

Subject Description Form

Subject Code	MM2A13
Subject Title	Dialogue with Executives: Leadership and Professional Development Workshops
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	N/A
Objectives	<p>This subject is a collaboration between CEO Global Education Foundation and PolyU. Through this workshop series, students will interact up-close with senior executives in different industries. Through discussion and exercises, students gain self-awareness and develop leadership skills that are central to personal and professional success. Typically, the interactions will lead to lifelong mentorship relationships.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) Understand self and organizational responsibilities to society, thereby developing a sense of purpose and direction in providing positive impact; b) Recognize the need for continual learning and self-improvement, and be able to plan, manage and evaluate their own learning in pursuit of self-determined purposes; c) Develop communication skills through active listening, teamwork, and presentations; d) Examine and critique diverse arguments and viewpoints, and to reach sound judgments based on sound values and credible evidence; e) Fulfil the English Reading and Writing requirements.
Subject Synopsis/ Indicative Syllabus	<p>Throughout the semester, students will attend up to 13 workshops conducted by senior executives from different industries, through which they acquire understanding and skills in the following topics –</p> <ul style="list-style-type: none"> • Trust and integrity • Cultural intelligence and global mindset • Emotional intelligence and relationships • Conflict management • Impactful leadership • Failing forward

	<ul style="list-style-type: none"> • Time and life management • Career development • Effective presentation <p>Each lecture class will cover one of the topics above. For each topic, executives will provide a sharing session, interspersed with interactive activities, as well as short discussion and reflection segments. Students form groups and engage in more in-depth discussion with executives in a structured mentorship setting to exchange ideas. Every table of 5-6 students will be assigned an executive, who will be assessing the students at their table every week.</p> <p>While there is no pre-reading for these sharing sessions, students are required to do a book report based on a book from a selected reading list. The lessons distilled from these books will add to the understanding of the sharing and the richness of the discussion.</p> <p>This subject takes on a flipped learning approach. Hence, half of the sessions will include short pre-class work (e.g., surveys, exercises). It is essential to complete these pre-class work in order to have a fruitful discussion in class. There will be several discussion periods in each class session. The executives joining the table will be assessing how each student is engaged with the pre-class work based on the contents and insights in the discussion.</p> <p>A random group will also be assigned to present a recap of the previous class. The executive team will guide the preparation while everyone in class will take part in providing active feedback on the presentation.</p>
Teaching/Learning Methodology	<p>This subject is structured around executive sharing, experiential learning, reflection, and mentorship. There is a structured mentorship component, which affords students a platform to exchange ideas with senior executives.</p>

**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. Participation in discussion and in-class activities (e.g., pre-class work)	30%	✓	✓	✓	✓		
2. Individual report [EW assessment 30% to be assessed by Subject Instructor & 10% to be assessed by ELC]	40%	✓	✓	✓	✓	✓	
3. Final reflection paper	30%	✓	✓	✓	✓	✓	
Total	100 %						

To pass this subject, students are required to obtain Grade D or above on the Writing Requirement assignment.

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

- Students are expected to participate actively in the discussion sessions with executives. This is where students gain the most from the executives on the various learning outcomes. Assessment will be based on both students' engagement in the general sharing sessions and the group-level discussion sessions.
- The individual report will be a report on a leadership-related book. Students are to distil leadership lessons from the book. Specific focus will be on the application of lessons – how the student resonates with the message of the book through personal experiences, aspiration for the future, or discussion in class. This will include a personal reflection into the topic read – it can be an association with where they currently are (self awareness), as well as what thoughts come to their mind (agree or disagree, practical or impractical). To meet the “ER” (English Reading) requirement, students are to complete a reading of an extensive text (100,000 words or 200 pages). This individual report will be an assessment that taps the comprehension of the reading. A selected list of books is listed below (see Reading List and References). Students can choose from that list. To meet the “EW” (English Writing) requirement, students are required to submit a written assignment between

	<p>1,500-2,500 words in English. Students are to view a short online lecture series focusing on writing strategies provided by ELC. They will then submit two drafts of the same piece of extensive writing online in order for ELC staff to provide feedback and assess the progress made by the student in the writing process and the quality of their work. The first submission should be an essay plan supported by academic sources, and the second submission should be a draft of around 1,500 words. The grade assigned for these writing activities will account for 10% of the subject's final grade while the subject instructor will provide a grade counting for 30% of the subject grade.</p> <ul style="list-style-type: none"> The final reflection is a substantial written piece where students reflect on what they have learned from the executives throughout the semester. Students are encouraged to discuss a few take home points from the sharing sessions and re-evaluate their learning journey and career development critically. It is a holistic reflection of the self following weeks of discussion on different aspects. It may be how a particular topic has spoken to the individual, the change that may be triggered, and how the individual will seek to pursue his/her future life journey. 	
Student Study Effort Expected	Class contact:	
	▪ Seminars and Workshops	39 Hrs.
	Other student study effort:	
	▪ Preparation for Seminars and Workshops, Mentorship	20 Hrs.
	▪ Assignment Preparation	60 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p>Students are required to read one of the following books:</p> <p>Christensen, C. M., Allworth, J., Dillon, K. (2012). <i>How Will You Measure Your Life?</i> New York: Harper Collins. [240 pages]</p> <p>Drucker, P. F. (2006). <i>The Effective Executive: The Definitive Guide to Getting the Right Things Done.</i> New York: HarperBusiness. [208 pages]</p> <p>Duckworth, A. (2017). <i>Grit: The Power of Passion and Perseverance.</i> New York: Penguin Random House. [368 pages]</p> <p>Dweck, C. S. (2007). <i>Mindset: The New Psychology of Success.</i> New York: Ballantine Books. [320 pages]</p> <p>Goleman, D. (2005). <i>Emotional Intelligence: Why It Can Matter More Than IQ.</i> New York: Bantam Books. [352 pages]</p> <p>Grant, A. (2013). <i>Give and Take: Why Helping Others Drives Our Success.</i> London: Weidenfeld Nicolson. [320 pages]</p>	

August 2025