Subject Description Form

Subject Code: APSS1L01

Subject Title: Tomorrow’s Leaders

Credit Value: 3

Level: 1

GUR Requirements Intended to Fulfill: This subject intends to fulfill the following requirement(s):
- Healthy Lifestyle
- Freshman Seminar
- Languages and Communication Requirement (LCR)
- Leadership and Intra-Personal Development
- Service-Learning
- Cluster-Area Requirement (CAR)
  - Human Nature, Relations and Development
  - Community, Organization and Globalization
  - History, Cultures and World Views
  - Science, Technology and Environment
- China-Study Requirement
  - Yes or
- Writing and Reading Requirements
  - English or

Pre-requisite / Co-requisite / Exclusion: Nil

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.

Subject Intended Learning Outcomes: 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:

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.

Teaching/Learning Methodology: 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:

1. Lectures;
2. Experiential classroom activities;
3. Group project presentation;
4. Written assignment.

Assessment Methods in Alignment with Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation^</td>
<td>20%</td>
<td>✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Peer Assessment^</td>
<td>5%</td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td>Group Project*</td>
<td>30%</td>
<td>✔ ✔ ✔ ✔ 🔴</td>
</tr>
<tr>
<td>Term Paper*</td>
<td>45%</td>
<td>✔ ✔ ☑</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>☑ ☑ ☑</td>
</tr>
</tbody>
</table>

*assessment is based on group effort
^assessment is based on individual effort

Note:
- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Assessment of Class Participation (20%): It is expected that 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 and preparation for lectures will be given. Students will be assessed by: a) preparation for class (e.g., complete online assignment and dig up materials before class), b) participation in class (e.g., completion of worksheets and sharing) and c) volunteering to answer questions and join discussions in class.

2. Peer Assessment (5%): 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.

3. Assessment of Group Project (30%): Group project presentation can give an indication of the students’ understanding and integration of theories and concepts on 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.

4. Assessment of Term Paper (45%): 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:


**Shek, D. T. L., & Sun, R. C. F. (2012c). Promoting leadership and intrapersonal competence in university students: What can we learn from Hong Kong? International Journal on Disability and Human Development, 11(3), 221-228.**


<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lectures and experiential learning activities</td>
<td>39 Hrs.</td>
</tr>
<tr>
<td>Other student study effort:</td>
<td></td>
</tr>
<tr>
<td>• Group project preparation</td>
<td>20 Hrs.</td>
</tr>
<tr>
<td>• Reading and writing term paper</td>
<td>76 Hrs.</td>
</tr>
<tr>
<td>Total student study effort</td>
<td>135 Hrs.</td>
</tr>
</tbody>
</table>
### Basic References:


### Supplementary References:


