

United College, The Chinese University of Hong Kong
General Education Course
GEUC 2018 LEADERSHIP IN PRACTICE
2nd Term, 2020 /2021

Course Instructor: Ms Ann CHOI, Leadership Training Institute, Scout Association of Hong Kong
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Class Time: Thursday evenings; 4, 11, 18 & 25 March 2021
(with training camp on 20-21 March 2021)
Class Venue: UCC4, T. C Cheng Building, United College
Camp Deposit: A camp fee deposit of \$300 payable at the beginning of the term, which will be refunded after completion of the course.

Course Overview:

Leadership is very important in all forms of human working enterprise. The increasing complex, dangerous and challenging world demands more competent and ethical leaders than ever before. There is a growing need for effective leaders with moral integrity in all professions and organizations. Our students will be inevitably expected to take up the leadership role at certain time of their career and personal life.

This course is intended to foster students understanding of leadership by exposing them to the structured situations which require them to apply the principles they have learnt. It is believed that leadership can be learnt and the best way to develop the skills is through practice and coaching. The overarching goal of the course is to create a safe environment for students to experiment and acquire the practical skills and judgment that are essential to develop their leadership qualities. The course also aims at enhancing students' self- awareness and self-understanding by providing reflective time and quality feedbacks which are essential for helping a young leader to grow. To equip students the competence to build an effective team, social and communication skills are also emphasized. Action and experiential learning approaches will be adopted throughout the course to foster the leadership qualities and skills that are beneficial to both of their personal and career development. This course can serve as a general education course or a practicum course complementary to the academic related courses in promoting whole person development of students.

Grade Descriptors:

Grade	Overall course
	Assessment Scheme: Leadership Task Practicum (60%); Leadership and Reading-based Assignment (30%); Peer Evaluation (10%)
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR good performance on some learning outcomes which compensates for less satisfactory performance on other learning outcomes, resulting in overall substantial performance.
C	Satisfactory performance on majority of learning outcomes.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on most of the learning outcomes, OR failure to meet specified assessment requirements.

Learning Objectives and Outcomes:

After completing this course, students should be able to:

- Execute the five leadership functions which required by the action-centered leadership.
- Coordinate members to work together as an effective team.
- Apply problem solving strategies in tackling the assigned leadership tasks.
- Exhibit skills in communication in maintaining the morale of the team.
- Construct their personal conception of leadership.

Course Schedule and Arrangements:

Day	Date	Time	Venue
1	4 Mar 2021 (Thursday)	7:00 pm – 9:30 pm	United College
2	11 Mar 2021(Thursday)	7:00 pm – 9:30 pm	United College
3	18 Mar 2021 (Thursday)	7:00 pm – 9:30 pm	United College
4	20 Mar 2021(Saturday)	2:30 pm – mid-night	SAHK Wong Siu Sang Leadership Training Centre
5	21 Mar 2021 (Sunday)	mid-night –6:00 pm	SAHK Wong Siu Sang Leadership Training Centre
6	25 Mar 2021 (Thursday)	7:00 pm – 9:30 pm	United College

Topic	Contents
Defining Leadership	The session present a broad general view of leadership.
Leadership and Management	The session helps students distinguish the differences between a leader and a manager and identify the interplay of leadership and management.
Nature of Leadership and Leadership Styles	The session gives a brief introduction of the overview of current approaches to leadership.
Action-Centred Leadership	The session explains the essential roles and components of effective leadership for functional purposes
Leadership Checklist	The session introduces the actions or behavioral strategies that could help a leader to achieve the goals of the three essential roles and to meet the needs of the five basic functions of effective leadership.
Time Management for Leaders	The session explains how to manage the time effectively in the leader's action cycle.
Motivation for Leaders	The session reviews three motivation theories and identifies the practical actions and strategies that can be applied in motivating their team members.
Creativity at Work	The session facilitates students to listen, look and read with a creative attitude and overcome barriers or block to having new ideas in solving leadership problems.
Leadership Tasks	Leadership tasks of various levels of demands are provided for students to apply what they have learnt and to practice how to balance the needs of achieving the task, maintaining a team and developing individual members. Debriefing will be carried out after each task to process students' experiences. Constructive feedbacks will also be shared among the team members, observers, leader and facilitator in group.

Language:

Cantonese (Lectures and group discussions are mainly conducted in Cantonese; teaching materials are in Chinese supplemented with English)

Assessment:

Task Nature	Description		Weight
	Purpose	Learning outcomes	
Leadership Task Practicum	To foster students to apply the concepts and principles of leadership they have learnt in the course and to practice how to make balance in meeting the needs of achieving the assigned task, maintaining an effective team and developing individual members.	<ol style="list-style-type: none"> 1. Execute the five leadership functions which required by the action-centred leadership. 2. Coordinate members to work together as an effective team. 3. Apply problem solving strategies in tackling the assigned leadership tasks. 4. Exhibit skills in communication in maintaining the morale of the team. 	60%
Reflective and Reading-based assignment	To evaluate the knowledge of leadership and the reflective abilities of the students on self- awareness, self-understand and how to make good use of self in leading a team.	<ol style="list-style-type: none"> 1. To critically review and integrate what they have learned and experienced in all the leadership tasks. 2. To construct their personal conceptions and principles of leadership. 3. To reflect and identify areas that can be further developed or improved in future. 	30%
Peer Evaluation	To review the participation and contribution of students in various assigned tasks and class meetings.	<ol style="list-style-type: none"> 1. To reflect on the student performance in team setting for future improvement. 	10%

Remarks: 70% of total mark is based on continuous assessment of class performance of participation.

Feedback for Evaluation:

To enhance teaching and curriculum design, feedback for evaluation is collected by two forms of questionnaire. The data of general course and teaching evaluation is collected by the university designed questionnaire. The course and content specific data is collected by the questionnaire specially designed by the delivery agency, i.e. Scout Association of Hong Kong. Students are also encouraged to give their feedback at any time to their tutors directly or through email exchanges with their tutors or the Course Leader of Scout Association of Hong Kong.

Required Readings

1. Adair, J. (2009). *Effective leadership: How to be a successful leader*. London: Pan Books.
2. Kouzes, J. & Posner, B. (2012). *The leadership challenge*. San Francisco, CA: Jossey-Bass.

Recommended Readings

1. Thomas, N. (2004). *Adair on team building and motivation*. London: Thorogood.
2. Gill, R. (2006). *Theory and practice of leadership*. London Sage.
3. Northouse, P.G. (2007). *Leadership: Theory and practice*. CA: Sage.
4. Yukl, G. (2012). *Leadership in organizations*. NJ: Prentice Hall.

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> . With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide