

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS1900														
Subject Title	Tomorrow's Leaders														
Credit Value	3														
Level	1														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Notes	This subject is offered to students enrolling in the International Summer School only and cannot be credit transferred for fulfilling the LEAD graduation requirement as it excludes the components of “Online Tutorial on Academic Integrity” and “National Education”.														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 40%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation (including 5% “Learning to learn” self-reflection)</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 Student must pass all component(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation (including 5% “Learning to learn” self-reflection)	20%	--	2. Group Project	--	30%	3. Term Paper	50%	--
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Class Participation (including 5% “Learning to learn” self-reflection)	20%	--													
2. Group Project	--	30%													
3. Term Paper	50%	--													
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.														

<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. understand and integrate theories, research and concepts on the basic qualities (particularly intrapersonal and interpersonal qualities) of effective leaders; b. develop self-awareness and self-understanding; c. demonstrate self-leadership in pursuit of continual self-improvement; d. apply intrapersonal and interpersonal skills in daily lives; e. 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; f. recognize and accept their responsibility as professionals and citizens to the society and the world.
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<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; compulsory requirements of the subject: group presentation; individual assignment; and class participation. 2. Self-leadership in effective leaders: the importance of self-understanding and self-management; “Learning to learn” ability; life-long learning and leadership. 3. Cognitive competence (critical thinking): misinformation, disinformation, and propaganda; different types of thinking styles; critical thinking model; roles of cognitive competence, critical thinking and problem solving in effective leadership; learning to learn. 4. Social emotional competence: social awareness; relationship management; the application of social emotional competence in daily lives and in effective leadership. 5. Resilience and stress-coping: concepts and theories of resilience and stress-coping; relationship between resilience, stress and stress-coping; role of resilience in effective leadership; application of resilience and stress-coping on daily basis. 6. Morality and integrity: moral competence; role of morality in effective leadership; ethical leadership and importance of moral competence in different professions. 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 and daily lives.																																																				
Teaching/Learning Methodology <i>(Note 3)</i>	<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. 																																																				
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="496 797 1353 1496"> <thead> <tr> <th data-bbox="496 797 788 999" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="788 797 938 999" rowspan="2">% weighting</th> <th colspan="6" data-bbox="938 797 1353 931">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="938 931 1002 999">a</th> <th data-bbox="1002 931 1066 999">b</th> <th data-bbox="1066 931 1129 999">c</th> <th data-bbox="1129 931 1193 999">d</th> <th data-bbox="1193 931 1257 999">e</th> <th data-bbox="1257 931 1353 999">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="496 999 788 1285">1. Class Participation (including 5% “Learning to learn” self-reflection) ^</td> <td data-bbox="788 999 938 1285">20%</td> <td data-bbox="938 999 1002 1285">✓</td> <td data-bbox="1002 999 1066 1285">✓</td> <td data-bbox="1066 999 1129 1285">✓</td> <td data-bbox="1129 999 1193 1285">✓</td> <td data-bbox="1193 999 1257 1285">✓</td> <td data-bbox="1257 999 1353 1285">✓</td> </tr> <tr> <td data-bbox="496 1285 788 1352">2. Group Project*</td> <td data-bbox="788 1285 938 1352">30%</td> <td data-bbox="938 1285 1002 1352">✓</td> <td data-bbox="1002 1285 1066 1352">✓</td> <td data-bbox="1066 1285 1129 1352">✓</td> <td data-bbox="1129 1285 1193 1352">✓</td> <td data-bbox="1193 1285 1257 1352">✓</td> <td data-bbox="1257 1285 1353 1352">✓</td> </tr> <tr> <td data-bbox="496 1352 788 1420">3. Term Paper^</td> <td data-bbox="788 1352 938 1420">50%</td> <td data-bbox="938 1352 1002 1420">✓</td> <td data-bbox="1002 1352 1066 1420">✓</td> <td data-bbox="1066 1352 1129 1420">✓</td> <td data-bbox="1129 1352 1193 1420"></td> <td data-bbox="1193 1352 1257 1420">✓</td> <td data-bbox="1257 1352 1353 1420"></td> </tr> <tr> <td data-bbox="496 1420 788 1496">Total</td> <td data-bbox="788 1420 938 1496">100 %</td> <td colspan="6" data-bbox="938 1420 1353 1496"></td> </tr> </tbody> </table> <p data-bbox="496 1496 970 1532">*assessment is based on group effort</p> <p data-bbox="496 1532 1023 1568">^assessment is based on individual effort</p> <p data-bbox="496 1608 1377 1675">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li data-bbox="496 1688 1390 2128">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 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 							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 (including 5% “Learning to learn” self-reflection) ^	20%	✓	✓	✓	✓	✓	✓	2. Group Project*	30%	✓	✓	✓	✓	✓	✓	3. Term Paper^	50%	✓	✓	✓		✓		Total	100 %						
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Total	100 %																																																				

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 the 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 ten academic years (2012-2022), 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.

Li, X., & Shek, D. T. L. (2020). Objective outcome evaluation of a leadership course utilising the positive youth development approach in Hong Kong. *Assessment & Evaluation in Higher Education*, 45(5), 741-757.

Ma, C. M. S., Shek, D. T. L., & Li, P. P. K. (2017). Evaluation of a leadership and intrapersonal development subject for university students: Experience in Hong Kong. *International Journal of Child and Adolescent Health*, 10(3), 337-346.

Ma, C. M. S., Shek, D. T. L., Li, P. P. K., Mok, B. P. W. & Leung, E. Y. K. (2016). Qualitative evaluation of a leadership and intrapersonal development subject for university students in

	<p>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>. 13(4), 481-488.</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>, 13(4), 451-456.</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>, 13(4), 473-480.</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>, 13(4), 457-464.</p> <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>
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	<p>Shek, D. T. L., & Yu, L. (2017). An evaluation study on a university general education subject in Hong Kong. <i>International Journal of Adolescent Medicine and Health</i>, 29(1),103-109.</p> <p>Shek, D. T. L., Yu, L., Lin, L., Li, X., Zhu, X., Dou, D., Chai, W., Chak, Y., Ho, W., Leung, E., Li, P., Mok, B., Shek, V., Shek, E., & Jin, T. (2021). Nurturing leadership qualities under COVID-19: Student perceptions of the qualities and effectiveness of online teaching and learning on leadership development. <i>International Journal of Child and Adolescent Health</i>, 14(1), 89-100.</p> <p>Shek, D. T. L., Zhu, X., Li, X., & Dou, D. (2022). Satisfaction with HyFlex teaching and law-abiding leadership education in Hong Kong university students under COVID-19. <i>Applied Research in Quality of Life</i>, 1-26.</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/online 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 	61 Hrs.
	Total student study effort	120 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>Dugan, J. P. (2006). Involvement and leadership: A descriptive analysis of socially responsible leadership. <i>Journal of College Student Development</i>, 47(3), 335-343.</p> <p>Dugan, J. P. (2015). The measurement of socially responsible leadership: Considerations in establishing psychometric rigor.</p>	

Journal of Educational, Cultural and Psychological Studies, 12, 23-42.

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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. *Journal of Personality and Social Psychology, 99*(3), 395-409.

Kohlberg, L. (1964). Development of moral character and moral ideology. In M. L. Hoffman, & L. W. Hoffman (Eds.), *Review of Child Development Research* (pp. 381-431). New York: Russell Sage Foundation.

Lau, P. S. Y., & Wu, F. K. Y. (2012). Emotional competence as a positive youth development construct: A conceptual review. *The Scientific World Journal, 2012*, 8 pages. doi:10.1100/2012/975189

Marsh, H. W. (1990). A multidimensional, hierarchical self-concept: Theoretical and empirical justification. *Educational Psychological Review, 2*(2), 77-172.

Masten, A. S., & Obradović, J. (2006). Competence and resilience in development. *Annals of the New York Academy of Sciences, 1094*(1), 13-27.

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. *Journal of Social Issues, 67*(4), 825-840.

Rycek, R. F., Stuhr, S. L., McDermott, J., Benker, J., & Swartz, M. D. (1998). Adolescent egocentrism and cognitive functioning during late adolescence. *Adolescence, 33*(132), 745-749.

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5-14.

Shek, D. T. L. (2010). Nurturing holistic development of university students in Hong Kong: Where are we and where should we go? *The Scientific World Journal, 10*, 563-575.

Shek, D. T. L. (2012). Spirituality as a positive youth development construct: A conceptual review. *The Scientific World Journal, 2012*, 8 pages. doi:10.1100/2012/458953

Shek, D. T. L., & Leung, H. (2016a). Developing self-leadership and responsibility and moving away from egocentrism. *International Journal on Disability and Human Development, 15*(2), 157-164.

Shek, D. T. L., & Leung, H. (2016b). Resilience as a focus of a subject on leadership and intrapersonal development.

International Journal on Disability and Human Development, 15(2), 149-155.

Shek, D. T. L., & Leung, J. T. Y. (2016). Developing social competence in a subject on leadership and intrapersonal development. *International Journal on Disability and Human Development*, 15(2), 165-173.

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Shek, D. T. L., & Ng, E. C. W. (2017). Leadership training for university students in Hong Kong: A critical review. *International Journal of Child and Adolescent Health*, 10(1), 25-40.

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.

Shek, D. T. L., Zhu, X., Dou, D., Law, M. Y. M., Yu, L., Ma, C. M. S., & Lin, L. (2019). Nurturing holistic development in university students through leadership courses: The Hong Kong experience. In G. H. Tonon (Ed.), *Teaching quality of life in different domains, social indicators research series 79* (pp. 61-81). Switzerland: Springer.

Supplementary References

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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*

	<p><i>Journal of Educational and Developmental Psychology</i>, 7, 31-46.</p> <p>Cheung, C. K., & Lee, T. Y. (2010). Contributions of moral education lectures and moral discussion in Hong Kong secondary schools. <i>Social Psychology of Education: An International Journal</i>, 13(4), 575-591.</p> <p>Davey, M., Eaker, D. G., & Walters, L. H. (2003). Resilience processes in adolescents: Personality profiles, self-worth, and coping. <i>Journal of Adolescent Research</i>, 18(4), 347-362.</p> <p>Govier, I. (2000). Spiritual care in nursing: A systematic approach. <i>Nursing Standard</i>, 14(17), 32-36.</p> <p>Kumru, A., & Thompson, R. A. (2003). Ego identity status and self-monitoring behavior in adolescents. <i>Journal of Adolescent Research</i>, 18(5), 481-495.</p> <p>Leung, J. T. Y., & Shek, D. T. L. (2020). Theories of adolescent development: Overview. In D. T. L. Shek, & J. T. Y. Leung (Eds.), <i>The encyclopedia of child and adolescent development</i>. (Volume 7: History, theory, and culture in adolescence). (pp. 2887-2897). New York, NY: Wiley.</p> <p>Luthans, F., Vogelgesang, G. R., & Lester, P. B. (2006). Developing the psychological capital of resiliency. <i>Human Resource Development Review</i>, 5(1), 25-44.</p> <p>Neck, C. P., & Houghton, J. D. (2006). Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. <i>Journal of Managerial Psychology</i>, 21(4), 270-295.</p> <p>Shek, D. T. L. (Ed.) (2019). Mental health and well-being of adolescents in Hong Kong [Special issue]. <i>Journal of Adolescent Health</i>, 64(6), S1-S86.</p> <p>Shek, D. T. L., Yu, L., & Merrick, J. (Eds.) (2019). Promotion of holistic development of university students in Hong Kong. [Special issue]. <i>International Journal of Child and Adolescent Health</i>, 12(1), 1-122.</p> <p>Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review. <i>Social Development</i>, 6(1), 111-135.</p>
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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.