

## Subject Description Form

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| <b>Subject Code</b>                            | MM3151  |
| <b>Subject Title</b>                           | Managerial Leadership   |
| <b>Credit Value</b>                            | 3   |
| <b>Level</b>                                   | 3   |
| <b>Normal Duration</b>                         | 1-semester  |
| <b>Pre-requisite / Co-requisite/ Exclusion</b> | <b>Pre-requisite:</b> Management and Organisation (MM2021) or equivalent  |
| <b>Role and Purposes</b>                       | Based on the vast scientific advancement in social psychology, organizational behavior, sociology, and other relevant disciplines, this subject addresses the emergence and effectiveness of leaders. Students will gain self-awareness of their personal leadership styles, and learn the whole spectrum of effective leaderships in the context of interpersonal interactions, teams, and organizations. Students will learn the fundamental principles, features, and processes of influencing others in an effective manner. They will learn to understand the cultural variations and ethical nuances leaders have to face constantly. In summary, this subject aims at turning students into enlightened leaders in that not only they become more effective in leadership roles, but have in-depth and systematic understandings of leadership dynamics as well.   |
| <b>Subject Learning Outcomes</b>               | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Communicate verbally and in writing in English at a level of effectiveness appropriate for business purposes and general conversation (<b>BBA Outcome 1</b>);</li> <li>b. Demonstrate a global outlook and an understanding of cultural diversity when dealing with issues of leadership (<b>BBA Outcome 2</b>);</li> <li>c. Identify and invoke mechanisms for the stimulation of creative thinking in addressing key challenges and problems leaders facing in the business setting (<b>BBA Outcome 3</b>);</li> <li>d. Identify and resolve ethical challenges pertaining to leadership, motivating employees, power, politics, managing conflicts, negotiating, coaching, communicating and other relevant issues (<b>BBA Outcome 4</b>);</li> <li>e. Conceptualize and act upon the individual and group dynamics in organizations and their impact on leadership and influencing others (<b>BBA Outcome 9</b>);</li> <li>f. Have sufficient skills and knowledge pertaining to leadership to make an immediate contribution to the organization in which they are first employed; and have a foundation for leadership-related skills and knowledge, on which to base the process of continuous professional development.</li> </ol> |

| <p><b>Subject Synopsis/<br/>Indicative Syllabus</b></p>                       | <p><b>Introduction to Leadership and its Context</b><br/>A thorough review of the nature of leadership and managerial work.</p> <p><b>Leadership Traits</b><br/>Individual characteristics that may be associated with leadership emergence and effectiveness.</p> <p><b>Leadership Behavior, Motivation and Contingencies</b><br/>Effective leadership behaviors, the underlying motivation processes, and their boundary conditions.</p> <p><b>Charismatic and Transformational Leadership</b><br/>The nature, basic elements, and processes underlying leader charisma and its transformational impact on followers.</p> <p><b>Leadership and Followership</b><br/>The nature and dynamics of the dyadic relationship between leaders and followers.</p> <p><b>Power, Politics, and Negotiation: The Influencing process</b><br/>The nature, impact, utilization, and means to obtain power; How to utilize and handle politics in organizations; The basics of negotiation; The nature and major tactics of influencing people.</p> <p><b>Cultural Variation on Leadership</b><br/>The nature and nuances of cultural context and the dynamics between cultural contexts and leadership emergence and effectiveness.</p> <p><b>Ethical Leadership and Social Responsibility</b><br/>Ethical dilemma facing leaders.</p> <p><b>Interdependence and Crisis Management</b><br/>The interdependence of individual and organizational actions, and the management of crises.</p> |                                   |             |   |   |   |   |  |  |   |   |   |   |   |   |                              |            |  |  |  |  |  |  |  |     |   |   |   |   |   |   |  |     |   |   |   |   |   |   |                    |            |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
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| <p><b>Teaching/Learning Methodology</b></p>                                   | <p>The class is taught with outcome-based learning and research-based education in mind. Designed to better prepare students to apply both basic knowledge and cutting-edge discoveries in leadership research to contemporary business problems, this course requires students to produce reports analyzing problems for organizations and the role of leadership in these problems, and eventually providing solutions based on cutting-edge academic knowledge that they have learned from the course. The interactive seminar with exercises, cases, and group-based activities will cover major topics of the over a century's intensive research on leadership.</p>   |                                   |             |   |   |   |   |  |  |   |   |   |   |   |   |                              |            |  |  |  |  |  |  |  |     |   |   |   |   |   |   |  |     |   |   |   |   |   |   |                    |            |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
| <p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> | <table border="1"> <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<br/>(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><b>Continuous Assessment</b></td> <td><b>50%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Individual Assignment (in-class participation and individual reports)</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Team Assignment (team presentation and team report)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>Examination</b></td> <td><b>50%</b></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>  | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed<br>(Please tick as appropriate) |   |   |   |  |  | a | b | c | d | e | f | <b>Continuous Assessment</b> | <b>50%</b> |  |  |  |  |  |  | 1. Individual Assignment (in-class participation and individual reports) | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Team Assignment (team presentation and team report) | 20% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | <b>Examination</b> | <b>50%</b> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100 % |  |  |  |  |  |  |
| Specific assessment methods/tasks   | % weighting   |                                   |             | Intended subject learning outcomes to be assessed<br>(Please tick as appropriate) |   |   |   |  |  |   |   |   |   |   |   |                              |            |  |  |  |  |  |  |  |     |   |   |   |   |   |   |  |     |   |   |   |   |   |   |                    |            |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
|   |   | a                                 | b           | c   | d | e | f |  |  |   |   |   |   |   |   |                              |            |  |  |  |  |  |  |  |     |   |   |   |   |   |   |  |     |   |   |   |   |   |   |                    |            |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
| <b>Continuous Assessment</b>  | <b>50%</b>  |                                   |             |   |   |   |   |  |  |   |   |   |   |   |   |                              |            |  |  |  |  |  |  |  |     |   |   |   |   |   |   |  |     |   |   |   |   |   |   |                    |            |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
| 1. Individual Assignment (in-class participation and individual reports)      | 30%   | ✓                                 | ✓           | ✓   | ✓ | ✓ | ✓ |  |  |   |   |   |   |   |   |                              |            |  |  |  |  |  |  |  |     |   |   |   |   |   |   |  |     |   |   |   |   |   |   |                    |            |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
| 2. Team Assignment (team presentation and team report)                        | 20%   | ✓                                 | ✓           | ✓   | ✓ | ✓ | ✓ |  |  |   |   |   |   |   |   |                              |            |  |  |  |  |  |  |  |     |   |   |   |   |   |   |  |     |   |   |   |   |   |   |                    |            |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
| <b>Examination</b>  | <b>50%</b>  | ✓                                 | ✓           | ✓   | ✓ | ✓ | ✓ |  |  |   |   |   |   |   |   |                              |            |  |  |  |  |  |  |  |     |   |   |   |   |   |   |  |     |   |   |   |   |   |   |                    |            |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
| Total   | 100 %   |                                   |             |   |   |   |   |  |  |   |   |   |   |   |   |                              |            |  |  |  |  |  |  |  |     |   |   |   |   |   |   |  |     |   |   |   |   |   |   |                    |            |   |   |   |   |   |   |       |       |  |  |  |  |  |  |

|                                      |   |         |
|--------------------------------------|---|---------|
|                                      | <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in <b>BOTH</b> the Continuous Assessment and Examination components.</p> <p><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b> the various methods are designed to ensure that all students taking this subject learn sufficiently to accomplish these learning outcomes and become better qualified for the real world. Specifically,</p> <ul style="list-style-type: none"> <li>▪ Students are asked to write academic papers, which helps them to learn to appreciate, consume, and utilize high quality and cutting-edge research products.</li> <li>▪ Final exams test students' ability to understand theories and concepts plus using them to analyze issues and solve problems under time pressure.</li> <li>▪ Students need to work in groups to discuss in class issues pertaining to leadership. And then they are to reflect individually (in writing) what they have learned from the discussion – different people have different leadership development needs and trajectories, and the group discussion will provide a great context for that discovery.</li> <li>▪ Working in teams also allows students to take upon leadership roles.</li> <li>▪ In-class exercises and cases will be used to help students learn the theories and hone their skills in an experiential manner.</li> </ul> |         |
| <b>Student Study Effort Required</b> | Class contact:  |         |
|                                      | <ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>  | 39 Hrs. |
|                                      |   |         |
|                                      | Other student study effort:   |         |
|                                      | <ul style="list-style-type: none"> <li>▪ Preparation for discussion</li> </ul>  | 39 Hrs. |
|                                      | <ul style="list-style-type: none"> <li>▪ Preparation for project/ assignment/ tests</li> </ul>  | 39 Hrs. |
| Total student study effort           | 117 Hrs.  |         |
| <b>Reading List and References</b>   | <p><b>Indicative Readings</b></p> <p><b>Textbook</b></p> <p>Yukl, G. 2013. <i>Leadership in Organizations</i>, Eighth Edition, Pearson, London.</p> <p><b>Reference Books</b></p> <p>Gosling, J., Case, P. &amp; Witzel, M. eds. 2007. <i>John Adair: Fundamentals of Leadership</i>, Palgrave Macmillan, Basingstoke.</p> <p>Heifetz, R., &amp; Linsky, M. 2002. <i>Leadership on the Line: Staying Alive through the Dangers of Leading</i>, Harvard Business School Press, Boston.</p> <p><b>Reference Journal Articles</b></p> <p>Antonakis, J., Fenley, M., &amp; Liechti, S. 2012. Learning Charisma. <i>Harvard Business Review</i>, 90(6): 127-130.</p> <p>Auster, E.R., &amp; Ruebottom, T. 2013. Navigating the politics and emotions of change. <i>MIT Sloan Management Review</i>, 54(4): 31-36.</p> <p>Barsoux, J.-L., &amp; Bouquet, C. 2013. How to overcome a power deficit. <i>MIT Sloan</i></p>   |         |

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Trevino, L.K., Hartman, L.P., & Brown, M. 2000. Moral person and moral manager: How executives develop a reputation for ethical leadership. *California Management Review*, 42(4): 128-142.

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Vredenburg, D., & He, I.Y. 2003. Leadership lessons from a conductorless orchestra. *Business Horizons*, 46(5): 19-24.

*\*An updated list of readings will be provided at the beginning of the semester.*