

Subject Description Form

Subject Code	MM1L01
Subject Title	Tango! Managing Self & Leading Others
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p>Cluster-Area Requirements (CAR)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalization <input type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment <ul style="list-style-type: none"> <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> Freshman Seminar <input checked="" type="checkbox"/> Leadership and Intra-Personal Development (LIPD) <input type="checkbox"/> Languages and Communication Requirement (LCR) <input type="checkbox"/> Service-Learning
Pre-requisite / Co-requisite/ Exclusion	NIL
Reading/Writing Requirements in English/Chinese	None
Medium of Instruction	English
Objectives	<p>This subject contributes to the achievement of the aim of the University Graduation requirements relating to Leadership and Intra-personal Development (LIPD) and the FB BBA Generic Learning Outcomes.</p> <ol style="list-style-type: none"> a. Leadership and intra-personal development aims to introduce you to the concepts and theories of leadership and to prepare you to become ethical leaders b. Apply creative thinking in the business setting c. Identify and respond appropriately ethical issues as they arise generally and in the business setting d. Evaluate the process and structure through which organizations plan, decide, motivate and control their activities

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Demonstrate understanding of intra-personal concepts and theories b. Demonstrate understanding of leadership concepts and theories c. Apply leadership concepts and theories in organizational settings d. Apply creative thinking in idea expression and presentation e. Recognize ethical issues in academic / business settings
<p>Subject Synopsis/ Indicative Syllabus</p>	<p><u>Self-management</u></p> <ul style="list-style-type: none"> ▪ 1. Who am I? <ol style="list-style-type: none"> a. self-understanding b. self-perceptions c. me in the eyes of others d. understanding personality ▪ 2. Begin with the end in mind! <ol style="list-style-type: none"> a. knowing priorities b. setting goals c. resources & action plan ▪ 3. The superman’s hurdles <ol style="list-style-type: none"> a. own styles in leadership potentials b. managing stress c. understanding EQ ▪ 4. Solve it using creativity <ol style="list-style-type: none"> a. creativity in me, creative process, creativity in the workplace <p><u>Leading people</u></p> <ul style="list-style-type: none"> ▪ 5. Connecting the minds <ol style="list-style-type: none"> a. team formation b. team roles c. determinants of team effectiveness ▪ 6. Candy box <ol style="list-style-type: none"> a. leadership theories: meaning, attributes, behaviors

	<ul style="list-style-type: none">▪ 7. Fight or flight?<ul style="list-style-type: none">a. types of conflictb. managing conflictc. caring about others▪ 8. Leadership challenges<ul style="list-style-type: none">a. desirable competencies in the real world
Teaching/Learning Methodology	<ul style="list-style-type: none">▪ In general, through interactive classes, guided readings and assignments (one individual and one group assignment), students develop positive attitude, build knowledge and skills, and apply their learning in tracking and analyzing relevant issues toward personal and leadership effectiveness.▪ Specifically, weekly 2-hour lectures are designed to channel students with theories, concepts, principles, strategies of self-management and leadership. Each lecture is focused on 1-2 specific topics for discussion. In-lecture short exercises are built-in to encourage student engagement track learning of students.▪ Furthermore, weekly 1-hour tutorials are in place to support students to learn best. Classes incorporate group activities, case studies, discussion, and/or presentation, with its design referenced to the 4-stage of experiential learning (ie having an experience, reviewing the experience, concluding the experience and planning the next steps) and different types of learning styles (ie visual, auditory and kinaesthetic learners).▪ Students are directed and encouraged to appropriate reading resources for long-term continuous learning.▪ Written assignments, exercises and presentations enable the students to have their achievement/experience demonstrated and self-efficacy increased. The assignments facilitate the students to have interaction with the real world (such as face-to-face interview).

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	
Continuous Assessment							
Tutorial Attendance and Participation	15%	✓	✓				
Lecture Attendance and Performance through exercises/activities/quizzes	15%	✓	✓				
Group Assignment	35%		✓	✓	✓	✓	
Individual Assignment	35%	✓			✓	✓	
Total	100%						

**Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer. Details or alterations are available to students via the Subject Outline available at the beginning of the semester.*

To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.

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

- **Tutorial Attendance and Participation**, applicable to weekly tutorials, encourages interactive classes for better learning. Graded participation and attendance shape active learning attitude and development of reflection of students to enhance knowledge and skill acquisition and retention. Allocation of marks is based on assessment criteria and/or rubrics (eg ‘come to class prepared, makes thoughtful comments when called upon, and contributes occasionally without prompting’).
- **Lecture Attendance and Performance through exercises/activities/quizzes**, applicable to weekly lectures, boosts learning by incorporating participation and active lectures with or without employment of technology. Allocation of marks is based on performance and assessment criteria.
- For **group assignment**, students are expected to complete an empirical study, which makes enquiries into contemporary issues on individual and leadership effectiveness, and give a group presentation. Besides enhancing the understanding of theories, application of relevant skills; the process involves students learning with and from each other as fellow learners.

	<p>Taken as a whole, this assignment facilitates the integration of learning and increase students' self-efficacy. Allocation of marks is based on assessment criteria and rubrics.</p> <ul style="list-style-type: none"> ▪ For individual assignment, each student is required to complete an individual essay based on individual scenarios to advise and develop strategies to achieve continuous, personal growth. Allocation of marks is based on assessment criteria and rubrics. 	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures 	26 Hrs.
	<ul style="list-style-type: none"> ▪ Tutorials 	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Preparation for lectures and seminars (reading & get ready an enquiry mindset) 	13 Hrs.
	<ul style="list-style-type: none"> ▪ Group assignment preparation (collective as well as individual efforts outside classroom) 	39 Hrs.
	<ul style="list-style-type: none"> ▪ Individual assignment preparation 	26 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Textbooks/Book chapters</p> <ul style="list-style-type: none"> ▪ Pang E. 2013, <i>Managing self and leading other</i>, 2nd edn, McGraw-Hill, Singapore. ▪ De Janasz, S.C., Dowd, K.O. & Schneider, B.A. 2009, <i>Interpersonal skills in organizations</i>, 3rd edn, McGraw-Hill, Singapore. ▪ Hughes, R.L., Ginnett, R.C. & Curphy, G.J. 2012, <i>Leadership</i>, 7th edn, McGraw-Hill, Singapore. ▪ Lamberton, L.H. & Minor L. 2010, <i>Human relations – Strategies for success</i>, 4th edn, McGraw-Hill, NY. ▪ Waitley, D. 2010, <i>Psychology of success – Finding meaning in work and life</i>, 5th edn, McGraw-Hill, NY. <p>Supplementary readings relating to “Self-Management”</p> <ul style="list-style-type: none"> ▪ Beauregard, T.A. 2010, “Introduction: The import of intrapersonal and interpersonal dynamics in work performance”, <i>British Journal of Management</i>, vol. 21, pp. 255-261. 	

- Blakeslee, T.R. 1996, *Beyond the conscious mind – Unlocking the secrets of the self*, Plenum Press, New York.
- Carter, P. & Russell, K. 2003, *More psychometric testing*, Wiley, England.
- Connolly, M.B. & Crits-Christoph, P. 1999, “The reliability and validity of a measure of self-understanding of interpersonal patterns, *Journal of Counseling Psychology*, vol. 46, no. 4, pp. 472-482.
- Cranwell-Ward, J. 1990, *Thriving on stress – Self-development for managers*, Routledge, London.
- Gable, S.L., Reis, H.T., Impett, E.A. & Asher, E.R. 2004, “What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events”, *Journal of Personality and Social Psychology*, vol. 87, No. 2, pp. 228-245.
- Ghaye, T. & Lillyman S. 2000, *Caring moments – The discourse of reflective practice*, Mark Allen Publishing, UK.
- Hamachek, D.E. 1987, *Encounters with the self*, 3rd edn, CBS College Publishing, USA.
- Huang, L. 2010, "Cross-cultural communication in business negotiations", *International Journal of Economics and Finance*, vol. 2, no. 2, pp. 196-196-199.
- Johns, C. 2002, *Guided reflection advancing practice*, Blackwell Publishing, UK.
- Keenan, J.P. 2003, *The face in the mirror*, Harper Collins Publishers, New York.
- King, C.L. 2010, "Beyond persuasion: The rhetoric of negotiation in business communication", *The Journal of Business Communication*, vol. 47, no. 1, pp. 69.
- Lawson, K. 2007, "Influencing: Skills and techniques for business success", *Personnel Today*, no. 0959-5848, pp. 30-30.
- Murdock, J.W. & Goel, A.K. 2008, “Meta-case-based reasoning: Self-improvement through self-understanding” *Journal of Experimental & Theoretical Artificial Intelligence*, vol. 20, no. 1, pp. 1-36.

- Overbeck, J.R., Neale, M.A. & Govan, C.L. 2010, "I feel, therefore you act: Intrapersonal and interpersonal effects of emotion on negotiation as a function of social power", *Organizational Behavior and Human Decision Processes*, vol. 112, no. 2, pp. 126-139.
- Patterson, I. 2007, "Influencing: Skills and techniques for business success", *Training Journal*, no. 14656523, pp. 59-59.
- Ross, W.H., Jr, Conlon, D.E. & Lind, E.A. 1990, "The mediator as leader: Effects of behavioral style and deadline certainty on negotiator behavior", *Group & Organization Management*, vol. 15, no. 1, pp. 105-105.
- Seibt, J. 2011, "Beyond the 'identity'-paradigm: Conflict resolution and the dynamics of self-understanding", *Conflict Resolution Quarterly*, vol. 28, no. 3, pp. 229-237.
- Tschudin, V. 1991, *Beginning with awareness – A facilitator's guide*, Churchill Livingstone, Singapore.
- Weissman, D.R. 2010, *Awakening to the secret code of your mind*, Hay House Inc., USA.
- Wilmot, W. & Hocker, J. 2010, *Interpersonal conflict*, 6th edn, McGraw-Hill, New York.

Supplementary readings relating to "Leading People"

- Bateman, B., Wilson, F.C. & Bingham, D. 2002, "Team effectiveness - Development of an audit questionnaire", *The Journal of Management Development*, vol. 21, no. 3/4, pp. 215.
- Bushe, G.R. & Coetzer, G.H. 2007, "Group development and team effectiveness", *Journal of Applied Behavioral Science*, vol. 43, no. 2, pp. 184-212.
- Campion, M.A., Papper, E.M. & Medsker, G.J. 1996, "Relations between work team characteristics and effectiveness: A replication and extension", *Personnel Psychology*, vol. 49, no. 2, pp. 429-452.
- Chen, G., Donahue, L.M. & Klimoski, R.J. 2004, "Training undergraduates to work in organizational teams", *Academy of Management Learning & Education*, vol. 3, no. 1, pp. 27-40.
- Cohen, S.G., Chang L. & Ledford Jr., G.E. 1997, "A hierarchical construct of self-management leadership and its relationship to quality of work life and perceived work group effectiveness", *Personnel Psychology*, vol. 50, no. 2, pp. 275-308.

- De Dreu, C.K.W. & Van Vianen, A.E.M. 2001, "Managing relationship conflict and the effectiveness of organizational teams", *Journal of Organizational Behavior*, vol. 22, no. 3, pp. 309-328.
- Fedor, D.B., Ghosh, S., Caldwell, S.D., Maurer, T.J. & Singhal, V.R. 2003, "The effects of knowledge management on team members' ratings of project success and impact", *Decision Sciences*, vol. 34, no. 3, pp. 513-539.
- Gardner, B.S. & Korth, S.J. 1998, "A framework for learning to work in teams", *Journal of Education for Business*, vol. 74, no. 1, pp. 28.
- Gibson, C.B. 2001, "Me and us: Differential relationships among goal-setting training, efficacy and effectiveness at the individual and team level", *Journal of Organizational Behavior*, vol. 22, no. 7, pp. 789-808.
- Hirst, G., Mann, L., Bain, P., Pirola-Merlo, A. & Richter, A. 2004, "Learning to lead: The development and testing of a model of leadership learning", *Leadership Quarterly*, vol. 15, no. 3, pp. 311-327.
- Ho, J. & Nesbit, P.L. 2009, "A refinement and extension of the self-leadership scale for the Chinese context", *Journal of Managerial Psychology*, vol. 24, no. 5, pp. 450-476.
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- Hobson, C.J., Strupeck, D. & Szostek, J. 2010, "A behavioral roles approach to assessing and improving the team leadership capabilities of managers", *International Journal of Management*, vol. 27, no. 1, pp. 3-15.
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- Lovelace, K.J., Manz, C.C. & Alves, J.C. 2007, "Work stress and leadership development: The role of self-leadership, shared leadership, physical fitness and flow in managing demands and increasing job control", *Human Resource Management Review*, vol. 17, no. 4, pp. 374-387.
- O'Connor, D. & Yballe, L. 2007, "Team leadership: Critical steps to great projects", *Journal of Management Education*, vol. 31, no. 2, pp. 292-312.
- Pearce, C.L. 2007, "The future of leadership development: The importance of identify, multi-level approaches, self-leadership, physical fitness, shared

leadership, networking, creativity, emotions, spirituality and on-boarding processes”, *Human Resource Management Review*, vol. 17, no. 4, pp. 355-359.

- Ramamoorthy, N. & Flood, P.C. 2004, "Individualism/collectivism, perceived task interdependence and teamwork attitudes among Irish blue-collar employees: A test of the main and moderating effects", *Human Relations*, vol. 57, no. 3, pp. 347.
- Sitkin, S.B. & Hackman, J.R. 2011, "Developing team leadership: An interview with coach Mike Krzyzewski", *Academy of Management Learning & Education*, vol. 10, no. 3, pp. 494-501.
- Tjosvold, D., Law, E.S. & Sun, H. 2006, "Effectiveness of Chinese teams: The role of conflict types and conflict management approaches", *Management & Organization Review*, vol. 2, no. 2, pp. 231-252.
- Wageman, R., Hackman, J.R. & Lehman, E. 2005, "Team diagnostic survey", *Journal of Applied Behavioral Science*, vol. 41, no. 4, pp. 373-398.
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