

Subject Description Form

Subject Code	APSS1A22																						
Subject Title	Promotion of Leadership Qualities in University Students																						
Credit Value	3																						
Level	1																						
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																						
Pre-requisite / Co-requisite/ Exclusion	<p><u>Exclusion:</u></p> <p>APSS1L01 Tomorrow's Leaders or</p> <p>MM1051 Tango! Managing Self & Leading Others</p>																						
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">100%</th> <th style="width: 40%;">Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Class Participation / Preparation</td> <td>15%</td> <td>0%</td> </tr> <tr> <td>2.</td> <td>Peer Assessment</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>3.</td> <td>Group Project</td> <td>0%</td> <td>30%</td> </tr> <tr> <td>4.</td> <td>Term Paper</td> <td>50%</td> <td>0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; Student must pass all assessment component(s) if he/she is to pass the subject. 			100%	Continuous Assessment	Individual Assessment	Group Assessment	1.	Class Participation / Preparation	15%	0%	2.	Peer Assessment	5%	0%	3.	Group Project	0%	30%	4.	Term Paper	50%	0%
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<p>Objectives</p>	<p>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 <i>and</i> 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.</p>
<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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.

<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 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.
<p>Teaching/Learning Methodology</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Lectures; 2. Experiential learning sessions; 3. Group project; and 4. Written assignment. <p>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</p>

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.

To enable students to meet the “EW” requirement, students will be required to view a short lecture series available online provided by ELC. The series aims at equipping students with writing skills to enable them to write more effectively in English. Students are also required to submit two online drafts of the same piece of extensive writing to staff of ELC in order to gain feedback regarding their writing. The submissions will allow ELC staff to assess the progress made by students in the writing process and the quality of their work.

To enable students to meet the “ER” requirement, ELC has also developed an interactive online learning kit that students can take voluntarily. The kit comprises resources that will enhance students’ reading skills. Students are also expected to study the prescribed readings on the Reading List and to complete their Term Paper designed to assess their reading abilities.

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	30%	√	√	√	√	√
4. Term paper <ul style="list-style-type: none"> • 10% “ER” Requirement [10% assessed by APSS] • 40% “EW” Requirement [30% assessed by APSS] [10% assessed by ELC] 	50%	√	√		√	√
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

	<p>assessment marking rubric is attached in Appendix A.</p> <p>3. <u>Assessment of Group Project</u>: 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.</p> <p>4. <u>Assessment of Individual Assignment</u>: To enable students to meet the "ER" requirement, students are required to read the prescribed readings (100,000 words or 200 pages). For "EW" requirement, students are required to produce a term paper with a minimal length of 2,500 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.</p>	
Student Study Effort Expected	Class contact:	
	• Lectures	39 Hrs
	Other student study effort:	
	▪ Group project preparation	20 Hrs
	▪ Reading and writing term paper	73 Hrs
Total student study effort	132 Hrs	
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Reading List to Fulfill "ER" Requirement</u></p> <p>Hogan, R., & Kaiser, R.B. (2005). What we know about leadership. <i>Review of General Psychology</i>, 9(2), 169-180. [12 pages]</p> <p>Shek, D.T.L. (2010). Nurturing holistic development of university students in Hong Kong: Where are we and where should we go? <i>The Scientific World Journal</i>, 10, 563-575. [12 pages]</p> <p>Shek, D.T.L., Sun, R.C.F., & Merrick, J. (Eds). (2012). Special Issue on Positive Youth Development. <i>The Scientific World Journal</i>, Articles ID 152923; 458953; 210953; 975189; 452327; 529691; 390450; 590163; 287472. doi:10.1100/2012/ [66 pages]</p> <p>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]</p> <p><u>Essential References</u></p> <p>Adair, J.E. (2005). <i>How to grow leaders: The seven key principles of effective leadership development</i>. USA: Kogan Page.</p>	

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Supplementary References

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