

Subject Description Form

Subject Offering Department	Department of Management and Marketing
Subject Code	MM1L01
Subject Title	Tango! Managing Self & Leading Others
GUR Requirements	<input checked="" type="checkbox"/> Leadership Education & Development (LEAD)
Medium of Instruction	English
Credit Value	3
Level	1
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Exclusion: MM1051 Tango! Managing Self & Leading Others
Role and Purposes	<p>This subject contributes to the achievement of the University Graduation Requirements relating to Leadership Education and Development (LEAD) and the FB BBA Generic Learning Outcomes.</p> <p>A. Concepts and theories of leadership and ethical leaders¹ B. Demonstrate creative thinking in idea expression and presentation C. Apply intra-personal and leadership concepts and theories in organizational settings</p>
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>a. Demonstrate understanding of intra-personal concepts and theories (BBA Outcome 10) b. Demonstrate understanding of leadership concepts and theories c. Apply creative thinking in idea expression and presentation d. Identify applications of leadership concepts and theories in practice e. Explain the nature of entrepreneurs and cloud computing f. Recognise the importance of learning to learn and make initial plans for their development as learners based on self-reflection on aspirations and developmental needs. (BBA Outcome 13)</p>

¹ <https://www.polyu.edu.hk/ogur/GURSubjects/LIPD.php>

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Self-management</p> <ol style="list-style-type: none"> 1. <i>Who am I?</i> <ol style="list-style-type: none"> a. self-understanding b. self-perceptions c. me in the eyes of others d. understanding personality e. learning to learn 2. <i>Begin with the end in mind!</i> <ol style="list-style-type: none"> a. knowing priorities b. setting goals c. resources & action plan 3. <i>The superman's hurdles</i> <ol style="list-style-type: none"> a. own styles in leadership potentials b. managing stress c. understanding EQ 4. <i>Solve it using creativity</i> <ol style="list-style-type: none"> a. creativity in me, creative process, creativity in the workplace <p>Leading people</p> <ol style="list-style-type: none"> 5. <i>Connecting the minds</i> <ol style="list-style-type: none"> a. team formation b. team roles c. determinants of team effectiveness 6. <i>Candy box</i> <ol style="list-style-type: none"> a. leadership theories: meaning, attributes, behaviours 7. <i>Fight or flight?</i> <ol style="list-style-type: none"> a. types of conflict b. managing conflict c. caring about others 8. <i>Leadership challenges</i> <ol style="list-style-type: none"> a. desirable competencies in the real world b. entrepreneur competencies c. A.I., blockchain, cloud computing and data analytics facilitating entrepreneurship
---	--

Teaching/Learning Methodology	<ol style="list-style-type: none"> In general, through <i>active classes, guided readings and assignments</i> (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 <i>2-hour lectures</i> 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 <i>1-hour tutorials</i> 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 <i>reading resources</i> for long-term continuous learning. Written <i>assignments, exercises and presentations</i> enable the students to have their achievement/experience demonstrated and self-efficacy increased. The assignments facilitate the students to have interaction with / learning from practices.
--------------------------------------	---

Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th>Specific assessment methods/tasks</th> <th>% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>Continuous Assessment*</th> <th>100%</th> <th>a.</th> <th>b.</th> <th>c.</th> <th>d.</th> <th>e.</th> <th>f.</th> </tr> </thead> <tbody> <tr> <td>Tutorial Attendance / Participation / Performance</td> <td>15%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Lecture Attendance / Performance through exercises / activities / quizzes</td> <td>10%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Group Assignment</td> <td>40%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Individual Assignment</td> <td>30%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Personal Development Plan and Reflection</td> <td>5%</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><i>*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.</i></p> <p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>There are two additional essential components to this subject: National Education and Online Tutorial on Academic Integrity (OTAI). Students will need to complete these components via Blackboard by a specific deadline. The National Education component</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						Continuous Assessment*	100%	a.	b.	c.	d.	e.	f.	Tutorial Attendance / Participation / Performance	15%	✓	✓		✓			Lecture Attendance / Performance through exercises / activities / quizzes	10%	✓	✓		✓			Group Assignment	40%		✓	✓	✓			Individual Assignment	30%	✓		✓	✓	✓		Personal Development Plan and Reflection	5%						✓	Total	100%						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																																						
Continuous Assessment*	100%	a.	b.	c.	d.	e.	f.																																																																	
Tutorial Attendance / Participation / Performance	15%	✓	✓		✓																																																																			
Lecture Attendance / Performance through exercises / activities / quizzes	10%	✓	✓		✓																																																																			
Group Assignment	40%		✓	✓	✓																																																																			
Individual Assignment	30%	✓		✓	✓	✓																																																																		
Personal Development Plan and Reflection	5%						✓																																																																	
Total	100%																																																																							

	<p>consists of a 3-hour face-to-face lecture and 7 hours of self-study, while the OTAI takes approximately two to three hours of self-study to complete. These additional essential components are part of the subject completion requirement. Students who fail to complete them will fail this subject.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> Tutorial Attendance, Participation, Performance, applicable to weekly tutorials, encourages active 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 (e.g. ‘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. 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. 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. For Personal Development Plan and Reflection, each student is required to engage in a guided reflection to review his or her developmental need. This provides the basis on which student will formulate an initial personal development plan. Allocation of marks is based on assessment criteria and rubrics. 	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures 	<p>26 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Tutorials 	<p>13 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Preparation for lectures and seminars (reading & get ready an enquiry mindset) 	<p>13 Hrs.</p>

	<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><i>Recommended Textbooks and References</i></p> <ol style="list-style-type: none"> 1. Pang E. (Ed.). (2019). <i>Managing self and leading other</i>, 3rd edn, McGraw-Hill, Singapore. (e-Book). 2. De Janasz, S.C., Dowd, K.O. & Schneider, B.A. (2019). <i>Interpersonal skills in organizations</i>, 6th edn, McGraw-Hill, Singapore. 3. Hughes, R.L., Ginnett, R.C. & Curphy, G.J. (2019). <i>Leadership</i>, 9th edn, McGraw-Hill, Singapore. 4. Ross, P. K., & Blumenstein, M. (2015). Cloud computing as a facilitator of SME entrepreneurship. <i>Technology Analysis & Strategic Management</i>, 27(1), 87-101. 5. Waitley, D. (2019). <i>Psychology of success – Finding meaning in work and life</i>, 7th edn, McGraw-Hill, NY. 	

July 2024