### Intended Learning Outcomes

(Note 1)

Upon completion of the subject, students will be able to:

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. acquire interpersonal skills;

d. develop self-reflection skills;

e. understand the importance of intrapersonal and interpersonal qualities in effective leadership, particularly the connection of learning in the subject to one’s personal development.

### Subject Synopsis/Indicative Syllabus

(Note 2)

1. An overview of the personal attributes of effective leaders: roles of self-understanding and interpersonal relationship qualities in effective leadership.

2. Cognitive competence: different types of thinking styles; higher-order thinking; experiential learning; role of cognitive competence, critical thinking and problem solving in effective leadership.

3. Emotional competence: awareness and understanding of emotions; emotional quotient (EQ); role of emotional management in effective leadership; mental health and stress management.

4. Resilience: stresses faced by adolescents; life adversities; coping with life stresses; role of resilience in effective leadership.

5. Morality and integrity: moral issues and moral competence; role of morality in effective leadership; ethical leadership; integrity and effective leadership.


7. Spirituality: meaning of life and adolescent development; role of spirituality in effective leadership; servant leadership.

8. Social competence and egocentrism: basic social competence skills; roles of social competence, care and compassion in effective leadership; egocentrism in university students.

9. Relationship building, team building and conflict management: relationship quality and effective leadership; conflict management and effective leadership.

10. Interpersonal communication: theories, concepts, skills and blocks of interpersonal communication; role of communication skills in effective leadership.

11. Self-leadership and sense of responsibility in effective leaders; life-long learning and leadership.

12. Mental health and effective leadership: stress management; importance of mental health and wellness among university students.
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 four academic years (2010-2011; 2011-2012; 2012-2013; 2013-2014), 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:


### Student Study Effort Expected

<table>
<thead>
<tr>
<th>Class contact:</th>
<th>39 Hrs.</th>
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<tbody>
<tr>
<td>Lectures and experiential learning activities</td>
<td></td>
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</table>

<table>
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<tr>
<th>Other student study effort:</th>
<th></th>
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<tbody>
<tr>
<td>Group project preparation</td>
<td>20 Hrs.</td>
</tr>
<tr>
<td>Reading and writing term paper</td>
<td>76 Hrs.</td>
</tr>
</tbody>
</table>

| Total student study effort | 135 Hrs. |

### Reading List and References

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<tr>
<th>Basic References:</th>
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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.


Supplementary References:


