



1. General Information

Course Subject	BUSI
Course Number	3809
Course Title	Leadership Development Programme
Academic Years	2024-2025
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. The overall objective of this course is to develop students into effective and compassionate leaders with capacities to contribute to the betterment of their teams, communities and organizations.

2. To facilitate the achievement of this goal, I will adopt the following pedagogical approaches:

- 1.
- 2.
3. concepts “in vivo” as they work on projects, simulations, and in-class presentations.
4. team project and receive peer feedback.
5. negotiation; as well as the learning of motivation strategies, influence tactics, and change-management strategies.

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

6. Faculty Learning Goals
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.	30	20
T&L2. In-class discussions and activities: Students are invited to participate in class activities and share their views and ideas.	20	13.3
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	13.3
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.	40	26.7
T&L5. End of term test: A test will be conducted at the end of the term.	40	26.7
	Total: 150	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 Analysis Paper	Each group will be required to submit a written analysis of an assigned leadership case. The following grading criteria are applied:	20%	1,2,4
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.	30%	1,2,4
A4. End of Term Test	The end-of-term test will be cumulative and closed-book. The test will be used to assess students' learning during the semester.	30%	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

Assessment Rubrics	
	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.
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. End of Term Test	
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>

10. Course Grade Descriptors

	<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> <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</p>

10. Course Grade Descriptors

	<p>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> <p>Less than 60% of the responses are accurately and clearly marked.</p>
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11. Course Content and Tentative Teaching Schedule

Topic/ Session	Content
1	Course Introduction Motivating Employees
2	Leadership Theories Part I
3	Leadership Theories Part II
4	Making Decisions
5	Emotional Intelligence and Positive Leadership
6	Envisioning and Engaging
7	Pitch Competition
8	Leading Teams and Diversity
9	Resolving Conflicts and Making Deals
10	Power and Influence Tactics
11	Leading Change in Organizations
12	Final Group Presentations
	Final Exam (TBA)
	Note: Course topics and orders are subject to change with prior notifications.

12. Required/Recommended Readings & Online Materials

Reading	Northouse, P. G. (2021). <i>Leadership: Theory and practice</i> . Sage publications. Berrett-Koehler Publishers. Seligman, M. E. (2012). <i>Flourish: A visionary new understanding of happiness and well-being</i> . Simon and Schuster.
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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

Attendance: Attendance and participation are vital if you are to do well in this course and enhance your effective business communication skills. Students who miss THREE classes without legitimate documentations will receive a warning letter from the faculty. Not meeting attendance requirement may result in a failure for this course.

Four legitimate excuses for missing class: illness, religious observance, participation in University activities at the request of the University authorities, or compelling circumstances beyond the student's control. Written documentations will not be accepted after the 7th calendar day after the missing-class day, at which time the lateness/absence will be considered unexcused. In the case of an emergency, you are responsible for contacting your instructor as soon as possible.

Late Assignment Policy: Because presentation is conducted in front of the whole class, there will be no make-up presentations. All presentations need to be conducted at their scheduled time slot. For the written assignments, for every calendar day that the assignment is late, 20% of the assignment grade (e.g., lose 6 points for a 30-point assignment) will be deducted. Except for illness or other emergencies, any student expecting to miss a course deadline must have the approval from instructor *prior to* the assignment due date. Failure to turn in an assignment on time without explicit exemption by the instructor may result in a grade of ZERO for the assignment.

Academic Integrity: plagiarism in assigned work will result in a score of zero in that assignment, and a potential failure of the entire course. Academic dishonesty includes, but is not limited to: quoting scholarly materials without acknowledgement; and turning in work completed by another person but represented to be your own. 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/>

Accommodations for Students with Disabilities: Appropriate academic accommodations will be provided to students with documented disabilities. Please provide the official documentation by the end of the second week of class. Academic accommodations will not be provided without official documentation.