

Subject Description Form

Subject Code	MM3151
Subject Title	Managerial Leadership
Credit Value	3
Level	3
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: Management and Organisation (MM2021) or equivalent
Role and Purposes	Based on the vast scientific advancement in social psychology, organizational behavior, sociology, and other relevant disciplines, 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.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Communicate verbally and in writing in English at a level of effectiveness appropriate for business purposes and general conversation (BBA Outcome 1); b. Demonstrate a global outlook and an understanding of cultural diversity when dealing with issues of leadership (BBA Outcome 2); c. Identify and invoke mechanisms for the stimulation of creative thinking in addressing key challenges and problems leaders facing in the business setting (BBA Outcome 3); d. Identify and resolve ethical challenges pertaining to leadership, motivating employees, power, politics, managing conflicts, coaching, communicating and other relevant issues (BBA Outcome 4); e. Conceptualize and act upon the interpersonal and group dynamics in organizations and their impact on leadership and influencing others (BBA Outcome 9); f. Have sufficient skills and knowledge pertaining to leadership to make an immediate contribution to the organization in which they are first employed; and have a foundation for leadership-related skills and knowledge, on which to base the process of continuous professional development.

Subject Synopsis/ Indicative Syllabus	<p>Introduction to Leadership</p> <p>Leadership Traits and Skills</p> <p>Leadership Behavior, Motivation and Contingencies</p> <p>Dyadic Theories and Followership</p> <p>Power Influence</p> <p>Charismatic and Transformational Leadership</p> <p>Ethical Leadership</p> <p>Participative Leadership and Empowerment</p> <p>Leader in Teams and Decision Making</p> <p>Cultural Issues in Leadership</p> <p>Leader Development and Peer Feedback</p>																																																																				
Teaching/Learning Methodology	<p>The class is taught with outcome-based learning and research-based education in mind. Designed to better prepare students to apply both basic knowledge and cutting-edge discoveries in leadership research to contemporary business problems, this course requires students to produce reports analyzing problems for organizations and the role of leadership in these problems, and eventually providing solutions based on cutting-edge academic knowledge that they have learned from the course. The interactive seminar with exercises, cases, and group-based activities will cover major topics of the over a century's intensive research on leadership.</p>																																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="424 1003 1474 1503"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment</td> <td>50%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Attendance and In-Class Participation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Individual Report</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Group Project</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>To pass this subject, students are required to obtain Grade D or above in <u>BOTH</u> the Continuous Assessment and Examination components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject learn sufficiently to accomplish these learning outcomes and become better qualified for the real world. Specifically,</p> <ul style="list-style-type: none"> ▪ Reading journal articles helps students to learn to appreciate, consume, and utilize high quality and cutting-edge research products. ▪ In-class exercises and cases will be used to help students learn leadership theories and hone their leadership skills in an experiential manner. ▪ Students need to analyse the leadership of a famous business leader in their individual report. It gives them the opportunity to examine leadership in depth, critically and creatively. 							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	Continuous Assessment	50%							1. Attendance and In-Class Participation	20%	✓	✓	✓	✓	✓	✓	2. Individual Report	15%	✓	✓	✓	✓	✓	✓	3. Group Project	15%	✓	✓	✓	✓	✓	✓	Examination	50%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	<ul style="list-style-type: none"> ▪ Students need to work in groups to discuss in class issues pertaining to leadership. And then they are to reflect individually what they have learned from the discussion – different people have different leadership development needs and trajectories, and the group discussion will provide a great context for that discovery. ▪ Working in teams in class or for the group project also allows students to take upon leadership roles. ▪ Final exam tests students’ ability to understand theories and concepts plus using them to analyze issues and solve problems under time pressure. 	
Student Study Effort Required	Class contact:	
	<ul style="list-style-type: none"> ▪ Seminars 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Preparation for in-class discussion 	39 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation for project/ assignment/ tests 	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Textbook</p> <p>Yukl, G. 2013. <i>Leadership in Organizations</i>, Eighth Edition, Pearson, London.</p> <p>Indicative Journal Readings</p> <p>Academy of Management Journal</p> <p>Journal of Applied Psychology</p> <p>Journal of Management</p> <p>Journal of Organizational Behavior</p> <p>Leadership Quarterly</p> <p>Harvard Business Review</p>	