

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	APSS1L01														
Subject Title	Tomorrow's Leaders														
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 checked="" type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 20px;"><input 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 type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
Pre-requisite / Co-requisite/ Exclusion	Nil.														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Group Project</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	20%	--	2. Group Project	--	30%	3. Term Paper	50%	--
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2. Group Project	--	30%													
3. Term Paper	50%	--													

	<ul style="list-style-type: none"> • 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 <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> understand and integrate theories, research and concepts on the basic qualities (particularly intrapersonal and interpersonal qualities) of effective leaders; develop self-awareness and self-understanding demonstrate self-leadership in pursuit of continual self-improvement; apply intrapersonal and interpersonal skills in daily lives; 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 responsibility as professionals and citizens to the society and the world
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 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

	<p>moral competence in different professions.</p> <ol style="list-style-type: none"> 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. 																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>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:</p> <ol style="list-style-type: none"> 1. Lectures (including e-learning modules) 2. Experiential classroom activities; 3. Group project presentation; 4. Written assignment. 																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="547 1279 1390 1809"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation[^]</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group Project*</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Term Paper[^]</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>*assessment is based on group effort [^]assessment is based on individual effort</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. <u>Assessment of Class Participation (20%)</u>: It is expected that both online and classroom activities and preparation for lectures can help students understand the subject matter and 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Class Participation [^]	20%	✓	✓	✓	✓	✓	✓	2. Group Project*	30%	✓	✓	✓	✓	✓	✓	3. Term Paper [^]	50%	✓	✓	✓		✓		Total	100 %						
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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:

Leung, H. (2016). Levels of reflection on teaching a leadership and positive youth development subject. *International Journal on Disability and Human Development* 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. *International Journal of Child and Adolescence Health*, 9(2), 223-234.

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

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>.doi:10.1515/ijdhhd-2014-0345</p> <p>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>. doi:10.1515/ijdhhd-2014-0341</p> <p>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. <i>International Journal on Disability and Human Development</i>, 12(2), 221-227.</p> <p>Shek, D. T. L., & Wu, F. K. Y. (2014). The role of teachers in youth development: Reflections of students. <i>International Journal on Disability and Human Development</i>. doi:10.1515/ijdhhd-2014-0344</p> <p>Shek, D. T. L., Wu, F. K. Y., Leung, C. T. L., Fok, H. K., & Li, P. P. K. (2016). Focus group evaluation of a subject on leadership and intrapersonal development in Hong Kong. <i>International Journal of Child and Adolescent Health</i>, 9(2), 185-194.</p> <p>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. <i>International Journal on Disability and Human Development</i>. doi:10.1515/ijdhhd-2014-0342</p>
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	<p>Shek, D. T. L., & Yu, L. (2016). Student feedback on a subject on leadership and intrapersonal development for university students in Hong Kong. <i>International Journal on Disability and Human Development</i>, 15(3), 339-345</p> <p>Yu, L., Shek, D. T. L., & Leung, E. Y. K. (2016). Post-lecture evaluation of a university subject on leadership and intrapersonal development. <i>International Journal of Child and Adolescent Health</i>, 9(2), 155-164.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures and experiential learning activities 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Group project preparation 	20 Hrs.
	<ul style="list-style-type: none"> ▪ Reading and writing term paper 	76 Hrs.
Reading List and References	<p>Basic References</p> <p>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 and Treatment</i>, 5(15), 1-106.</p> <p>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.</p> <p>Davies, L. (2006). Global citizenship: abstraction or framework for action? <i>Educational review</i>, 58(1), 5-25.</p> <p>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.</p> <p>Goleman, D. (1995). <i>Emotional Intelligence: Why it can matter more than IQ</i>. New York: Bantam Books.</p> <p>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.</p> <p>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. <i>Journal of Personality and Social Psychology</i>, 99(3), 395-409.</p> <p>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</p>	

	<p>York: Russell Sage Foundation.</p> <p>Lau, P. S. Y., & Wu, F. K. Y. (2012). Emotional competence as a positive youth development construct: A conceptual review. <i>The Scientific World Journal</i>, 2012, 8 pages. doi:10.1100/2012/975189</p> <p>Marsh, H. W. (1990). A multidimensional, hierarchical self-concept: Theoretical and empirical justification. <i>Educational Psychological Review</i>, 2(2), 77-172.</p> <p>Masten, A. S., & Obradović, J. (2006). Competence and resilience in development. <i>Annals of the New York Academy of Sciences</i>, 1094(1), 13-27.</p> <p>Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., & Annen, H. (2011). Beyond general intelligence (IQ) and emotional intelligence (EQ): The role of cultural intelligence (CQ) on cross-border leadership effectiveness in a globalized world. <i>Journal of Social Issues</i>, 67(4), 825-840.</p> <p>Rycek, R. F., Stuhr, S. L., McDermott, J., Benker, J., & Swartz, M. D. (1998). Adolescent egocentrism and cognitive functioning during late adolescence. <i>Adolescence</i>, 33(132), 745-749.</p> <p>Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5-14.</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.</p> <p>Shek, D. T. L. (2012). Spirituality as a positive youth development construct: A conceptual review. <i>The Scientific World Journal</i>, 2012, 8 pages. doi:10.1100/2012/458953</p> <p>Shek, D. T. L., & Leung, H. (2016a). Developing self-leadership and responsibility and moving away from egocentrism. <i>International Journal on Disability and Human Development</i>, 15(2), 157-164.</p> <p>Shek, D. T. L., & Leung, H. (2016b). Resilience as a focus of a subject on leadership and intrapersonal development. <i>International Journal on Disability and Human Development</i>, 15(2), 149-155.</p> <p>Shek, D. T. L., & Leung, J. T. Y. (2016). Developing social competence in a subject on leadership and intrapersonal development. <i>International Journal on Disability and Human Development</i>, 15(2), 165-173.</p> <p>Shek, D. T. L., & Ho, W. W. L. (2016). Nurturing moral competence in university students via a credit-bearing subject. <i>International Journal on Disability and Human Development</i>, 15(2), 181-186.</p> <p>Shek, D. T. L., & Ho, W. W. L. (2016). Spirituality as a key positive youth development construct for university students. <i>International Journal on Disability and Human Development</i>, 15(2), 175-180.</p> <p>Shek, D. T. L. & Ma, C. M. S. (2016). Emotional competence: A key leadership competence for university students.</p>
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International Journal on Disability and Human Development, 15(2), 127-134.

Shek, D. T. L., & Wu, F. K. Y. (2016). Clear and positive identity as an attribute of an effective leader. *International Journal on Disability and Human Development*, 15(2), 143-148.

Shek, D. T. L., & Yu, L. (2016). Cognitive competence: A key positive youth development construct for university students. *International Journal on Disability and Human Development*, 15(2), 135-142.

Supplementary References

Adler, R. B., Rosenfeld, L. B., & Proctor II, R. F. (2010).

Interply: The process of interpersonal communication. New York: Oxford University Press.

Bandura, A. (1986). *Social foundations of thought and action*. New Jersey: Prentice-Hall.

Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10(2), 181-217.

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning theory perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97(2), 117-134.

Cao, L., & Nietfeld, J. L. (2007). College students' metacognitive awareness of difficulties in learning the class content does not automatically lead to adjustment of study strategies. *Australian Journal of Educational and Developmental Psychology*, 7, 31-46.

Cheung, C. K., & Lee, T. Y. (2010). Contributions of moral education lectures and moral discussion in Hong Kong secondary schools. *Social Psychology of Education: An International Journal*, 13(4), 575-591.

Davey, M., Eaker, D. G., & Walters, L. H. (2003). Resilience processes in adolescents: Personality profiles, self-worth, and coping. *Journal of Adolescent Research*, 18(4), 347-362.

Govier, I. (2000). Spiritual care in nursing: A systematic approach. *Nursing Standard*, 14(17), 32-36.

Kumru, A., & Thompson, R. A. (2003). Ego identity status and self-monitoring behavior in adolescents. *Journal of Adolescent Research*, 18(5), 481-495.

Luthans, F., Vogelgesang, G. R., & Lester, P. B. (2006). Developing the psychological capital of resiliency. *Human Resource Development Review*, 5(1), 25-44.

Neck, C. P., & Houghton, J. D. (2006). Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. *Journal of Managerial Psychology*, 21(4), 270-295.

Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review. *Social Development*, 6(1), 111-135.

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.