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**
	☐ **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	NIL

Assessment Methods

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Class Participation	20%	--
2. Group Project	--	30%
3. Term Paper	50%	--

Note:
- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing 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. Acquire interpersonal skills; d. Develop self-reflection skills; e. Understand the importance of intrapersonal and interpersonal qualities in effective leadership, particularly the connection of learning in the subject to one's personal development.
Contribution to Programme Outcomes (Refer to Part I Section 10)	▪ Programme Outcome 9: Demonstrate an ability to function in multidisciplinary teams. (Teach and Practice) ▪ Programme Outcome 10: Demonstrate an understanding of professional and ethical responsibility. (Teach and Practice) ▪ Programme Outcome 11: Demonstrate an ability to communicate effectively and advise clients, professional colleagues and other members of the community. (Teach) ▪ Programme Outcome 12: Demonstrate an ability to recognize the need for, and to engage in life-long learning. (Teach) ▪ Programme Outcome 14: Demonstrate an understanding of entrepreneurship and leadership.
Subject Synopsis/ Indicative Syllabus	▪ An overview of the personal attributes of effective leaders: roles of self-understanding and interpersonal relationship qualities in effective leadership. ▪ Cognitive competence: different types of thinking styles; higher-order thinking; experiential learning; role of cognitive competence, critical thinking and problem solving in effective leadership. ▪ Emotional competence: awareness and understanding of emotions; emotional quotient (EQ); role of emotional management in effective leadership; mental health and stress management. ▪ Resilience: stresses faced by adolescents; life adversities; coping with life stresses; role of resilience in effective leadership. ▪ Morality and integrity: moral issues and moral competence; role of morality in effective leadership; ethical leadership; integrity and effective leadership.

	▪ Positive and healthy identity: self-identity, self-esteem and self-concept; self-discrepancies; role of self-concept in effective leadership.

- ▪ Positive and healthy identity: self-identity, self-esteem and self-concept; self-discrepancies; role of self-concept in effective leadership.

- ▪ Spirituality: meaning of life and adolescent development; role of spirituality in effective leadership; servant leadership.

- ▪ Social competence and egocentrism: basic social competence skills; roles of social competence, care and compassion in effective leadership; egocentrism in university students.

- ▪ Relationship building, team building and conflict management: relationship quality and effective leadership; conflict management and effective leadership.

- ▪ Interpersonal communication: theories, concepts, skills and blocks of interpersonal communication; role of communication skills in effective leadership.

- ▪ Self-leadership and sense of responsibility in effective leaders; life-long learning and leadership.

- ▪ Mental health and effective leadership: stress management; importance of mental health and wellness among university students.

Teaching/Learning Methodology

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:

- ▪ Lectures;
- ▪ Experiential classroom activities;
- ▪ Group project presentation;
- ▪ Written assignment.

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 Participation^	20%	✓	✓	✓	✓	✓	
2. Group Project*	30%	✓	✓	✓	✓	✓	
3. Term Paper^	50%	✓	✓		✓	✓	
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:

Assessment of Class Participation (20%): 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., complete online assignment 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. 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.

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.

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 four academic years (2010-2011; 2011-2012; 2012-2013; 2013-2014), 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:

- Shek, D. T. L. (2012a). Development of a positive youth development subject in a university context in Hong Kong. *International Journal on Disability and Human Development, 11*(3), 173-179.

- Shek, D. T. L. (2012b). Post-lecture evaluation of a positive youth development subject for university students in Hong Kong. *The Scientific World Journal.* Article ID 934679, 8 pages, doi:10.1100/2012/934679

- Shek, D. T. L. (2013). Promotion of holistic development in university students: A credit-bearing subject on leadership and intrapersonal development. *Best Practices in Mental Health, 9*(1), 47-61.

- Shek, D. T. L., & Law, M. Y. M. (2014). Evaluation of a subject on leadership and intrapersonal development: views of the students based on qualitative evaluation. *International Journal on Disability and Human Development.*doi:10.1515/ijdhd-2014-0339

- Shek, D. T. L., & Leung, H. (2014). Post-lecture subjective outcome evaluation of a university subject on leadership and positive youth development in Hong Kong. *International Journal on Disability and Human Development.*doi:10.1515/ijdhd-2014-0343

- Shek, D. T. L., & Leung, J. T. Y. (2014) Perceived benefits of a university subject on leadership and intrapersonal development. *International Journal on Disability and Human Development.*doi:10.1515/ijdhd-2014-0345

- Shek, D. T. L., & Ma, C. M. S. (2014). Do university students change after taking a subject on leadership and intrapersonal development?*International Journal on Disability and Human Development.* doi:10.1515/ijdhd-2014-0341

- Shek, D. T. L., & Sun, R. C. F. (2012a). Focus group evaluation of a positive youth development course in a university in Hong Kong. *International Journal on Disability and Human Development, 11*(3), 249-254.

- Shek, D. T. L., & Sun, R. C. F. (2012b). Process evaluation of a positive youth development course in a university setting in Hong Kong. *International Journal on Disability and Human Development, 11*(3), 235-241.

- Shek, D. T. L., & Sun, R. C. F. (2012c). Promoting leadership and intrapersonal competence in university students: What can we learn from Hong Kong? *International Journal on Disability and Human Development, 11*(3), 221-228.

- Shek, D. T. L., & Sun, R. C. F. (2012d). Promoting psychosocial competencies in university students: Evaluation based on a one group pretest-posttest design. *International Journal on Disability and Human Development, 11(3),* 229-234.

- Shek, D. T. L., & Sun, R. C. F. (2012e). Qualitative evaluation of a positive youth development course in a university setting in Hong Kong. *International Journal on Disability and Human Development, 11*(3), 243-248.

- Shek, D. T. L., & Sun, R. C. F. (2013). Post-course subjective outcome evaluation of a course promoting leadership and intrapersonal development in university students in Hong Kong. *International Journal on Disability and Human Development, 12*(2), 193-201.

- Shek, D. T. L., & Sun, R. C. F. (2013). Post-lecture evaluation of a university course on leadership and intrapersonal development. *International Journal on Disability and Human Development, 12*(2), 185-191.

- Shek, D. T. L., Sun, R. C. F., & Merrick, J. (2012). Editorial: How to promote holistic development in university students? *International Journal on Disability and Human Development, 11*(3), 171-172.

- 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. *International Journal on Disability and Human Development,* 12(2), 221-227.

- Shek, D. T. L., Sun, R. C. F., Yuen, W. W. H., Chui, Y. H., Dorcas, A., Ma,

C. M. S., Yu, L., Chak, Y. L. Y., Law, M. Y. M., Chung, Y.Y. H., & Tsui, P. F. (2013). Second piloting of a leadership and intrapersonal development subject at The Hong Kong Polytechnic University. *International Journal on Disability and Human Development*, 12(2), 107-114.

- Shek, D. T. L., & Wu, F. K. Y. (2012). Reflective journals of students taking a positive youth development course in a university context in Hong Kong. *The Scientific World Journal.* Article ID 131560, 8 pages, 2012. doi:10.1100/2012/131560

- Shek, D. T. L., & Wu, F. K. Y. (2014). The role of teachers in youth development: Reflections of students. *International Journal on Disability and Human Development.* doi:10.1515/ijdhd-2014-0344

- Shek, D. T. L., Wu, F. K. Y., & Law, M. Y. M. (2014). Perceptions of a university subject on leadership and intrapersonal development: Reflections of the scholarship recipients. *International Journal on Disability and Human Development.* doi:10.1515/ijdhd-2014-0340

- Shek, D. T. L., & Yu, L. (2014). Post-course subjective outcome evaluation of a subject on leadership and intrapersonal development for university students in Hong Kong. *International Journal on Disability and Human Development.* doi:10.1515/ijdhd-2014-0342

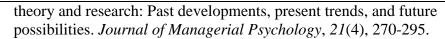| **Student Study Effort Expected**	Class contact:	
	▪ Lectures and experiential learning activities	39 Hrs.
	Other student study effort:	
	▪ Group project preparation	20 Hrs.
	▪ Reading and writing term paper	76 Hrs.
	Total student study effort	135 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	

Reading List and References	**Basic References** - Barki, H., & Hartwick, J. (2004). Conceptualizing the construct of interpersonal conflict. *The International Journal of Conflict Management*, *15*(3), 216-244. - 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. *Prevention and Treatment, 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? *Journal of College and Character, 9*(1), 1-5. - Dolbier, C. L., Soderstrom, M. & Steinhardt, M. A. (2001). The relationships between self-leaders and enhanced psychological, health and work outcomes. *Journal of Psychology*, *135*(5), 469-485. - Erikson, E. H. (1968). *Identity: Youth and crisis.* New York: W. W. Norton & Company, Inc. - Gilley, A., Gilley, J. W., McConnell, C. W., & Veliquette. A. (2010). The competencies used by effective managers to build teams: An empirical study. *Advances in Developing Human Resources, 12*(1), 29-45. - Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ.* 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? *Journal of Leadership and Organizational Studies, 11*(4), 65-84. - Kim, Y. H., Chiu, C. Y., & Zou, Z. M. (2010). Know thyself: Misperceptions of actual performance undermine achievement motivation, future performance, and subjective well-being. *Journal of Personality and Social Psychology*, *99*(3), 395-409. - Kohlberg, L. (1964). Development of moral character and moral ideology. In M. L. Hoffman, & L. W. Hoffman (Eds.), *Review of child development research* (pp. 381-431). New York: Russell Sage Foundation. - Lau, P. S. Y., & Wu, F. K. Y. (2012). Emotional competence as a positive youth development construct: A conceptual review. *The Scientific World Journal, 2012*, 8 pages. doi:10.1100/2012/975189 - Ma, H. K. (2012). Social competence as a positive youth development construct: A conceptual review. *The Scientific World Journal,* 2012, 7 pages. doi:10.1100/2012/287472. - Marsh, H. W. (1990). A multidimensional, hierarchical self-concept: Theoretical and empirical justification. *Educational Psychological Review, 2*(2), 77-172. - Masten, A. S., & Obradović, J. (2006). Competence and resilience in development. *Annals of the New York Academy of Sciences, 1094*(1)*,* 13-27.

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- 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. (2012). Spirituality as a positive youth development construct: A conceptual review. *The Scientific World Journal*, *2012*, 8 pages. doi:10.1100/2012/458953

- Sun, R. C. F., & Hui, E. K. P. (2012). Cognitive competence as a positive youth development construct: A conceptual review. *The Scientific World Journal, 2012*, 7 pages. doi:10.1100/2012/210953

Supplementary References
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