# The Hong Kong Polytechnic University

## Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS1L01</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Tomorrow’s Leaders</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
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<tr>
<td>Level</td>
<td>1</td>
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</table>

### GUR Requirements Intended to Fulfill

This subject intends to fulfill the following requirement(s):

- [ ] Healthy Lifestyle
- [ ] Freshman Seminar
- [X] Languages and Communication Requirement (LCR)
- [X] 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

Nil

### Assessment Methods

<table>
<thead>
<tr>
<th></th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Continuous Assessment</td>
<td>20%</td>
<td>--</td>
</tr>
<tr>
<td>1. Class Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Group Project</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>3. Term Paper</td>
<td>50%</td>
<td>--</td>
</tr>
</tbody>
</table>

- 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 component(s) 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 connection of learning to oneself. Finally, the subject cultivates students’ appreciation of the importance of intrapersonal and interpersonal qualities in effective leadership.

### 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 intrapersonal and interpersonal qualities) of effective leaders;
b. develop self-awareness and self-understanding;
c. demonstrate self-leadership in pursuit of continual self-improvement;
d. apply intrapersonal and interpersonal skills in daily lives;
e. 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;
f. recognize and accept their responsibility as professionals and citizens to the society and the world

### Subject Synopsis/Indicative Syllabus

***Note 2***

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.
2. Self-leadership in effective leaders; the importance of self-understanding and self-management; life-long learning and leadership.
3. Social emotional competence I (intrapersonal domain): awareness and understanding of emotions; emotional management, roles of emotional awareness and management in effective leadership and career development.
4. Social emotional competence II (interpersonal domain): social awareness, relationship management, the application of social emotional competence in daily lives and in effective leadership.
5. Resilience and stress-coping: stresses faced by youth; resilience and life adversities; coping with life stresses; role of resilience in effective leadership.
6. Morality and integrity: moral competence; role of morality in effective leadership; ethical leadership; importance of...
moral competence in different professions.

7. Spirituality: connectedness to others, personal beliefs and values, meaning of life, spirituality and professional development, role of spirituality in effective leadership; spiritual practices in daily lives.

8. Cultural competence and global citizenship: cultural competence in a globalized world, global citizenship and effective leadership, responsibilities of university students as both professionals and citizens of the society.

9. Effective communication: basic communication skills, importance of effective communication to daily life and leadership, care and compassion in effective leadership.

10. Team building: theories, concepts, skills and blocks of team building, role of team building in effective leadership, application of team building in different professions.

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)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>a</td>
</tr>
<tr>
<td>1. Class Participation^</td>
<td>20%</td>
<td>✓</td>
</tr>
<tr>
<td>2. Group Project*</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>3. Term Paper^</td>
<td>50%</td>
<td>✓</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
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</table>

*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. Assessment of Class Participation (20%): It is expected that both online and 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 (including the participation in e-learning modules) and preparation for lectures will be given. Students will be assessed by: a) preparation for class (e.g., complete e-learning modules, online assignment, and dig up materials before class), b) participation in class and online learning activities (e.g., completion of worksheets and sharing in class, 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. Peer assessment will contribute to marks in class participation.

2. **Assessment of Group Project (30%)**: Group project presentation 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.

3. **Assessment of Term Paper (50%)**: 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.

Based on the implementation of this subject in the past seven academic years (2012-2019), 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:


Ma, C. M. S., Shek, D. T. L., Li, P. P. K., Mok, B. P. W. &


<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
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<tbody>
<tr>
<td></td>
<td>- Lectures and experiential/online learning activities 39 Hrs.</td>
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<tr>
<td></td>
<td>Other student study effort:</td>
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<td></td>
<td>- Group project preparation 20 Hrs.</td>
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<td></td>
<td>- Reading and writing term paper 76 Hrs.</td>
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<tr>
<td></td>
<td>Total student study effort 135 Hrs.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading List and References</th>
<th>Basic References</th>
</tr>
</thead>
</table>


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.


Shek, D. T. L. & Ma, C. M. S. (2016). Emotional competence: A
key leadership competence for university students. *International Journal on Disability and Human Development, 15*(2), 127-134.


**Supplementary References**


Rose-Krasnor, L. (1997). The nature of social competence: A
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 its relative weighting, and indicate which of the subject intended learning outcomes that 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.