



1. General Information

Course Subject	BUSI
Course Number	3809
Course Title	Leadership Development Programme
Academic Years	2023-2024
Grading Method	Letter

2. Instructors

Professor Guo, Siyan
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Subclasses: 2A

4. Course Description

Course Description	The goal of this course is to impart, develop, and enhance your leadership skills. The course is designed to prepare you to lead high-performing, successful firms in the future and to effectively steer your own careers. These will be the twin themes of the course: (1) how to establish, manage, and lead prosperous firms and (2) how to develop a thriving career for oneself. In addition to covering critical theoretical concepts, the course gives you hands-on practices to sharpen your leadership skills.
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5. Course Objectives

1. Introduce fundamental concepts and theories of modern leadership
2. Identify key areas of development to become an effective leader
3. Provide opportunities to apply the leadership theories to real-life dilemmas and cases
4. Foster core skills and strategies to lead and work in teams

6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism
Goal 4: Developing global outlook
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

7. Course Learning Outcomes						
Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Understand and integrate the key areas of modern leadership theories and research that can be applied to contemporary and future business environments that are highly diversified and multicultural in nature	✓	✓		✓		✓
CLO2. Identify and explain both successful and detrimental leadership cognition and practices based on the modern leadership theories and concepts	✓	✓				
CLO3. Demonstrate competency at analyzing leadership problems and challenges, as well as providing sound insights and recommendations to tackle core issues	✓		✓			✓
CLO4. Conduct systematic and insight-based case analyses applying leadership concepts and frameworks learned in class		✓	✓		✓	
CLO5. Develop and present clear, well-organized business presentations and reports					✓	

8. Course Teaching and Learning Activities		
Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lecture: Interactive lectures on major concepts and issues with PowerPoint slides are conducted. Students will be invited to share their views and experiences in applying the concepts.	25	20.8
T&L2. In-class discussions and activities: Students are invited to participate in class activities and share their views and ideas.	5	4.2
T&L3. Group case analysis: Students are divided into groups and are required to meet outside the class, analyze the assigned case, and submit a written report.	20	16.7
T&L4. Group project and presentation: Students are divided into groups and are required to conduct a management project. Each group makes a group presentation and submits a group report.	20	16.7
T&L5. End of term test: A test will be conducted at the end of the term.	50	41.6
	Total: 120	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Attendance and Participation	Attendance will be taken for the lectures and presentations. Discussions and individual sharing in class will be considered in assigning points for attendance and individual participation.	20%	1,4
A2. Group Case	Each group will be required to submit a written	20%	1,2,4

9. Assessment Methods

Analysis Paper	analysis of an assigned leadership case. The following grading criteria are applied:		
A3. Group Project and Presentation	Students are divided into groups and are required to conduct a leadership related project. Each group prepares and delivers an in-class presentation. The group presentation will be evaluated based on a set of presentation criteria.	20%	1,2,4
A4. Final Exam	The end-of-term test will be cumulative and closed-book. The test will be used to assess students' learning during the semester.	40%	2,3

Assessment Rubrics

A1. Attendance and Participation	
A+,A,A-	Extremely well prepared for class discussion, active in sharing views, and attend at least 90% of classes
B+,B,B-	Partially prepared for class discussion, quite active in sharing views, and attend at least 80% of classes
C+,C,C-	Not well prepared for class discussion, only occasionally sharing views, and attend at least 70% of classes
D+,D	Not well prepared for class discussion, no sharing of views, and attend at least 60% of classes
F	Never prepared for class discussion, no sharing of views, and attend less than 50% of classes
A2. Group Case Analysis Paper	
A+,A,A-	All key leadership problems are identified, insightful and detailed analyses, sufficient support with relevant data/facts, effective application of leadership concepts and theories, well thought-out and feasible recommendations, and excellent writing.
B+,B,B-	Most of the key leadership problems are identified, generally insightful and detailed analyses, appropriate use of relevant data/facts, acceptable application of leadership concepts and theories, generally logical and feasible recommendations, and decent writing.
C+,C,C-	A few key leadership problems are identified, somewhat insightful and detailed analyses, insufficient use of relevant data/facts, limited application of leadership concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.
D+,D	Less important leadership problems are identified, analyses lacking a clear focus and consistency, limited use of relevant data/facts, little application of leadership concepts and theories, recommendations not well-thought out and not practical, and poor writing.
F	Key leadership problems are entirely overlooked, poor analyses with no consistency in logics, absence of relevant data/facts, no application of leadership concepts and theories, poor recommendations, and unacceptable writing.
A3. Group Project and Presentation	
A+,A,A-	Professional presentation style, comprehensive content coverage, well-articulated on critical issues, effective use of leadership concepts, and quality interaction with audience.

Assessment Rubrics	
B+,B,B-	Decent presentation style, appropriate content coverage, clear discussion of critical issues, moderately effective use of leadership concepts, and acceptable interaction with audience.
C+,C,C-	Mediocre presentation style, limited content coverage, marginally acceptable discussion of critical issues, infrequent use of leadership concepts, and limited interaction with audience.
D+,D	Weak presentation style, key content omitted, unclear focus on critical issues, very limited use of leadership concepts, and poor interaction with audience.
F	Unacceptable presentation style, questionable content coverage, omitting critical issues, zero use of leadership concepts, and no interaction with audience.
A4. Final Exam	
A+,A,A-	90-100% of the responses are accurately and clearly marked.
B+,B,B-	80-89% of the responses are accurately and clearly marked.
C+,C,C-	70-79% of the responses are accurately and clearly marked.
D+,D	60-69% of the responses are accurately and clearly marked.
F	Less than 60% of the responses are accurately and clearly marked.

10. Course Grade Descriptors	
A+,A,A-	<p>A1 - Attendance and Participation</p> <p>Extremely well prepared for class discussion, active in sharing views, and attend at least 90% of classes</p> <p>A2 - Group Case Analysis Paper</p> <p>All key leadership problems are identified, insightful and detailed analyses, sufficient support with relevant data/facts, effective application of leadership concepts and theories, well thought-out and feasible recommendations, and excellent writing.</p> <p>A3 - Group Project and Presentation</p> <p>Professional presentation style, comprehensive content coverage, well-articulated on critical issues, effective use of leadership concepts, and quality interaction with audience.</p> <p>A4 - Final Exam</p> <p>90-100% of the responses are accurately and clearly marked.</p>
B+,B,B-	<p>A1 - Attendance and Participation</p> <p>Partially prepared for class discussion, quite active in sharing views, and attend at least 80% of classes</p> <p>A2 - Group Case Analysis Paper</p> <p>Most of the key leadership problems are identified, generally insightful and detailed analyses, appropriate use of relevant data/facts, acceptable application of leadership concepts and theories, generally logical and feasible recommendations, and decent writing.</p> <p>A3 - Group Project and Presentation</p> <p>Decent presentation style, appropriate content coverage, clear discussion of critical issues, moderately effective use of leadership concepts, and acceptable interaction with audience.</p>

10. Course Grade Descriptors

	<p>A4 - Final Exam</p> <p>80-89% of the responses are accurately and clearly marked.</p>
C+,C,C-	<p>A1 - Attendance and Participation</p> <p>Not well prepared for class discussion, only occasionally sharing views, and attend at least 70% of classes</p> <p>A2 - Group Case Analysis Paper</p> <p>A few key leadership problems are identified, somewhat insightful and detailed analyses, insufficient use of relevant data/facts, limited application of leadership concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.</p> <p>A3 - Group Project and Presentation</p> <p>Mediocre presentation style, limited content coverage, marginally acceptable discussion of critical issues, infrequent use of leadership concepts, and limited interaction with audience.</p> <p>A4 - Final Exam</p> <p>70-79% of the responses are accurately and clearly marked.</p>
D+,D	<p>A1 - Attendance and Participation</p> <p>Not well prepared for class discussion, no sharing of views, and attend at least 60% of classes</p> <p>A2 - Group Case Analysis Paper</p> <p>Less important leadership problems are identified, analyses lacking a clear focus and consistency, limited use of relevant data/facts, little application of leadership concepts and theories, recommendations not well-thought out and not practical, and poor writing.</p> <p>A3 - Group Project and Presentation</p> <p>Weak presentation style, key content omitted, unclear focus on critical issues, very limited use of leadership concepts, and poor interaction with audience.</p> <p>A4 - Final Exam</p> <p>60-69% of the responses are accurately and clearly marked.</p>
F	<p>A1 - Attendance and Participation</p> <p>Never prepared for class discussion, no sharing of views, and attend less than 50% of classes</p> <p>A2 - Group Case Analysis Paper</p> <p>Key leadership problems are entirely overlooked, poor analyses with no consistency in logics, absence of relevant data/facts, no application of leadership concepts and theories, poor recommendations, and unacceptable writing.</p> <p>A3 - Group Project and Presentation</p> <p>Unacceptable presentation style, questionable content coverage, omitting critical issues, zero use of leadership concepts, and no interaction with audience.</p> <p>A4 - Final Exam</p>

10. Course Grade Descriptors

Less than 60% of the responses are accurately and clearly marked.

11. Course Content and Tentative Teaching Schedule

Topic/ Session	Content	Other information
1	Course Introduction	
2	Overview of Leadership Theories	
3	Making Decisions	
4	Envisioning and Engaging	
5	Emotional Intelligence and Positive Leadership	
6	Resolving Conflicts and Making Deals	
7	Reading Week – No Class	
8	Motivating Employees	
9	Leading Teams	
10	Power and Influence Tactics	
11	Leading Diversity	
12	Group Presentations	

12. Required/Recommended Readings & Online Materials

Reading	<ul style="list-style-type: none">• Stefan HC Lo and Charles Z Qu, <u>Law of Companies in Hong Kong</u>, 2nd Edition (Sweet & Maxwell) (reference)• John Brewer, <u>The Law and Practice of Hong Kong Companies</u> (Sweet & Maxwell) (reference)• Hong Kong Companies Ordinance (at http://www.legislation.gov.hk/eng/home.htm) (reference)
Textbook	Vanessa Stott, <u>Hong Kong Company Law</u> , 15th Edition, Pearson (2020) (required) (14th Edition also okay, will discuss)

13. Means / Processes for Student feedback on Course

✓	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

14. Course Policy

Academic Honesty and Integrity

You are expected to do your own work whenever you are supposed to. Incident(s) of academic dishonesty will NOT be tolerated. Cheating or plagiarism of any kind will result in an automatic F grade for the course plus strict enforcement of all Faculty and/or University regulations regarding such behavior.

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>.

Academic dishonesty is a behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

- a. *Plagiarism* - The representation of someone else's ideas as if they are your own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be acknowledged.
- b. *Unauthorized Collaboration on Out-of-Class Projects* - The representation of work as solely one's own when in fact it is the result of a joint effort.
- c. *Cheating on In-Class Exams* - The covert gathering of information from other students, the use of unauthorized notes, unauthorized aids, etc.
- d. *Unauthorized Advance Access to Assessment Materials* - The representation of materials prepared at leisure, as a result of unauthorized advance access (however obtained), as if it were prepared under the rigors of the exam setting. This misrepresentation is dishonest in itself even if there are not compounding factors, such as unauthorized uses of books or notes.

15. Additional Course Information

This course will utilize MOODLE and all key course information is usually posted to our course Moodle page and explained during class. **For course related administrative questions, please refer to the FAQ on the course Moodle page first, as you may find the answer there.**

If it is necessary to adjust the way the course is delivered, I will discuss and communicate such changes to you as clearly as possible. Please do stay engaged and active and I'm certain we can have a positive learning experience.

This course will incorporate aspects of e-learning, blended learning, and flipped classroom teaching. I have prepared several multimedia resources/videos that will be used to support in-class learning and, in some situations, replace traditional lectures, to provide more time for discussion, engagement, and group activities.

You are expected to abide by the University's policies/regulations related to the use of generative AI technologies (e.g., Chat GPT). Please be aware for many legal issues and concepts related to our course, most generative AI technologies will often hallucinate and offer responses that are confusing and often incorrect.

There is a penalty for late assignments and assignments that are not consistent with instructions. Instructions will be provided and explained for each assignment. To ensure fairness and consistency, please follow those instructions and submit work on-time otherwise a penalty will be assessed.

Unless you have discussed and received permission from me, please do not record (audio or video) during our course.

If you are late to class, please, please be respectful when entering and finding a seat (i.e., try not to distract your classmates or me when entering). Additionally, please keep unnecessary, non-course related discussion to a minimum, as it can be distracting for both your classmates and me.

Research has shown technology use during class, usually leads to less learning, so please be responsible users of technology.

There may be a guest speaker(s) during the course. Please be respectful, on-time, and attentive that day. Content from such guests may be incorporated into course assessment, including the final examination.

Every semester, I am asked questions that are covered in the syllabus or on the Moodle. If you ask me such a question, I reserve the right to refer you back to the syllabus of the Moodle. If it's still unclear, then please follow-up with me.

If for whatever reason you are having issues, please communicate with me as early as possible. The longer you wait to inform me of issues you are facing, the less options are available.