The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS1A22M
Subject Title	Promotion of Leadership Qualities in University Students
Credit Value	3
Level	1

GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) :
	
	☐ **Healthy Lifestyle**
	☐ **Freshman Seminar**
	☐ **Languages and Communication Requirement (LCR)**
	☐ **Leadership and Intra-Personal Development**
	☐ **Service-Learning**
	☒ **Cluster-Area Requirement (CAR)**
	    ☒ Human Nature, Relations and Development
	    ☐ Community, Organization and Globalization
	    ☐ History, Cultures and World Views
	    ☐ Science, Technology and Environment
	☐ **China-Study Requirement**
	    ☐ Yes or ☐ No
	☐ **Writing and Reading Requirements**
	    ☐ English or ☐ Chinese

Pre-requisite / Co-requisite/ Exclusion	Exclusion APSS1L01 Tomorrow's Leaders, or MM1051 Tango! Managing Self & Leading Others
Objectives	Ample research indicates that there are many developmental needs of university students who are usually regarded as the leaders of tomorrow. Unfortunately, amongst university subjects on leadership, few subjects include notions underscoring the importance of "soft skills" (e.g., social competence, emotional competence, spirituality, morality, resilience, etc.) which are becoming increasingly important for leaders in today's society. Globalization calls for the need for mobility across roles, industries, and locations; therefore, equipping graduates with both hard *and* soft skills which are transferrable and applicable to their life-long pursuit as leaders is of emerging importance. The subject is designed to enable students to learn and integrate theories, research and concepts of the basic personal qualities (particularly intra-personal and interpersonal qualities) of effective leaders within the Chinese context. This subject also intends to train students to develop and reflect on their intra-personal and interpersonal qualities. Finally, the subject promotes the development of an active pursuit of knowledge on personal qualities in leadership amongst students.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. understand and integrate theories, research and concepts on the basic qualities (particularly intra-personal and interpersonal qualities) of effective leaders in the Chinese context;

	b. develop self-awareness and understanding of oneself; c. acquire interpersonal skills; d. develop self-reflection skills in their learning; and e. recognize the importance of active pursuit of knowledge on intra-personal and interpersonal leadership qualities.
Subject Synopsis/ Indicative Syllabus	1. An overview of the personal attributes of effective leaders: role of self-understanding and interpersonal relationship qualities; 2. Self-understanding: theories and concepts, self-concept, self-esteem and personal identity, the role of self-understanding in effective leadership; 3. Emotional Competence: awareness and understanding of emotions, emotional quotient (EQ), role of emotional management in effective leadership; 4. Cognitive competence: different types of thinking, higher-order thinking, experiential learning, role of cognitive competence in effective leadership; 5. Resilience: stresses faced by adolescents, life adversities, coping with life stresses, adversity quotient (AQ), role of resilience in effective leadership; 6. Spirituality: meaning in life and adolescent development, spirituality and mental health, role of spirituality in effective leadership; 7. Ethics and morality: moral issues and moral competence, role of ethics and morality in effective leadership; 8. Social competence: basic social competence skills, ability to build up positive human relationship, role of social competence in effective leadership; 9. Interpersonal communication: theories, skills and blocks of interpersonal communication, communication in interpersonal and family contexts; 10. Interpersonal conflict: theories of interpersonal conflict, conflict resolution skills, role of conflict resolution in effective leadership; 11. Relationship building and maintenance: tactics of building and maintaining relationship, relationship quality and effective leadership; 12. Team building: tactics and strategies of team building, identifying common goals in a team, maintaining morale and dealing with demoralization; 13. Assertiveness: respecting the views of oneself and others, guilt feelings related to assertiveness and non-assertiveness, being an assertive leader; and 14. Interpersonal harmony: interpersonal harmony in the Chinese culture and families, interpersonal harmony and effective leadership.
Teaching/Learning Methodology	Students taking this course are expected to be sensitive to their own behaviors in the intra-personal and interpersonal contexts. Both intellectual thinking and experiential learning are emphasized in the course. Some case studies on successful and fallen leaders will also be covered in the course. The teaching/learning methodology includes: 1. Lectures; 2. Experiential learning sessions; 3. Group project; and 4. Written assignment. In addition to lecturing, students will also engage in experiential learning activities such as discussions and debates on critical issues central to leadership, role-plays of situations faced by leaders, problem-based cases to solve, demonstrations, questionnaires, games and simulations. Through experimenting

| | | | and practicing, students will be able to reflect on the experience to better assimilate, conceptualize and apply knowledge in a more practical way. |

| **Assessment Methods in Alignment with Intended Learning Outcomes** | |

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Class/Tutorial participation	15%	√	√	√	√	√
2. Peer Assessment	5%	√	√	√	√	√
3. Group project	50%	√	√	√	√	√
4. Term paper	30%	√	√		√	√
Total	100%					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Assessment of Class Participation/Preparation: It is expected that classroom activities and preparation for lectures can help students understand the subject matter and oneself, develop social skills, connect learning to oneself and promote an appreciation of the importance of intrapersonal and interpersonal leadership qualities. Hence, marks for class participation and preparation for lectures will be given. Students will be assessed by: a) preparation for class (e.g., prepare questions and dig up materials before class), b) participation in class (e.g., completion of worksheets and sharing) and c) volunteering to answer questions and join discussions in class.

2. Peer Assessment: Students will be invited to rate the performance and learning of other group members in an honest and authentic manner. The marks will reflect the mastery of knowledge, self-reflection and quality of interpersonal skills (such as collaboration with other members and contribution to the group) of the group members. Peer assessment will contribute to marks in class participation. A peer assessment marking rubric is attached in Appendix A.

3. Assessment of Group Project: Group project can give an indication of the students' understanding and integration of theories and concepts on personal qualities in effective leadership, personal and group reflections, interpersonal skills and degree of recognition of the importance of active pursuit of knowledge covered in the course. Students are required to submit written presentation materials (e.g., PowerPoint slides) after the presentation.

4. Assessment of Individual Assignment: Students are required to produce a term paper with a minimal length of 1,500 words in English. Individual paper can give an indication of the students' understanding and integration of theories and concepts on the personal qualities in effective leadership, self-assessment, self reflection, connection of the subject matter to oneself and degree of recognition of the importance of active pursuit of knowledge covered in the course.

Student Study Effort Expected	Class contact:	
	▪ Lectures and experiential workshops	39 Hrs
	Other student study effort:	

	▪ Group project preparation	40 Hrs
	▪ Reading and writing term paper	26 Hrs
	Total student study effort	105 Hrs.

Reading List and References	<u>**Required Reading List**</u> Hogan, R., & Kaiser, R.B. (2005). What we know about leadership. *Review of General Psychology, 9*(2), 169-180. [12 pages] Shek, D.T.L. (2010). Nurturing holistic development of university students in Hong Kong: Where are we and where should we go? *The Scientific World Journal, 10*, 563-575. [12 pages] Shek, D.T.L., Sun, R.C.F., & Merrick, J. (Eds). (2012). Special Issue on Positive Youth Development. *The Scientific World Journal*, Articles ID 152923; 458953; 210953; 975189; 452327; 529691; 390450; 590163; 287472. doi:10.1100/2012/ [66 pages] Shek, D.T.L., Sun, R.C.F., & Merrick, J. (Eds). (2013). University and College Students: Health and Developmental Issues for the Leaders of Tomorrow. New York: Nova Science Publishers. Chapters 15-20. [79 pages] <u>**Essential References**</u> Adair, J.E. (2005). *How to grow leaders: The seven key principles of effective leadership development*. USA: Kogan Page. Avolio, B.J., Walumbwa, F.O., & Weber, T.J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, *60*, 421-449. Burke, R.J., & Cooper, C.L. (Eds.). (2006). *Inspiring leaders*. New York: Routledge. Boyce, L. A., Zaccaro, S. J., & Wisecarver, M. Z. (2010). Propensity for self-development of leadership attributes: Understanding, predicting, and supporting performance of leader self-development. *The Leadership Quarterly, 21*, 159-178. Cangemi, J.P., Burga, B., Lazarus, H., Miller, R.L., & Fitzgerald, J. (2008). The real work of the leader: A focus on the human side of the equation. *Journal of Management Development, 27*(10), 1026-1036. Dent, E.B., Higgins, M.E., & Wharff, D.M. (2005). Spirituality and leadership: An empirical review of definitions, distinctions, and embedded assumptions. *The Leadership Quarterly, 16*(5), 625-653. Dionne, S.D., Yammarino, F.J., Atwater, L.E., & Spangler, W.D. (2004). Transformational leadership and team performance. *Journal of Organizational Change Management, 17*(2), 177-193. Hannah, S.T., Woolfolk, R.L., & Lord, R.G. (2009). Leader self-structure: A framework for positive leadership. *Journal of Organizational Behavior, 30*(2), 269-290. Knapp, M.L., & Daly, J.A. (Eds.). (2002). *Handbook of interpersonal*

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Stets, J. E., & Burke, P. J. (2003). A sociological approach to self and identity. In M. R. Leary, & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 128-152). New York: The Guilford Press.

Wood, J.T. (2013). *Interpersonal communication: Everyday encounters* (7th ed.). Boston, MA: Wadsworth, Cengage Learning.

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Supplementary References

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