MGT4315: LEADERSHIP

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Leadership

Subject Code
MGT - Management
Course Number
4315

Academic Unit
Management (MGT)

College/School
College of Business (CB)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
FB2300 / CB2300 Management

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

Leadership not only determines the fate of organizations, but also affects the personal, social, and professional lives of individuals. 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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand the major theories of leadership.	20	x	x	
2	Understand specific leadership behaviors, practices, and the technical and ethical challenges which arise in workplace.	20	x	x	
3	Critically analyse the importance of the typologies of roles and develop self-understanding and ability to reflect critically on self and others' leadership. .	20	x	x	x
4	Apply knowledge of leadership to deal with their real world experiences and develop leadership styles suitable for your personality and appropriate to the situation.	20	x	x	x
5	Communicate effectively in writing on leaderships issues.	20	x	x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Seminary lecturing	Learning through lecture deliveries, reading books, journal articles, adopted online resources, and library databases to acquire basic concepts of leadership.	1, 2, 3, 4	In class 39 hours

| 2 | Self-assessment exercises and learning diary | These exercises will help students to be more aware of their strengths and weaknesses in leadership and thus students become a better leader as well as follower.

Based on these self-assessment exercises, students reflect on the knowledge they have gained and then set goals for their future development. | 3, 4, 5 | |
| 3 | Team project | Learning through conducting a team project to develop group and leadership skills. Through team-based exercises and projects, students will have extensive opportunities to work as a team player and team leader during the entire semester. | 1, 2, 3, 4, 5 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class discussion	1, 2, 3, 4, 5	10	
2	Self-assessment and learning diaryIt is designed to help students understand their own characteristics, leadership styles and plan for continuous leadership skills development.	3, 4, 5	15	
3	Team Project (Presentation and written report)It is designed to assess the student's competence level in mastery and creative application of leadership skills, capability in discovery on significant leadership issues, and ability to work collaboratively.	1, 2, 3, 4, 5	35	

Continuous Assessment (%)

60

Examination (%)
40

Examination Duration (Hours)
2

Additional Information for ATs
Examination is designed to assess the students' competence level of the mastery and creative application of leadership theories and principles.

Assessment Rubrics (AR)

Assessment Task
1. In-class discussion

Criterion
Punctuality

Excellent (A+, A, A-)
Student is almost always punctual and attends full-time.

Good (B+, B, B-)
Student is frequently punctual and attends full-time.

Fair (C+, C, C-)
Student is occasionally late to class and leaves early.

Marginal (D)
Student is always late to class and leaves early.

Failure (F)
Student never attends class.

Assessment Task
1. In-class discussion

Criterion
Preparation

Excellent (A+, A, A-)
Student is almost always prepared for class with assignments and required class materials.

Good (B+, B, B-)
Student is frequently prepared for class with assignments and required class materials.

Fair (C+, C, C-)
Student is occasionally prepared for class with assignments and required class materials

Marginal (D)
Student is seldom prepared for class with assignments and required class materials.

Failure (F)
Student is never prepared for class and often turns in assignment after deadlines.

Assessment Task
1. In-class discussion

Criterion
Motivation

Excellent (A+, A, A-)
Student almost always contributes to class by offering ideas and asking questions more than once per class.

Good (B+, B, B-)
Student frequently contributes to class by offering ideas and asking questions once per class.

Fair (C+, C, C-)
Student occasionally contributes to class by offering ideas and asking questions.

Marginal (D)
Student seldom contributes to class by offering ideas and asking questions.

Failure (F)
Student never participates in class discussion/team meetings.

Assessment Task
1. In-class discussion

Criterion
Behavior

Excellent (A+, A, A-)
Student almost always displays enquiring behavior during class.

Good (B+, B, B-)
Student frequently displays enquiring behavior during class.

Fair (C+, C, C-)
Student occasionally displays disruptive behavior during class.

Marginal (D)
Student often displays disruptive behavior during class.

Failure (F)
Student almost always displays disruptive behavior during class.

Assessment Task
2. Examination

Criterion
Knowledge of the subject matter; critical analysis of the problem; application of theoretical concepts

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of creative application of leadership theory or principles, critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Student understand the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of theories.

Assessment Task

3. Self-assessment and learning diary

Criterion

Knowledge of the subject matter; critical analysis of the problem; application of theoretical concepts; quality of the recommendations

Excellent (A+, A, A-)

Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution. As in B, but original, going well beyond standard resources/ references, stating a point of view in ones own voice.As in B, but uses unusual references to bolster an original argument.Showing clear evidence of original or creative thinking in applying leadership theories or principles and evidence of substantial discovery attempts with some success.

Good (B+, B, B-)

As in C, but shows what past work has done/not done, demonstrating logical progression to the topic.Most/all relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, uses appropriate structure to resolve issues with convincing arguments and discussion. References are comprehensive, showing care in researching the issue, correct formatting.Clear evidence of original or creative thinking in applying leadership theories or principles.Showing some significant discovery attempts.

Fair (C+, C, C-)

Describes topic, refers to relevant work and what is proposed to be done.More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution.Evidence of some search skills; standard references in mostly correct formatting.Some evidence of original or creative thinking in applying leadership theories or principles

Marginal (D)

Writes enough to describe what the topic is about.Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references.Very little evidence of library skills, incorrect formatting, irrelevant use of reference.Very little original or creative thinking in applying leadership theories or principles

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. Plagiarism.No presentation was conducted or the presentation was conducted in an extremely poor quality.No written report was submitted or the report was of very low quality.

Assessment Task

4. Team Project (Presentation and written report)

Criterion

Knowledge of the subject matter; critical analysis of the problem; application of theoretical concepts; quality of the recommendations

Excellent (A+, A, A-)

Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution. As in B, but original, going well beyond standard resources/ references, stating a point of view in ones own voice.As in B, but uses unusual references to bolster an original argument.Showing clear evidence of original or creative thinking in applying leadership theories or principles and evidence of substantial discovery attempts with some success.

Good (B+, B, B-)

As in C, but shows what past work has done/not done, demonstrating logical progression to the topic.Most/all relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, uses appropriate structure to resolve issues with convincing arguments and discussion. References are comprehensive, showing care in researching the issue, correct formatting.Clear evidence of original or creative thinking in applying leadership theories or principles.Showing some significant discovery attempts.

Fair (C+, C, C-)

Describes topic, refers to relevant work and what is proposed to be done.More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution.Evidence of some search skills; standard references in mostly correct formatting.Some evidence of original or creative thinking in applying leadership theories or principles

Marginal (D)

Writes enough to describe what the topic is about.Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references.Very little evidence of library skills, incorrect formatting, irrelevant use of reference.Very little original or creative thinking in applying leadership theories or principles

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. Plagiarism.No presentation was conducted or the presentation was conducted in an extremely poor quality.No written report was submitted or the report was of very low quality.

Part III Other Information

Keyword Syllabus

Introduction to leadership
Leaders, followers, and situations: A thorough review of the nature of leadership and managerial work.
Leadership traits and skills: Individual characteristics that may be associated with leadership emergence and effectiveness.
Leadership styles, behaviors, motivation, and contingencies: Effective and non-effective leadership styles, behaviors, the underlying motivation processes, and their boundary conditions.
Leadership and followership: The nature and dynamics of the dyadic relationship between leaders and followers.
Charismatic and transformational leaders: The nature, basic elements, and processes underlying leader charisma and its transformational impact on followers.
Effective leadership skill development: Creating vision, establishing a constructive climate, building community, creativity
Leadership and ethics: Ethical dilemma facing leaders.
Culture and leadership: Cross-cultural difference in effective leadership: paternalistic and abusive supervision
Contemporary ideas about leadership: Relational leadership and social network

Reading List

Compulsory Readings

	Title
1	Hughes, R.. L., Ginnett, R. C., & Curphy, G. J. (2012). Leadership: Enhancing the lessons of experience (7th ed.). McGraw-Hill: New York.

Additional Readings

	Title
1	Northouse, P. G. (2010). Leadership. Theory and practice (5th ed.). Sage Publications: Thousand Oaks, C. A. (Sage 1)
2	Northouse, P. G. (2015). Introduction to leadership: Concepts and practice (3rd ed). Sage Publicatons: Thousand Oaks, C. A. (Sage 2)