives.
The four Foundational Behaviours are: Reach Out; Develop People; Take Initiative; Be a Learner.

Reach Out

*Building network both internally and externally that can be called upon for support:*
- Able to work as a team
- Actively builds relationships within department/unit outside of current job scope
  (looks for opportunities to do this)
- Good communicator who can express ideas clearly to others
- Generous with sharing information, knowledge and ideas with others
- Observant of other people needs, offering support to others in their work areas where appropriate
- Takes an interest in people, demonstrating care and relates well to others

Develop People

*Motivate others to harness their potential:*
- Actively involved in peer to peer learning and development activities
- Responsible and accountable for one’s actions
- Supports and actively helps new-joiners who come into the company

Take Initiative

*Being proactive outside of own job scope, identify and seize opportunity for self and organization:*
- Proactively look for opportunities to contribute outside of current job scope
- Constantly search ways to do better in any job
- Resourceful in finding ways to contribute

Be a Learner

*Having learners’ mindset, identify and capture learning opportunities in various situations:*
- Self motivated to improve oneself
- Intellectually curious to learn about a wide range of topics
- Resourceful in finding knowledge relevant to personal development
- Actively seeks out learning opportunities (e.g. courses, training)
- Actively seeks feedback and coaching
- Links learning to business
- Demonstrates understanding of Oil & Gas economics
- Invests time outside of job scope to understand own business area
The following table shows the linkages between PETRONAS Foundational Behaviours and PETRONAS Leadership Dimensions:

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<thead>
<tr>
<th>Foundational Behaviour</th>
<th>Leadership Behaviour</th>
<th>Leadership Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach out</td>
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<td></td>
</tr>
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<td></td>
<td>• Build relationships and network</td>
<td>• Outperforms</td>
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<tr>
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<td>• Teamwork</td>
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<td>• Influencing others</td>
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<td>Develop People</td>
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<td></td>
<td>• Develop people</td>
<td>• Develops people</td>
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<tr>
<td>Take initiative</td>
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<td></td>
<td>• Organizational commitment and entrepreneurship</td>
<td>• Outperforms</td>
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<td>• Achievement orientation</td>
<td>• Behaviour as an owner</td>
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<td>Be a learner</td>
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<td></td>
<td>• Develop oneself</td>
<td>• Develops people</td>
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<td></td>
<td>• Strategic orientation</td>
<td>• Inspires followers</td>
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<td></td>
<td>• Business awareness</td>
<td>• Outperforms</td>
</tr>
</tbody>
</table>

**Leadership Competencies**

For young executives joining the company, PETRONAS requires graduates to have the following competencies (listed under each of the four PETRONAS Leadership Dimensions):

**Inspires Followers**
- Strategic Orientation
- Upholding Values

**Outperforms**
- Business Awareness
- Achievement Orientation
- Teamwork
- Influencing Others
- Relationship Building

**Develops People**
- Developing oneself and others

**Behaves as Owner**
- Organizational Commitment
The PETRONAS Scholars’ Leadership Development Program is implemented over a three-year period.

**Self-Directed Learning**

While attendance at specific training sessions or workshops is one requirement of this program, it is primarily based on a self-paced and self-directed model of learning. **Scholars are expected to take responsibility for their own learning throughout the program and for completing specified requirements.** This may be a significantly different experience for many scholars, when compared with the format or structure of their academic studies.

Becoming an effective self-directed learner is an important leadership quality, and is closely aligned with PETRONAS Foundational Behaviours.

As part of the self-directed learning process, scholars are required to undertake their own independent reading and research in relation to leadership and the oil and gas industry, as one of the *Experiential Activities* in each year of the SLDP.

**Program Overview**

The diagram below provides a high-level overview of the three-year program.

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**Overview of the SLDP**

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The SLDP is designed to assist students in developing leadership experience and skills at increasing levels of sophistication and complexity over the three years of the program.

**Training Sessions**

These will be held at the beginning of the year. They will provide information and other content to support scholars to complete the SLDP successfully. Attendance at training sessions is mandatory for all scholars participating in the program.

**Experiential Activities**

Experiential activities are designed to provide scholars with practical experience developing leadership qualities, skills and competencies. As they are largely self-directed and self-organised activities, they are also designed to assist scholars’ in developing the PETRONAS Foundational Behaviours – to *Reach Out, Develop People, Take Initiative* and *Be a Learner*. Though learning should be mostly self-directed, support may also be provided where necessary by peer mentors, fellow scholars, the PETRONAS Student Advisor and University-based student support services.

**Workshops**

Held towards the end of the academic year, workshops are designed to provide scholars with the opportunity to reflect on their leadership development during the year, discuss issues that have arisen for them in relation to leadership, and (in Levels One and Two) assist in planning for their following year in the program. Attendance at all workshops is also mandatory for scholars participating in the program.

**Reading & Research**

Scholars are required to read one book and research information from two websites *in each year of the course*. This is to enhance learning and support scholars’ development throughout their participation in the SLPD. Further information and full details the components and requirements for each year of the SLDP are provided later in this Guide.

**SLDP Workbook**

Accompanying this *SLDP Guide* is the *SLDP Workbook*, in which scholars are required to record various responses, outcomes and progress milestones. At the end of three years, this workbook will provide evidence of successful completion of the SLDP and document a scholar’s ‘learning journey’ over the course of the program.

**Progress Summary and Completion Record**

Specific requirements for successful completion of each program component are listed at the end of the *Level One*, *Level Two* and *Level Three* sections of this Guide. The full list of all requirements over the three years is also provided in the *Progress Summary and Completion Record*, located at the end of the *SLDP Workbook*. This is to assist scholars to keep track of their progress through the program, and provide a record of successful completion.
How to use this Guide

SLDP Guide

The SLDP Guide is designed to serve as an overview and reference source for the PETRONAS Scholars Leadership Development Program.

It outlines all key components and requirements of the three year program, explaining their purpose and the minimal requirements you need to meet in order to complete the program successfully. It also includes useful resources and tips to assist you as you learn and as you continue to develop your leadership capacities.

SLDP Workbook

Accompanying this Guide is the SLDP Workbook – a workbook consisting of templates, forms and questionnaires related to the various components of the program. You will fill out your workbook as you progress through the program.

Progress Summary and Completion Record

At the end of the SLDP Workbook is the Progress Summary and Completion Record. This will assist to keep a record of the program requirements you have begun or completed. It will provide you with a quick overview of your progress through the program, and a reference point when discussing progress with your peer mentor or Student Advisor.

It will also provide evidence of successful completion of all program components over the three years.

Explanation of Icons

Several icons are used throughout this guide. They are designed as reference points so you can identify key information more quickly. These icons are:

- ! Important Note
- 🔵 Training Session
- 🎉 Experiential Activity
- ✅ Summary of Requirements
- 📚 Workshop
- 🏷 Helpful Resource or Tip
**Training Session(s)**

During Level One of the SLDP, at least two training sessions will be provided by PETRONAS. Scholars will receive advance notice of the dates, times and venues, and are required to attend all sessions. Scholars are also required to seek out and participate in additional training sessions related to public speaking.

1. **Orientation Program**

   The Orientation Program (provided by PETRONAS) covers a broad spectrum of information and instruction important for PETRONAS Scholars. While it is not solely related to leadership development, attendance and participation in the Orientation Program is an important and required precursor for the SLDP.

2. **Introduction to the PETRONAS SLDP**

   This training session will be half to one day in duration. It will cover the following topics:
   - PETRONAS Leadership Philosophy, dimensions and competencies
   - PETRONAS’ expectations of scholars in relation to the SLDP
   - Familiarization with the SLDP Guide (this document)
   - Working with the Workbook
   - Becoming a self-directed learner
   - Leadership skills & qualities self-assessment
   - Setting leadership development and learning goals

3. **Public Speaking & Presentation Skills**

   Being able to inspire and influence others is something that is crucial for any effective leader. It is therefore important to develop both confidence and competence in public speaking or presentation. PETRONAS scholars are therefore required, in Level One of the SLDP, to seek out and participate in a public speaking training course or program.

   Here are three suggestions for locating a relevant program to enhance public speaking skills:

   a. **University-Based Student Programs.** A number of Universities provide short-courses in public speaking at no or little cost to students as part of their Student Support Services. If such a course is available, scholars may choose to participate in this program in order to complete this requirement of the SLDP.

   b. **Toastmasters.** Another option is for scholars to join a Toastmasters group in their local area. There is a small cost involved for participation, which varies somewhat from one region to another. To learn more about Toastmasters and to find a group in your local area, visit [http://www.toastmasters.org.au/](http://www.toastmasters.org.au/) or [http://www.toastmasters.org.nz](http://www.toastmasters.org.nz)
c. **Community Houses or Community Groups.** A number of Community Houses or other community groups may provide short-courses in public speaking or presentation skills. Scholars will need to check their local community guides or directories to find this information. Local Councils are an excellent place to start when looking for local information. The following websites provide links to Local Council directories:

- [http://www.localcouncils.govt.nz](http://www.localcouncils.govt.nz) (New Zealand)

**Experiential Activities**

In Level One, scholars are required to complete six (6) experiential activities. These are:

1. Leadership Profile
2. Establish and Lead a Study Group
3. Public Speaking & Presentations
4. Work with a Peer mentor
5. Community-Based Activity
6. Reading and Research

1. **Leadership Profile**

Leadership is a very complex phenomenon involving a wide range of different variables. It can also be highly situational – what works well in one situation may not work in another. Cultural and organisational differences also have a significant impact.

For example, the most effective strategies for developing others or inspiring followers (as in the PETRONAS Leadership Dimensions) can be significantly different in different countries around the world.

It is possible to learn all of this through reading the wealth of literature available on leadership. An almost overwhelming number of theories and frameworks have been developed in relation to leadership qualities, skills and competencies.

Scholars will no doubt encounter a number of these both during and after their time in the PETRONAS scholarship program. For example, a selection of well-known theorists and other material is available in the Resources and Bibliography section of this Guide.

Making sense of the widely differing models and theories about leadership can be a confusing task, particularly because different situations highlight different issues that are important for effective leadership and influence.

This first experiential activity for Level One of the SLDP is therefore designed to:

- Examine specific examples of leadership within the organizational, cultural and situational contexts in which they occurred.
- Allow PETRONAS scholars to experience building their own mental models and theories related to the complexities of leadership
- Assist scholars to develop a clearer understanding of the leadership qualities and competencies applicable in different situations

For this activity, scholars are required to:

a. **Select an example** of an effective leader from a movie, book, popular culture, or modern history.

b. **Develop and document a profile** of this leader that answers the following questions, providing examples or evidence to support each answer:
   - What qualities does the leader have that contribute(d) to his or her effectiveness?
   - What seems to motivate him or her?
   - Specifically, who is this individual able to influence? How?
   - Specifically, how are this leader and his/her behaviour influenced by the national or cultural setting, values, and so on?
   - What effects do the following variables have on the leader and his/her behaviour: subordinates/followers; situations; culture; available resources?
   - In addition to strengths, what weaknesses does the leader have?
   - To what extent do these weaknesses limit his or her effectiveness?
   - Would this individual’s effectiveness as a leader be as evident in different situations, organizations, or with other followers?
   - Which of the PETRONAS Foundational Behaviours or Leadership Dimensions were demonstrated by this leader’s behaviour and actions?

The SLDP Workbook repeats these questions and provides space to write responses. Scholars may choose to profile any individual, either real or fictitious, whom they find particularly compelling on a personal level. To deepen learning about leadership contexts, scholars are also encouraged to select an example of a leader belonging to a culture different from their own.

2. **Establish and lead a study group**

During Level One, scholars are required to:

- Identify at least 3 other students with whom it would be beneficial to study, in relation to University course material, tutorial preparation or a specific project
- Invite these students to form a study group and commit to it for a period of at least 2 months
- Convene and lead this group for at least 2 months

High academic achievement is important for all PETRONAS scholars – studying individually or in peer groups will be an integral part of their lives during their University courses. Participating in a study group is a helpful strategy to increase motivation when studying, as well as for achieving success. By asking that PETRONAS scholars take up a leadership role in forming, convening and leading such a group, this experiential activity links academic achievement with leadership development.

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3. Public Speaking and Presentations

This activity is related to the training scholars will undertake during Level One of the SLDP to develop their public speaking and presenting skills.

Scholars are required to deliver a minimum of two (2) public speeches or presentations that are NOT part of a University tutorial or workshop. If a scholar chooses to join and participate in Toastmasters, the record of their presentations and experience at a Toastmasters Club will be sufficient to meet this requirement. Other scholars will need to seek other opportunities to speak in public, perhaps for a local group (e.g. Rotary, Lions Club, Rostrum), at a conference or other event for PETRONAS or at their respective Universities.

4. Work with a Peer Mentor

This activity is designed to provide scholars in Level One of the SLDP with the support of more senior scholars in assisting them to develop their leadership skills.

Scholars are required to select a peer mentor with whom they can meet face-to-face at least once per fortnight for 6 months – a total of 12 face-to-face meetings altogether. At the end of the six-month period, each scholar will complete a leadership self-assessment in consultation/discussion with his or her peer mentor.

The focus of the peer mentoring relationship and discussions should be the issue of leadership qualities, skills and competencies. However it is also possible for a peer mentor to provide support on other issues such as acclimatization to a different culture or specific study skills etc, if these are pressing issues for the Level One scholar being mentored.

5. Community-Based Activity

During Level One of the SLDP, scholars are required to participate in at least one (1) of the following activities for the equivalent time period of at least 14 full days:

- Homestay
- A local social or sporting club (this may be University or community based)
- Camps (also may be University or community-based)

It is important for PETRONAS scholars to develop increasing confidence and effective communication skills in their new cultural, linguistic and community environments. This activity is designed to assist them in doing so, as a strong foundation from which they will be able to take up leadership roles of increasing responsibility and complexity over time.

6. Reading and Research

Scholars are required to read one (1) book and review two (2) websites related to the petrochemical industry. The SLDP Workbook provides space to record what has been

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1 Note: The term ‘peer mentor’ is used throughout this guide to differentiate the SLDP mentoring component from other PETRONAS mentoring programs implemented for employees within the company.
completed for this activity, as well as reflection on what has been learned. (For a list of suggested websites and books, see the Helpful Resources section at the end of this Guide.)

Workshop

The final component for Level One of the SLDP is a workshop that will be held towards the end of the academic year. Scholars will be informed well in advance by PETRONAS of the date, time and venue for the workshop. All scholars are required to attend. The aims of the workshop are to provide scholars with the opportunity to:

1. Reflect on their learning and progress to date
2. Discuss with other scholars the leadership ideas, issues and other matters that have arisen for them during the course of the year
3. Present the leadership profiles they have documented and discuss the implications and ramifications of these in relation to effective leadership
4. Raise and discuss any “burning questions” they would like to address, in relation to leadership development. These questions will be discussed in part during the workshop, but will also provide helpful information for planning relevant and appropriate training sessions for Level Two of the SLDP

Summary of Level One SLDP Requirements

☐ Attend all required training sessions and workshops
☐ Complete leadership self-assessment (during training session)
☐ Participate in a public speaking or presentation skills course
☐ Prepare and document a Leadership Profile on an effective leader of choice
☐ Establish, convene and lead a study group with at least 3 other students for at least 2 months
☐ Deliver a minimum of 2 public speeches or presentations that are NOT part of a University tutorial or workshop
☐ Work with a PETRONAS Scholar peer mentor for 6 months, meeting face-to-face at least fortnightly. (A minimum of 12 meetings)
☐ Participate actively in at least one of the following activities within the University or wider community: Homestay, camp, social or sporting club. (a minimum of 14 days time equivalent in total)
☐ Read ONE (1) book and review TWO (2) websites related to the petrochemical industry
☐ Record reflections, learning and other experiences in the SLDP Workbook

The above list is also documented in the SLDP Workbook. Scholars need to enter start and completion dates for each requirement in the Workbook. They may also use the above list to check off each requirement as it is completed.
Training Session(s)

During Level Two of the SLDP, at least two training sessions will be provided by PETRONAS. Leadership Training will be held at the start of the year, and the PETRONAS Re-Orientation program will be held towards the end of the year. Scholars will receive advance notice of the date(s), time(s) and venue(s). Scholars are required to attend all sessions.

1. Level Two Leadership Training

The program for this training session will incorporate:
- An outline of theories and models of effective leadership, with particular emphasis on their relevance to PETRONAS
- Different leadership styles and the context(s) in which these may apply
- Mentoring and coaching – similarities and differences
- Peer mentoring as a part of the SLDP
- How to establish a good peer mentoring relationship and be an effective peer mentor
- Review of individual leadership development and learning goals, and setting new goals for Level Two of the SLDP
- Additional topics as identified in the Level One Workshop

2. Re-Orientation Program

The Orientation Program (provided by PETRONAS) covers a broad spectrum of information and instruction important for PETRONAS Scholars. Although it is not solely related to leadership development, attendance and participation in the Re-orientation Program is included here as an important component of the SLDP.

Experiential Activities

In Level Two, scholars are required to complete five (5) experiential activities. These are:
1. Act as a Peer Mentor
2. Volunteer Work
3. Project Design and Leadership
4. Role of Responsibility
5. Reading and Research

1. Act as a Peer Mentor

Every scholar in Level Two of the SLDP is required to:
- Establish a peer mentoring relationship with one (1) junior scholar
- Meet face-to-face at least fortnightly with their mentee for six (6) months
- Assist the mentee to complete a leadership self-assessment at the end of the six month period
- Evaluate his/her performance as a peer mentor, incorporating feedback from the mentee

2. Volunteer work
Level Two SLDP scholars are required to act as a volunteer within their local community for a minimum period of fifty (50) hours during the year.

They may volunteer with a locally based charity, a welfare organisation or another local initiative designed to ‘make a difference’ for others in the community. They may also volunteer in more than one capacity with more than one organisation, in order to make up the required 50 hours of volunteer work.

Scholars will be responsible for researching and locating volunteer opportunities in their own area. Once again, Local Councils are a good place to start when looking for community organisations providing volunteer opportunities:
http://www.localcouncils.govt.nz (New Zealand)

Additional resources:
Ampersand: http://www.ampersand.org.au/ (Australia)
Volunteer Now: http://www.volunteernow.org.nz/ (New Zealand)

3. Project Design & Leadership
Effective project management (including such components as initial design, implementation and evaluation) is an important skill for any leader.

This experiential activity is to provide scholars with the opportunity to manage a relatively small project that involves others, but which is NOT related to their academic studies, from its initial design through to its completion.

Scholars are required to:
- Identify a personal initiative they would like to implement
- Plan/design the appropriate project steps and requirements
- Invite and obtain commitment from at least two others to participate
- Manage and lead the project from start to finish
- Evaluate the outcomes on completion of the project

Scholars are encouraged to select a topic or project that has personal or professional significance for them. Specific projects undertaken will vary widely according to the interests and passions of each scholar.
Here are some examples of the type of project a Level Two scholar could design and lead:
- A trip or travel to a desired destination with at least two other people
- Lead a team to run an event for fellow scholars or others in their community (e.g. a dinner, a sporting activity)
- A short-term fund-raising activity for a local charity or community group
- Work with a small team of fellow scholars to develop a guide to resources (clubs, shops, restaurants, launderettes, information centres etc) in their local community that could be helpful for PETRONAS scholars

4. Role of Responsibility
Level Two scholars are required to act in a responsible role for at least six (6) months in a student group, club or community organisation.

This does not have to be an elected leadership position, but is one in which the scholar is responsible for a particular area of the club’s or organisation’s operation. It may be a responsibility he/she is asked to adopt, or it may be one suggested/selected by the scholar, after identifying something that needs attention.

For example, a scholar may observe that a club is struggling with attendance at its events or meetings. A ‘position of responsibility’ in this instance could involve implementing a variety of strategies to resolve this issue and taking responsibility for making sure these strategies are implemented successfully.

For this experiential activity, scholars are therefore required to:
- Identify an area for action within a student or community-based group OR be invited to address an area for action
- Take responsibility for this action area for at least six (6) months
- Evaluate his/her success in this role at the end of the six month period

5. Reading and Research
Scholars are required to read one (1) book and review two (2) websites related to leadership or the petrochemical industry. The SLDP Workbook provides space to record what has been completed for this activity, as well as reflection on what has been learned. (For a list of suggested websites and books, see the Helpful Resources section at the end of this Guide.)

Workshop
The final component for Level Two of the SLDP is a workshop that will be held towards the end of the academic year. Scholars will be informed well in advance by PETRONAS of the date, time and venue for the workshop. All scholars are required to attend.
The aims of the workshop are to provide scholars with the opportunity to:

1. Reflect on their learning and progress to date
2. Discuss and report on their experiences as peer mentors during the year, including providing key tips or advice for upcoming peer mentors
3. Discuss with other scholars the leadership ideas, issues and other matters that have arisen for them during the course of the year
4. Evaluate their existing leadership skills and qualities by means of both self-assessment and peer-assessment processes
5. Raise and discuss any “burning questions” they would like to address, in relation to leadership development. (These questions will be discussed in part during the workshop, but will also provide helpful information for planning relevant and appropriate training sessions for Level Three of the SLDP)

Summary of Level Two SLDP Requirements

☐ Attend all required training sessions and workshops
☐ Act as a Peer Mentor for one junior PETRONAS Scholar for 6 months, meeting face-to-face at least fortnightly. (A minimum of 12 meetings)
☐ Assist the mentee to complete a leadership self-assessment at the end of the 6 month period, providing feedback as required
☐ Evaluate performance as a peer mentor, incorporating feedback from the mentee
☐ Complete a minimum of 50 hours participation as a volunteer within the community
☐ Identify, design, lead and evaluate a personal or community-based project
☐ Take responsibility for a specific area of action within a student group, club or community organisation
☐ Read ONE (1) book and review TWO (2) websites related to leadership or the petrochemical industry
☐ Record reflections, learning and other experiences in the SLDP Workbook

The above list is also documented in the SLDP Workbook. Scholars need to enter start and completion dates for each requirement in the Workbook. They may also use the above list to check off each requirement as it is completed.
Training Session(s)

In Level Three of the SLDP, a two-day training program will be provided by PETRONAS at the start of the year. Scholars will receive advance notice of the date, time and venue. All scholars in Level Three of the SLDP are required to attend.

1. Level Three Leadership Training

Topics to be covered in this two-day program for Level Three of the SLDP will be:
- Review of leadership models or styles and their application in different contexts
- The world of work – expectations, roles, rights and responsibilities
- Project design and implementation
- Group facilitation skills
- Dealing with diversity
- Dealing with conflict
- Review of leadership development and learning goals and setting fresh goals for Level Three of the SLDP
- Additional topics as identified in the Level Two Workshop

Experiential Activities

In Level Three of the SLDP, scholars are required to complete four (4) experiential activities. These are:

1. Internship or Work Placement
2. Leadership Position
3. Community Volunteer Project (Design and Leadership)
4. Reading and Research

1. Internship or Work Placement

Scholars in Level Three of the SLDP are required to complete a minimum of 20 days (4 weeks) in an internship or work placement. This may be within a PETRONAS company or subsidiary, or it may be within another company or organization where available/appropriate. All scholars are encouraged to take the initiative to arrange this placement or internship for themselves, but may obtain assistance from their Student Advisor and/or PETRONAS as required.

On completion of this placement or internship, scholars are required to obtain feedback and a review of their performance from the relevant employer, manager or supervisor. The SLDP Workplace Performance Review Form is provided as Appendix A of the SLDP Workbook. See the LEVEL THREE section of the SLDP Workbook for instructions on using this form.
2. Leadership Position

PETRONAS scholars in Level Three of The SLDP are required to act in a leadership position in any club or other community group for a period of at least six (6) months.

This leadership position may be completed in a number of ways such as: assisting the Student Advisor to implement the SLDP for other more junior scholars; within a PETRONAS Scholars’ Club; in a University club or group; any other community group or initiative. Acting as President, Secretary or Treasurer of a club, as Chairperson of a committee, or in any other designated leadership position would satisfy this requirement for Level Three of the SLDP.

It is expected that, during the first two years of the SLDP, scholars will have demonstrated the leadership qualities, as well as gained the skills and experience necessary, to gain election or appointment to such a position successfully.

It is of course acknowledged that a willingness to act in a leadership position is not necessarily a guarantee of selection, particularly in a democratic election process. If a Level Three scholar nominates for several leadership positions but is not successful through the election processes, he or she can seek other avenues. For example, in some clubs or groups, leadership positions are hard to fill and not heavily contested. In these instances, simply putting your name forward would be sufficient to gain the relevant position – with other club members very grateful that you have stepped forward!

A helpful strategy to ensure you complete this requirement successfully would therefore be to:

a. Identify several leadership positions, perhaps within several different clubs or groups, which you would be interested and motivated to fulfill.

b. Nominate yourself or (if the process requires this) ask someone else to nominate you for more than one position. (If elected/selected for more than one position, you are in the happy situation of choosing your preferred option and withdrawing gracefully from the other.)

c. If unsuccessful in gaining election/selection through the above process, look for another opportunity with a group that is having difficulty filling one or some of their leadership positions and nominate yourself to step into the role.

3. Community Volunteer Project (Design and Leadership)

This activity is designed to extend further the skills and experience gained through the experiential Project Design and Leadership activity completed during Level Two of the SLDP.

For that activity, scholars designed and implemented a relatively small-scale project based on personal or professional interests. In Level Three of the SLDP, scholars are required to undertake a larger-scale project with wider scope and greater impact than the project completed in Level Two.
Scholars may again select any project or initiative that has particular significance for them, either personally or professionally. Some resources for finding a volunteer opportunity are:

Local Councils:
- [http://www.localcouncils.govt.nz](http://www.localcouncils.govt.nz) (New Zealand)

Volunteering Websites:

For this experiential activity, Level Three SLDP scholars are required to:
- Identify a community cause, activity or other project they would like to implement, which will help to ‘make a difference’ for others
- Invite and obtain commitment from at least 4 other people to work as a team on the project
- Lead the team through planning, implementation and evaluation of the project
- Use the relevant section of the SLDP Workbook to complete a report on the project, including the following information:
  - a brief summary of the project, who was involved and what occurred
  - key successes/achievements
  - significant challenges and how these were overcome
  - an evaluative review of the outcomes
  - a reflection on the leadership skills and experience they have gained through this activity

6. Reading and Research

Scholars are required to read one (1) book and review two (2) websites related to leadership or the petrochemical industry. The SLDP Workbook provides space to record what has been completed for this activity, as well as reflection on what has been learned. (For a list of suggested websites and books, see the Helpful Resources section at the end of this Guide.)

**Workshop**

A final workshop will be held for Level Three SLDP scholars towards the end of the academic year. Scholars will be informed well in advance by PETRONAS of the date, time and venue for the workshop. All scholars are required to attend.

The aims of the workshop are to provide scholars with the opportunity to:

1. Reflect on their learning and progress during the three years of the SLDP
2. Share and review their SLDP Workbook and Learning Journal in discussion with other scholars
3. Discuss leadership ideas, issues and other matters that have arisen for them during the course of Level Three of the program
4. Evaluate the leadership skills and qualities they have gained and demonstrated, through both self-assessment and peer-assessment processes
5. Raise and discuss any “burning questions” they would like to address, in relation to leadership development

This final workshop for the SLDP will also provide an opportunity for scholars to share their success and celebrate their achievement in completing the formal three year program!

Summary of Level Three SLDP Requirements

☐ Attend all required training sessions and workshops
☐ Complete 20 days (4 weeks) of an internship or other work placement
☐ Obtain an assessment of performance during this internship or work placement from the employer or supervisor
☐ Act in a leadership position in any club or other community group for a period of at least six (6) months.
☐ Lead a community-based volunteer project, involving at least 4 other team members and designed to ‘make a difference’ for others in the community
☐ Complete a written report (in the SLDP Workbook) on the community-based volunteer project
☐ Read ONE (1) book and review TWO (2) websites related to leadership or the petrochemical industry
☐ Record reflections, learning and other experiences in the SLDP Workbook & Progress Journal

The above list is also documented in the SLDP Workbook. Scholars need to enter start and completion dates for each requirement in the Workbook. They may also use the above list to check off each requirement as it is completed.

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Helpful Resources

**Websites: Leadership**

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<tr>
<th>Title</th>
<th>URL</th>
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<tbody>
<tr>
<td>Center for Creative Leadership</td>
<td><a href="http://www.ccl.org/leadership/index.aspx">http://www.ccl.org/leadership/index.aspx</a></td>
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<tr>
<td>E-Journal of Organizational Learning and Leadership</td>
<td><a href="http://www.weleadinlearning.org/">http://www.weleadinlearning.org/</a></td>
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<tr>
<td>Emerging Leader</td>
<td><a href="http://www.emergingleader.com/">http://www.emergingleader.com/</a></td>
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<tr>
<td>Greenleaf Center for Servant Leadership</td>
<td><a href="http://www.greenleaf.org/index.html">http://www.greenleaf.org/index.html</a></td>
</tr>
<tr>
<td>Guidelines to Understand Literature about Leadership</td>
<td><a href="http://www.managethelp.org/ldrship/lpng_lit.htm">http://www.managethelp.org/ldrship/lpng_lit.htm</a></td>
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<tr>
<td>Inc.com: Leadership Resources</td>
<td><a href="http://www.inc.com/resources/leadership/">http://www.inc.com/resources/leadership/</a></td>
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<tr>
<td>Jim Collins' Website</td>
<td><a href="http://www.jimcollins.com/index.html">http://www.jimcollins.com/index.html</a></td>
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<tr>
<td>Leader to Leader Institute</td>
<td><a href="http://www.leadertoleader.org/">http://www.leadertoleader.org/</a></td>
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<td>Leaders Direct</td>
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<td>Leadership 501</td>
<td><a href="http://www.leadership501.com/">http://www.leadership501.com/</a></td>
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<td>Leadership Knowledge Base</td>
<td><a href="http://www.sonic.net/~mfreeman/">http://www.sonic.net/~mfreeman/</a></td>
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<td>Leadership Learning Community</td>
<td><a href="http://www.leadershiplearning.org/">http://www.leadershiplearning.org/</a></td>
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<tr>
<td>Leadership Skills (Articles)</td>
<td><a href="http://www.bensimonton.com/articles.html">http://www.bensimonton.com/articles.html</a></td>
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<tr>
<td>LeaderValues</td>
<td><a href="http://www.leader-values.com/default.asp">http://www.leader-values.com/default.asp</a></td>
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<tr>
<td>ME96 Leadership Pages</td>
<td><a href="http://www.see.ed.ac.uk/~gerard/MENG/ME96/intro.html">http://www.see.ed.ac.uk/~gerard/MENG/ME96/intro.html</a></td>
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<tr>
<td>Right To Lead</td>
<td><a href="http://www.righttolead.com/">http://www.righttolead.com/</a></td>
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<tr>
<td>Self-Managed Mentoring</td>
<td><a href="http://www.kon.org/mentoring/index.html">http://www.kon.org/mentoring/index.html</a></td>
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## Websites: The Petrochemical Industry

<table>
<thead>
<tr>
<th>TITLE</th>
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<tbody>
<tr>
<td>Alexander's Oil and Gas Connections</td>
<td><a href="http://www.gasandoil.com/">http://www.gasandoil.com/</a></td>
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<tr>
<td>ASPO Australia</td>
<td><a href="http://www.aspo-australia.org.au">http://www.aspo-australia.org.au</a></td>
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<td>ASPO New Zealand</td>
<td><a href="http://www.aspo.org.nz/">http://www.aspo.org.nz/</a></td>
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<tr>
<td>Association of Petrochemicals Producers in Europe (APPE)</td>
<td><a href="http://www.petrochemistry.net/">http://www.petrochemistry.net/</a></td>
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<tr>
<td>Energy Asia</td>
<td><a href="http://www.energyasia.com/">http://www.energyasia.com/</a></td>
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<tr>
<td>Energy Intelligence</td>
<td><a href="http://www.piwpubs.com/">http://www.piwpubs.com/</a></td>
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<tr>
<td>International Association for Energy Economics</td>
<td><a href="http://www.iaee.org">http://www.iaee.org</a></td>
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<td>International Energy Agency</td>
<td><a href="http://www.iea.org">http://www.iea.org</a></td>
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<tr>
<td>Malaysian Petrochemicals Association (MPA)</td>
<td><a href="http://www.mpa.org.my">http://www.mpa.org.my</a></td>
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<tr>
<td>Offshore-technology.com</td>
<td><a href="http://www.offshore-technology.com/">http://www.offshore-technology.com/</a></td>
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<td>Oil (News Site)</td>
<td><a href="http://oil.com/">http://oil.com/</a></td>
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<td>Oil and Gas International (PETRONAS is a Corporate</td>
<td><a href="http://www.oilandgasinternational.com/">http://www.oilandgasinternational.com/</a></td>
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<td>Subscriber to this journal)</td>
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<tr>
<td>Oil and Gas Journal</td>
<td><a href="http://www.ogj.com/index.cfm">http://www.ogj.com/index.cfm</a></td>
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<td>OPEC</td>
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<td>Petroleum Economist</td>
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<td>PETRONAS</td>
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<td>Petrostrategies Inc.</td>
<td><a href="http://www.petrostrategies.org/">http://www.petrostrategies.org/</a></td>
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<td>Platts</td>
<td><a href="http://www.platts.com/">http://www.platts.com/</a></td>
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<td>Refining Online</td>
<td><a href="http://www.refiningonline.com/">http://www.refiningonline.com/</a></td>
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<td>RIGZONE (Gateway site)</td>
<td><a href="http://www.rigzone.com/">http://www.rigzone.com/</a></td>
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<td>Safan.com</td>
<td><a href="http://www.safan.com/spindex.html">http://www.safan.com/spindex.html</a></td>
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<tr>
<td>Society of Petroleum Engineers</td>
<td><a href="http://www.spe.org">http://www.spe.org</a></td>
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<td>Subsea Oil and Gas Directory</td>
<td><a href="http://www.subsea.org/">http://www.subsea.org/</a></td>
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<td>Touch Oil and Gas</td>
<td><a href="http://www.touchoilandgas.com/">http://www.touchoilandgas.com/</a></td>
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<tr>
<td>World Bank Oil, Gas, Mining and Chemicals Department</td>
<td><a href="http://www.worldbank.org/ogmc/">http://www.worldbank.org/ogmc/</a></td>
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<td>WorldOil.com</td>
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### Books: Leadership

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<th>Title</th>
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<tbody>
<tr>
<td><strong>Building the Awesome Organization; Six Essential Components that Drive Entrepreneurial Growth</strong> by Katherine Catlin and Jana Matthews (2002)</td>
<td>Building the Awesome Organization discusses the eight components of an awesome organization. This book will help you to realize the core competencies for growth. It describes the processes, policies and systems that support growth. Find out how to attract and retain awesome people and develop an environment that motivates and empowers people to achieve extraordinary results. <em>(Excerpt from Amazon.com)</em></td>
</tr>
<tr>
<td><strong>Connective Leadership: Managing in a Changing World</strong> by Jean Lipman-Blumen (2000)</td>
<td>Business today is framed by two global tensions. On the one hand, the age of the Internet has ushered in an unprecedented interdependence. On the other hand, we still live in an autonomous world of diverse nations and unique individuals, and the businesses and organizations that we have created to represent us are equally unique. In this conflicting environment, a special approach to leadership is called for; one that tames these two forces and integrates them in a political but ethical way. The Connective Leadership model defines that approach, emphasizing various modes of working with and through other people instead of bowing to authoritarianism. Based on extensive research analyzing the leadership styles of more than 5,000 leaders and managers world-wide, Lipman-Blumen has developed an innovative strategy that demonstrates how to move beyond competition towards an &quot;ethical instrumentalism&quot; that employs the talents of others to achieve strategic goals. <em>(Excerpt from the publisher)</em></td>
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<tr>
<td><strong>Developing the Leader Within You</strong> by John C. Maxwell (1993)</td>
<td>John Maxwell examines the differences between leadership styles, and outlines principles for inspiring, motivating, and influencing others. These principles can be used in any organization to foster integrity and self-discipline and bring a positive change. <em>Developing the Leader Within You</em> also allows readers to examine how to be effective in the highest calling of leadership by understanding the five characteristics that set &quot;leader managers&quot; apart from &quot;run-of-the-mill managers.&quot; In this John Maxwell classic, he shows readers how to develop the vision, value, influence, and motivation required of successful leaders. <em>(Excerpt from Amazon.com)</em></td>
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<td>Book Title</td>
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<tr>
<td>Developing The Leaders Around You: How to Help Others Reach Their Full Potential</td>
<td>John C. Maxwell (2003)</td>
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<tr>
<td>Leadership and the New Science; Discovering Order in a Chaotic World</td>
<td>Margaret Wheatley (2006)</td>
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<tr>
<td>Leadership Jazz</td>
<td>Max DePree (1993)</td>
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</tbody>
</table>
Leadership on the Line: Staying Alive through the Dangers of Leading

Climbing Mount Everest: dangerous. Hitchhiking in Colombia: very dangerous. Leading through change: perilous. Perilous but possible, say Heifetz and Linsky in their encouragingly practical guide to putting yourself on the line and negotiating the hazards of leadership. As the authors acknowledge, many leadership books are "all about inspiration, but downplay the perspiration". This one doesn't. Leadership is always a risky business, but those risks can be understood and reduced. Effective leadership comes from doing more than the technical work of routine management; it involves adaptive work on the part of the leader, and a willingness to confront and disturb people, promote their resourcefulness, and engage their ability to adjust to new realities. But adaptive change always encounters resistance. Heifetz and Linsky examine four forms of resistance – marginalization, diversion, attack, and seduction – before presenting a number of practical resistance-response skills to nurture and employ. The dangers of leadership also spring from within, however, and the book's final section addresses ways to recognize and manage competing "hungers" and learn to distinguish one's roles from one's self. The authors' points are illustrated by the experiences of leaders from all walks of life, making this a useful and inspiring manual for anyone hoping to put themselves on the line and make a difference in the lives of others. (Excerpt from Amazon.com)

Leading Beyond the Walls: Wisdom to Action Series
by Frances Hesselbein, Marshal Goldsmith and Iain Somerville (2001)

In Leading Beyond the Walls, twenty-nine great thinkers examine leaders adept at establishing partnerships, alliances, and networks both within and outside their organizations. They address the challenge of leading in an age when the old rules and conventional boundaries no longer exist. Peter F. Drucker, Stephen R. Covey, Peter M. Senge, Jim Collins, Noel Tichy, Regina E. Herzlinger, C.K. Prahalad, and Sally Helgesen are among those who explore new ways of building relationships, new approaches to strategy and marketing, new models of employee relations, and other innovations. Their essays herald a new world where success comes to those willing to move beyond the walls of tradition and inertia. (Excerpt from Amazon.com)

More Than a Motorcycle: The Leadership Journey at Harley-Davidson
by Teerlink and Ozley (2000)

More Than a Motorcycle is the story behind the story of the purposeful transformation of an American icon – as told by the two individuals who were most deeply involved in that process. While marketers and the media alike have long celebrated Harley, this candid inside account goes behind the headlines to reveal the highlights and lowlights, the victories and setbacks, and the breakthroughs and dead ends experienced by Teerlink, Ozley, and others as the company engaged in this transformational change effort. (Excerpt from Amazon.com)
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<th>Title</th>
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<tr>
<td>Primal Leadership: Learning to Lead with Emotional Intelligence</td>
<td>Bestselling author Daniel Goleman's theories on emotional intelligence (EI) have radically altered common understanding of what &quot;being smart&quot; entails, and in <em>Primal Leadership</em>, he and his coauthors present the case for cultivating emotionally intelligent leaders. Focusing on the four domains of emotional intelligence – self-awareness, self-management, social awareness, and relationship management – they explore what contributes to and detracts from &quot;resonant leadership&quot;, and how the development of these four EI competencies spawns different leadership styles. The authors' discussion of these methods is informed by research on the workplace climates engendered by the leadership styles of more than 3,870 executives. The book's final section takes the personal process of developing resonant leadership and applies it to the entire organizational culture. <em>(Excerpt from Amazon.com)</em></td>
</tr>
<tr>
<td>Principle-Centered Leadership by Stephen R. Covey (1992)</td>
<td>Following his successful <em>Seven Habits of Highly Effective People</em>, Covey now responds to the particular challenges of business leaders by applying his natural laws, or principles, of life to organizations. Covey explains these laws (security, guidance, wisdom, and power), and discusses how seven habits that practice and focus on these principles will result in personal and organizational transformation. He reminds us that personal and organizational success is hard work, requires unwavering commitment and long-term perspective, and is achievable only if we are prepared for a complete paradigm shift in our perspective. <em>(Excerpt from Amazon.com)</em></td>
</tr>
<tr>
<td>Synchronicity: The Inner Path of Leadership by Joseph Jaworski (1996)</td>
<td>Synchronicity is an inspirational guide to developing the most essential leadership capacity for our time: how we can collectively shape our future. Joseph Jaworski offers a new definition of leadership that applies to all types of leaders: community, regional, national, international, corporate, and political. &quot;Synchronicity illustrates that leadership is about the release of human possibilities, about enabling others to break free of limits-created organizationally or self-imposed. Although this book describes the author’s personal journey, it contains profound messages about organizational learning and effectiveness.&quot; [Phil Carroll, President and CEO, Shell Oil Company] <em>(Excerpt from the publisher)</em></td>
</tr>
<tr>
<td>The Female Advantage; Women's Ways of Leadership by Sally Helgesen (1990)</td>
<td>In her bestselling 1990 book, Sally Helgesen discovered that men and women approach work in fundamentally different ways. Many of these differences hold distinct advantages for women, who excel at running organizations that foster creativity, cooperation, and intuitive decision-making power, necessities for companies of the twenty-first century. Helgesen's findings reveal that organizations run by women do not take the form of the traditional hierarchical pyramid, but more closely resemble a web, where leaders reach out, not down, to form an interrelating matrix built around a central purpose. <em>(Excerpt from the publisher)</em></td>
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</table>

Creating a research base of 60,000 leaders and constituents, Kouzes and Posner surveyed people at all organizational levels in a variety of organizations. In doing so, they discovered recurring patterns of success and distilled a solid set of practical, concrete concepts and behaviors. The extraordinary results achieved by the ordinary people who applied these fundamental leadership skills underscore the fact that opportunities for leadership are available to all of us every day. (Excerpt from the publisher)


The question of leadership has always been a crucial one for human society. Robert K. Greenleaf answered this question with a revolutionary idea whose influences continue to be felt strongly to this day. Greenleaf proposes that truly great leaders are not motivated by the selfish desire to increase their own power or prestige, but by a yearning to help others. (Excerpt from the publisher)

Books: The Petrochemical Industry


Natural Gas has been called "the prince of hydrocarbons," an abundant resource that is versatile, competitive with other fuels and popular throughout the world. Newer technologies that can deliver natural gas to worldwide markets coupled with its reputation as a clean-building, efficient energy source make natural gas the international "fuel of the future." Key features and benefits [of this book] are: thorough understanding of the entire natural gas value chain; gas terms, conversion units, commercialization, and marketing issues; current and emerging international players; and the latest in technology development. (Excerpt from Amazon.com)


Handbook contains the latest technologies in the field of petroleum refining processes. Offers detailed description of process chemistry and thermodynamics and product by-product specifications of plants. Contributors are drawn from the largest petroleum producers in the world, including Chevron, Mobil, Shell, Exxon, UOP, and Texaco. Covers the very latest technologies in the field of petroleum refining processes. Completely updated 3rd Edition features 50% all new material. Provides a detailed description and review of process chemistry and thermodynamics, product and by-product specifications, wastes, and emissions. Expanded to include 50% new material. (This edition 2003. Previous edition c1997) (Excerpt from Amazon.com)
<table>
<thead>
<tr>
<th>Book Title</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Nontecnical Guide to Petroleum Geology, Exploration, Drilling and Production</strong> by Norman Hyne (2001)</td>
<td>“The most complete upstream guide available”. Dr Hyne provides and easy-to-understand explanation of complex topics using many pictures, graphs and illustrations. Thousands of professionals and students have used this best-selling guide to further their understanding of petroleum geology, exploration, drilling and production. [This] edition covers it all – how oil &amp; gas is formed; how to find commercial quantities; how to drill, evaluate and complete a well – all the way through production and improved oil recovery. Read it cover-to-cover as a complete primer, read it a section at a time as it comes up in your profession, and keep it handy as a quick reference. <em>(Excerpt from the publisher)</em></td>
</tr>
<tr>
<td><strong>Oil and Gas Pipelines in Nontechnical Language</strong> by Thomas Miesner and William Leffler (2006)</td>
<td>Oil &amp; Gas Pipelines in Nontechnical Language examines the processes, techniques, equipment, and facilities used to transport liquids such as refined products, crude oil, natural gas, and natural gas liquids through cross-country pipelines. Topics include the importance of the pipeline infrastructure; planning, designing, constructing, operating, and maintaining pipelines; regulatory requirements; and the challenges for the future. Special emphasis is included on control and leak detection systems as well as emerging technologies and systems to ensure safe and environmentally sound operation. Thorough but easy to read, this text is useful for anyone who wants to learn about pipelines, from petroleum industry newcomers and students to personnel in related arenas such as legal, accounting, financial, government, and others. Features and benefits: Concise overviews of the various pipeline functions and operations; Individual coverage of oil, natural gas, and chemical pipeline operations and their differences; Descriptive photos, charts, and tables for easy comprehension. <em>(Excerpt from the publisher)</em></td>
</tr>
<tr>
<td><strong>Oil and Gas Production in Nontechnical Language</strong> by Martin Raymond and William Leffler (2005)</td>
<td>This nontechnical treatment is a great introduction to oil and gas production for anyone from beginning petroleum engineering and geology students to accountants, salespersons, and other professionals interested in the industry. Co-authored by Martin Raymond, a veteran production manager, and William Leffler, one of the top petroleum nontechnical writers, it is an easy-to-read reference for those who deal with petroleum industry personnel and production issues in their jobs, but need a quick overview of the technical and business issues. Complete with helpful charts and diagrams, this book covers everything from production equipment and processes to theory, business operations, and strategies. <em>(Excerpt from the publisher)</em></td>
</tr>
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</table>
**Petrochemicals in Nontechnical Language** by Donald Burdick and William Leffler (2001)

An overview of petrochemicals, for the non-expert. Covers 90% of the traded petrochemicals today, by volume. Can be used as a reference or primer in petrochemical economics, or as a study tool. Exercises are provided at the end of each chapter. In the words of the authors: “We wrote the first edition of this book in 1983. Our intent was to create something to allow people outside the business to be able to talk knowledgeably and cogently to people inside petrochemicals. Little did we believe that the 3rd edition 20 years later would still be in demand for the same basic purpose”. *(Excerpt from the publisher)*

**Petrochemicals: The Rise of an Industry** by Peter Spitz (1988)

Well known chemical industrialist, Peter Spitz, presents an overview of the petrochemical industry from the perspective of his own experience. Covers the unusually rapid growth of the Petrochemical Industry from the 1920s to the 1970s, painting an interesting picture of interconnected scientific, engineering and economic achievements. Starts with the German chemical industry in the early 1900s and follows its vast growth and great importance as a provider of a variety of products necessary in plastics, fibers, synthetic rubbers and more. Discusses problems relevant to current industry. *(Excerpt from the publisher)*


Written by experts with both academic and professional experience in refinery operation, design, and evaluation, Petroleum Refining Technology and Economics, Fifth Edition (2007) is an essential textbook for students and a vital resource for engineers. This latest edition of a bestselling text provides updated data and addresses changes in refinery feedstock, product distribution, and processing requirements resulting from federal and state legislation. Providing a detailed overview of today's integrated fuels refinery, the book discusses each major refining process as they relate to topics such as feedstock preparation, operating costs, catalysts, yields, finished product properties, and economics. It also contains end-of-chapter problems and an ongoing case study. *(Excerpt from Amazon.com)*

**Pioneering Offshore: The Early Years** by F. J. Schempf (2007)

*Pioneering Offshore: The Early Years* takes over-water petroleum development from its beginnings in the late nineteenth century through the mid-1960s. In addition to the historical narrative, interwoven into *Pioneering Offshore* are stories from this time period obtained from in-depth interviews of more than 125 industry pioneers, providing a historical context for their contributions in the industry’s advancement and in the development of its distinct technologies. *(Excerpt from the publisher)*
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