

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS1L01											
Subject Title	Tomorrow's Leaders											
Credit Value	3											
Level	1											
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s): ☐ Healthy Lifestyle ☐ AI and Data Analytics (AIDA) ☐ Innovation and Entrepreneurship (IE) ☐ Languages and Communication Requirement (LCR) ☒ Leadership Education and Development (LEAD) ☐ Service-Learning ☐ Cluster-Area Requirement (CAR) ☐ Human Nature, Relations and Development [CAR A] ☐ Science, Technology and Environment [CAR D] ☐ Chinese History and Culture [CAR M] ☐ Cultures, Organizations, Societies and Globalization [CAR N] ☐ China-Study Requirement ☐ Yes or ☐ No ☐ Writing and Reading Requirements ☐ English or ☐ Chinese											
Pre-requisite / Co-requisite/ Exclusion	Nil											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th><th style="width: 33%;">Individual Assessment</th><th style="width: 33%;">Group Assessment</th></tr> </thead> <tbody> <tr> <td>1. Class Participation (including 5% pre-class e-learning modules, 15% on-site class participation, and 5% "Learning to learn" self-reflection)</td><td style="text-align: center; vertical-align: middle;">25%</td><td style="text-align: center; vertical-align: middle;">--</td></tr> <tr> <td>2. Group Project (Group performance 20% + Individual</td><td style="text-align: center; vertical-align: middle;">--</td><td style="text-align: center; vertical-align: middle;">30%</td></tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation (including 5% pre-class e-learning modules, 15% on-site class participation, and 5% "Learning to learn" self-reflection)	25%	--	2. Group Project (Group performance 20% + Individual	--	30%
100% Continuous Assessment	Individual Assessment	Group Assessment										
1. Class Participation (including 5% pre-class e-learning modules, 15% on-site class participation, and 5% "Learning to learn" self-reflection)	25%	--										
2. Group Project (Group performance 20% + Individual	--	30%										

	performance 5% + Peer evaluation 5%)		
	3. Term Paper	45%	--
	4. Online Academic Integrity Tutorial Test	Compulsory Pass Requirement	
	5. Law Abiding- Leadership Test	Compulsory Pass Requirement	
	• The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all components if he/she is to pass the subject.		
Objectives	The course is designed to enable students to learn and integrate theories, research and concepts of the basic personal qualities (particularly intrapersonal and interpersonal qualities) of effective leaders. This subject also intends to help students develop and reflect on their intrapersonal qualities, interpersonal qualities and the connection of learning to themselves. Finally, the subject cultivates students' appreciation of the importance of intrapersonal and interpersonal qualities in effective leadership.		
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: - understand and integrate theories, research and concepts of effective leadership, particularly intrapersonal and interpersonal qualities, in personal, professional, and societal contexts; - develop self-awareness, self-understanding, and a sense of purpose, and demonstrate self-leadership in pursuit of continual self-improvement, personal well-being, and future professional success; - apply intrapersonal and interpersonal skills in daily lives and diverse contexts with a sense of educational values and social responsibilities; - appreciate the importance of intrapersonal and interpersonal qualities in effective leadership, particularly the connection of learning in the subject to one's professional development and personal growth; - recognize and accept their professional and civic responsibilities in response to the impact of emerging technologies on a changing global landscape.		
Subject Synopsis/ Indicative Syllabus	1. An overview of the personal attributes of effective leaders: roles of intrapersonal and interpersonal qualities in effective leadership and university graduates' employability in the service economy;		

(Note 2)	compulsory requirements of the subject: “Learning to learn” assessment; Online Tutorial on Academic Integrity; law-abiding leadership assessment; group presentation; individual assignment; class participation. 2. Self-leadership in effective leaders: the importance of self-understanding and self-management; “Learning to learn” ability; lifelong learning and leadership. 3. Social-emotional competence: social awareness; relationship management; the application of social-emotional competence in daily life and effective leadership. 4. Effective communication: basic communication skills; importance of effective communication to daily life and leadership; care and compassion in effective leadership. 5. Team building: theories, concepts, skills and barriers involved in team building; role of team building in effective leadership; application of team building in different professions and daily life. 6. Cultural competence in a globalized world: cultural competence, global citizenship and effective leadership; responsibilities of university students as both professionals and citizens in society. 7. Creative and critical thinking: connection-making and differentiation as two key cognitive competencies, misinformation, disinformation, and propaganda; different types of thinking styles; critical thinking model; roles of cognitive competence, critical thinking and problem solving in effective leadership; learning to learn. 8. Law-abidance as a quality of leadership: basic concepts and theories related to law-abiding leadership and socially responsible leadership; importance of law-abiding leadership and socially responsible leadership to professionals and the general public; basic knowledge on national security and Hong Kong; Hong Kong National Security Law, Article 23 legislation, and the Safeguarding National Security Ordinance; a brief overview of modern Chinese history, the Constitution, and the Basic Law. 9. Morality and integrity: moral competence; role of morality in effective leadership; ethical leadership; importance of moral competence in different professions, academic integrity in university students (online tutorial on academic integrity). 10. Spirituality — exploring a sense of purpose: connectedness to others, personal beliefs and values, meaning of life, spirituality and professional development, role of spirituality in effective leadership; spiritual practices in daily life. 11. Resilience for well-being and leadership: concepts and theories of resilience and stress-coping; relationship between resilience, stress and stress-coping; role of resilience in effective leadership; application of resilience and stress-coping on daily basis. Note: For the topic on law abidance and the Hong Kong National Security Law, students are required to pass an online assessment with multiple-choice questions. Students can take the assessment with multiple attempts. The assessment does not carry any mark.
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Teaching/Learning Methodology (Note 3)	Students taking this course are expected to be sensitive to their own behavior in intrapersonal and interpersonal contexts. Intellectual thinking, reflective learning, experiential learning and collaborative learning are emphasized in the course. Case studies on successful and fallen leaders will also be covered in the course. The teaching/learning methodology includes: 1. Lectures (including e-learning modules); 2. Experiential classroom activities; 3. Group project presentation; 4. Written assignment.						
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Class Participation (including 5% pre-class e-learning modules, 15% on-site class participation and 5% “Learning to learn” self-reflection) ^	25%	✓	✓	✓	✓	✓
	2. Group Project*	30%	✓	✓	✓	✓	✓
	3. Term Paper^	45%	✓	✓	✓		✓
	4. Academic integrity online module and assessment^	0%	✓			✓	✓
	5. Quiz on law abidance and Hong Kong National Security Law^	0%	✓	✓	✓	✓	✓
	Total	100 %					
	*assessment is based on group effort ^assessment is based on individual effort						
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: 1. <u>Assessment of Class Participation (25%)</u> : Students are expected to actively interact with classmates, teammates, and course instructors during on-site classes and apply the relevant concepts and theories learned by the e-learning modules. Both online and classroom activities, and preparation for lectures can help students understand the subject matter and themselves, develop						

	social skills, connect learning to themselves and promote an appreciation of the importance of intrapersonal and interpersonal leadership qualities. The 25% comprises pre-class e-learning modules (5%), on-site class participation (15%), and Learning to Learn assignments (5%). Students will be assessed by a) preparation for class (e.g., completion of e-learning modules and online assignments, and reviewing relevant materials before class); b) participation in classroom and online learning activities (e.g., completion of worksheets, engagement and sharing in on-site class, and participation in online discussion forum); and c) volunteering to answer questions and join discussions. Also, 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. As a university strategic priority, “Learning to learn” has the aim to support the development of students’ ability to engage in the learning process, manage their own learning, and take their learning to a higher level. The “Learning to learn” concept will be covered in the lectures and students are required to develop a personal development plan based on their personal aspirations and PolyU identity at the beginning of the course. To encourage students to reflect on their experience in achieving their learning goals set in the development plan, students are required to reflect on their learning to learn ability and related learning experience in a reflective journal (5%). 2. <u>Assessment of Group Project (30%)</u>: Group project presentation can give an indication of the students’ understanding and integration of theories and concepts on the 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. The group project comprises group performance (20%), individual performance (5%), and peer evaluation of each student’ contribution and collaboration (5%). 3. <u>Assessment of Term Paper (45%)</u>: The 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 themselves and degree of recognition of the importance of active pursuit of knowledge covered in the course. 4. <u>Academic Integrity Online Module and Assessment (0%)</u>: As academic integrity is very important for university students, students are required to take an online Academic Integrity program lasting for two hours. First, students are required to take
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	a multiple-choice test with 10 questions in the pre-test without a passing mark (multiple attempts allowed). After that, students need to study four online modules to understand the concepts of academic integrity and ways to avoid academic dishonesty. Finally, students are required to take another multiple-choice test with 20 questions in the post-test with a passing benchmark of 15 questions (multiple attempts allowed). A student will fail in this subject if he/she cannot pass this assessment component. They must complete this component by the 5th week of the semester. 5. <u>Quiz on Law Abidance and Hong Kong National Security Law (0%)</u>: As universities have the obligation to conduct education on the Constitution, Basic Law and Hong Kong National Security Law, students are required to take a 3-hour face-to-face lecture on law-abiding leadership and 7 hours of self-study. Based on the related materials on modern Chinese history, the Constitution, the Basic Law, national security and the Hong Kong National Security Law, students have to take an assessment with 20 multiple-choice questions. Students can pass the assessment if they have correct answers to at least 16 questions (multiple attempts allowed). A student will fail in this subject if he/she cannot pass this assessment component. Based on the implementation of this subject in the academic years from 2012 to 2026, evaluation findings consistently showed that this subject was able to achieve the intended learning outcomes in the students. The positive evaluation findings are documented as follows: Leung, H. (2016). Levels of reflection on teaching a leadership and positive youth development subject. <i>International Journal on Disability and Human Development</i>, 15(2), 211-220. Leung, H., Shek, D. T. L., & Mok, B. P. W. (2016). Post-lecture subjective outcome evaluation of a university subject on leadership and intrapersonal development. <i>International Journal of Child and Adolescent Health</i>, 9(2), 223-233. Li, X., & Shek, D. T. L. (2020). Objective outcome evaluation of a leadership course utilising the positive youth development approach in Hong Kong. <i>Assessment & Evaluation in Higher Education</i>, 45(5), 741-757. Li, X., Shek, D. T., Dou, D., Zhu, X., & Wu, X. (2024). Law abidance leadership education for university students in Hong Kong: Subjective outcome evaluation. <i>Applied Research in Quality of Life</i>, 19(2), 683-708. Li, X., Shek, E. Y. W., Shek, D. T. L., & Chen, Z. (2026). Impact of a leadership program on university students: Do learning modes matter?. <i>Research on Social Work Practice</i>. Ma, C. M. S., Shek, D. T. L., & Li, P. P. K. (2017). Evaluation of a leadership and intrapersonal development subject for university
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	students: Experience in Hong Kong. <i>International Journal of Child and Adolescent Health</i>, 10(3), 337-346. Ma, C. M. S., Shek, D. T. L., Li, P. P. K., Mok, B. P. W., & Leung, E. Y. K. (2016). Qualitative evaluation of a leadership and intrapersonal development subject for university students in Hong Kong. <i>International Journal of Child and Adolescent Health</i>, 9(2), 217-224. Shek, D. T. L. (2012). Development of a positive youth development subject in a university context in Hong Kong. <i>International Journal on Disability and Human Development</i>, 11(3), 173-179. Shek, D. T. L. (2013). Promotion of holistic development in university students: A credit-bearing subject on leadership and intrapersonal development. <i>Best Practices in Mental Health</i>, 9(1), 47-61. Shek, D. T. L. (Ed.). (2025). <i>Quality of life in Asia: Vol. 17. Promoting holistic development in university students</i>. Springer Nature. Shek, D. T. L., Chau, G. C. C., & Lee, B. M. (2025). Development of 21st-century skills: A comprehensive analysis based on the OECD Learning Compass 2030. In D. T. L. Shek (Ed.), <i>Quality of life in Asia: Vol. 17. Promoting holistic development in university students</i> (pp. 89–118). Springer Nature. Shek, D. T. L., Dou, D., & Chau, G. C. C. (2025). Positive Youth Development approach. In D. T. L. Shek (Ed.), <i>Quality of life in Asia: Vol. 17. Promoting holistic development in university students</i> (pp. 119–140). Springer Nature. Shek, D. T. L., Dou, D., Zhu, X., & Li, X. (2022). Law abidance leadership education for university students in Hong Kong: Post-lecture evaluation. <i>Frontiers in Psychology</i>, 13, 994448. Shek, D. T. L., Fok, H. K., Leung, C. T. L., & Li, P. P. K. (2016). Qualitative evaluation of a credit-bearing leadership subject in Hong Kong. <i>International Journal of Child and Adolescent Health</i>, 9(2), 173-183. Shek, D. T. L., & Leung, J. T. Y. (2014). Perceived benefits of a university subject on leadership and intrapersonal development. <i>International Journal on Disability and Human Development</i>, 13(4), 481-488. Shek, D. T. L., & Li, X. (2025). Development, implementation, and evaluation of a leadership subject for university students—“Tomorrow’s Leaders”. In D. T. L. Shek (Ed.), <i>Quality of life in Asia: Vol. 17. Promoting holistic development in university students</i> (pp. 203–238). Springer Nature. Shek, D. T. L., & Ma, C. M. S. (2014). Do university students change after taking a subject on leadership and intrapersonal development? <i>International Journal on Disability and Human Development</i>, 13(4), 451-456. Shek, D. T. L., Sun, R. C. F., Tsien-Wong, T. B. K., Cheng, C. T., & Yim, H. Y. (2013). Objective outcome evaluation of a leadership and intrapersonal development subject for university students.
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	Class contact:	

Student Study Effort Expected	Lectures and experiential/online learning activities	39 Hrs.
	Other student study effort:	
	Group project preparation	20 Hrs.
	Reading and writing term paper	61 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	Basic References Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. <i>Prevention & Treatment</i>, 5(15), 1-106. Dalton, J., & Crosby, P. (2007). Being and having: Shouldn't excellence in higher education (and people) be a measure of what one does rather than what one has? <i>Journal of College and Character</i>, 9(1), 1-5. Davies, L. (2006). Global citizenship: abstraction or framework for action? <i>Educational Review</i>, 58(1), 5-25. Dugan, J. P. (2006). Involvement and leadership: A descriptive analysis of socially responsible leadership. <i>Journal of College Student Development</i>, 47(3), 335-343. Dugan, J. P. (2015). The measurement of socially responsible leadership: Considerations in establishing psychometric rigor. <i>Journal of Educational, Cultural and Psychological Studies</i>, 12, 23-42. Hong Kong Government. (2020, July 7). The Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region. Available at https://www.isd.gov.hk/nationalsecurity/eng/pdf/NSL_QnA_Book.pdf. Gilley, A., Gilley, J. W., McConnell, C. W., & Veliquette, A. (2010). The competencies used by effective managers to build teams: An empirical study. <i>Advances in Developing Human Resources</i>, 12(1), 29-45. Goleman, D. (1995). <i>Emotional Intelligence: Why it can matter more than IQ</i>. New York: Bantam Books. Houghton, J. D., & Yoho, S. K. (2005). Toward a contingency model of leadership and psychological empowerment: When should self-leadership be encouraged? <i>Journal of Leadership and Organizational Studies</i>, 11(4), 65-84. Kim, Y. H., Chiu, C. Y., & Zou, Z. (2010). Know thyself: Misperceptions of actual performance undermine achievement motivation, future performance, and subjective well-being. <i>Journal of Personality and Social Psychology</i>, 99(3), 395-409. Kohlberg, L. (1964). Development of moral character and moral ideology. In M. L. Hoffman, & L. W. Hoffman (Eds.), <i>Review of Child Development Research</i> (pp. 381-431). New York: Russell Sage Foundation.	

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	Neck, C. P., & Houghton, J. D. (2006). Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. <i>Journal of Managerial Psychology</i>, 21(4), 270-295. Shek, D. T. L. (Ed.) (2019). Mental health and well-being of adolescents in Hong Kong [Special issue]. <i>Journal of Adolescent Health</i>, 64(6), S1-S86. Shek, D. T. L., Yu, L., & Merrick, J. (Eds.) (2019). Promotion of holistic development of university students in Hong Kong. [Special issue]. <i>International Journal of Child and Adolescent Health</i>, 12(1), 1-122. Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review. <i>Social Development</i>, 6(1), 111-135.
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and their relative weighting, and indicate which of the subject intended learning outcomes each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.