

City University of Hong Kong
Course Syllabus

offered by Department of Management
with effect from Semester B in 2017 / 2018

Part I Course Overview

Course Title:	Leadership: Managing in Adverse Situations
Course Code:	MGT6202
Course Duration:	1 semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

Part II Course Details

1. Abstract

This course aims at providing frameworks, concepts and tools for assessing competencies and skills required for leaders who manage adverse situations and to develop a plan for how to improve the knowledge, skills, and competencies needed to manage adverse situations.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Use experiential and action learning principles for developing competencies required of leaders managing adverse situations.		✓		
2.	Review, plan and implement strategies for developing such competencies.		✓	✓	
3.	Provide evidence of improved effectiveness in selected leadership skills.			✓	✓

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

Teaching and learning will be in the form of seminars, with ideas, concepts and frameworks introduced by the faculty member in order to stimulate discussion, and with plenty of individual work and group activity. Some class time will be given for students to prepare their group workshop presentations and their leadership development journal projects. For these activities, the faculty member will act as a consultant for the projects.

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Seminar: This will involve conceptual inputs on leadership in adversity; and Q & A.		X	X		
Self-assessment inventories, experiential exercises and skill practice: These activities will involve diagnosis and identification of leadership skills for managing adverse situations and their planned development through practice.		X	X	X	
Group presentation: The presentation will focus on analyzing and understanding why a leader succeeds or fails when managing an adverse situation.		X		X	
My Leadership Reflection		X		X	
My Leadership Journey		X	X	X	
Midterm Quiz		X	X	X	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.			Weighting	Remarks
	1	2	3		
Continuous Assessment: <u>100%</u>					
Participation	X	X	X	16%	
My Leadership Reflection	X	X	X	14%	
Midterm Quiz	X	X	X	10%	
My Leadership Journey	X	X	X	35%	
Team Presentation	X	X	X	25%	
Examination: <u>0%</u> (duration: _____, if applicable)					
				100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Weight	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation	Punctuality		Student is almost always punctual and attends full-time.	Student is frequently punctual and attends full-time.	Student is occasionally late to class and/or leaves early.	Student is almost always late to class and/or leaves early.	Student shows serious attendance problems.
	Preparation		Student is almost always prepared for class with assignments and required class materials.	Student is frequently prepared for class with assignments and required class materials.	Student is occasionally prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	Student is often poorly prepared for class with assignments and other materials
	Engagement		Student almost always contributes to class by offering ideas and asking questions more than once per class.	Student frequently contributes to class by offering ideas and asking questions once per class.	Student occasionally contributes to class by offering ideas and asking questions.	Student almost never contributes to class by offering ideas and asking questions.	Student almost never contributes by offering ideas, sharing experiences, and asking questions.
	Behavior		Student almost always displays facilitative behavior during class.	Student frequently displays facilitative behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	Student often displays disruptive behavior during class.
2. My Leadership Reflection	Introduction	10%	Very strong evidence of using diagnostic data to introduce the assignment. The introduction has very good information value.	Strong evidence of using diagnostic data to introduce the assignment. The introduction has good information value.	Some evidence of using diagnostic data to introduce the assignment but the introduction is limited in information value.	Weak evidence of using diagnostic data to introduce the assignment. The introduction has poor information value.	Very weak evidence of using diagnostic data to introduce the assignment. The introduction has very poor information value.

	Analysis and discussion	60%	As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice.	The evidence presents a good appreciation of the general thrust of the leadership in adverse situations priorities. Good coverage of leadership in adverse situations issues with relevant support. A clear view of how various aspects of the development priorities integrate to form a whole. Good evidence of application of concepts to practice.	The evidence is relevant and covers a fair number of leadership in adverse situations issues. However, there is little evidence of an overall view of the priorities. Demonstrates declarative understanding of a reasonable number of leadership in adverse situations issues. Able to discuss development issues meaningfully but with little integration.	Pieces of evidence are relevant, but are isolated, addressing a limited number of leadership in adverse situations issues. Demonstration of understanding of leadership in adverse situations issues in a minimally acceptable way. Poor coverage, no originality.	Pieces of evidence are irrelevant and isolated, addressing a limited number of leadership in adverse situations issues. Fails to demonstrate understanding of leadership in adverse situations issues in a minimally acceptable way. Very poor coverage, no originality.
	Justification of Response	30%	Very strong justification of response based on theory and practice.	Strong justification of response based on theory and practice.	Fair justification of response based on theory and practice.	Weak justification of response based on theory and practice.	Very weak justification of response based on theory and practice.
3. Midterm Quiz		100%	Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.	A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions.	Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.	Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature

4. <i>My Leadership Journal</i>	Strengths & Weaknesses	40%	Very strong evidence of understanding personal strengths and weaknesses as a leader, with excellent support of diagnostic data.	Strong evidence of understanding personal strengths and weaknesses as a leader, with good support of diagnostic data.	Some evidence of understanding personal strengths and weaknesses as a leader, with sufficient support of diagnostic data.	Weak evidence of understanding personal strengths and weaknesses as a leader, with a little support of diagnostic data.	Very weak evidence of understanding personal strengths and weaknesses as a leader, with very little of support of diagnostic data.
	Improving Self	60%	Excellent plan and execution of improving the self as a leader. Provide detailed data to demonstrate leadership improvement. Excellent link with concepts and theoretical framework learned in class.	Good plan and execution of improving the self as a leader. Provide concrete data to demonstrate leadership improvement. Good link with concepts and theoretical framework learned in class.	Acceptable plan and execution of improving the self as a leader. Provide some data to demonstrate leadership improvement. Acceptable link with concepts and theoretical framework learned in class.	Poor plan and execution of improving the self as a leader. Provide little data to demonstrate leadership improvement. Poor link with concepts and theoretical framework learned in class.	Virtually non-existent plan and execution of improving the self as a leader. Provide no data to demonstrate leadership improvement. No link with concepts and theoretical framework learned in class.
5. <i>Team Presentation</i>	Coverage of Issues	25%	Excellent coverage of issues, with clear understanding of leadership background, organizational and country history, industry and market background.	Good coverage of issues, with clear understanding of leadership background, organizational and country history, industry and market background.	Average coverage of issues, with sufficient understanding of leadership background, organizational and country history, industry and market background.	Poor coverage of issues, with poor understanding of leadership background, organizational and country history, industry and market background.	Very poor coverage of issues, with a complete lack of understanding of leadership background, organizational and country history, industry and market background.
	Clarity of Presentation	25%	Very clear description of the adversity in detail,	Clear description of the adversity in detail, including	Sufficient description of the adversity in detail,	Lack description of the adversity in detail, including	Little to no description of the adversity in detail,

			including decisions that need to be made, what decisions were made, why they were made, how they were made. Excellent recommendations from leadership perspectives of how/what your leader should do to manage the adversity.	decisions that need to be made, what decisions were made, why they were made, how they were made. Good recommendations from leadership perspectives of how/what your leader should do to manage the adversity.	including decisions that need to be made, what decisions were made, why they were made, how they were made. Sufficient recommendations from leadership perspectives of how/what your leader should do to manage the adversity.	decisions that need to be made, what decisions were made, why they were made, how they were made. Lack recommendations from leadership perspectives of how/what your leader should do to manage the adversity.	including decisions that need to be made, what decisions were made, why they were made, how they were made. Little to no recommendations from leadership perspectives of how/what your leader should do to manage the adversity.
	Questions and answers	25%	Responded to teacher's and students' questions very well, demonstrating excellent knowledge of the leader and overall concepts covered in class.	Responded to teacher's and students' questions well, demonstrating good knowledge of the leader and overall concepts covered in class.	Responded to teacher's and students' questions sufficiently, demonstrating some levels of understanding of the leader and overall concepts covered in class.	Responded to teacher's and students' questions poorly, demonstrating lack of understanding of the leader and overall concepts covered in class.	Responded to teacher's and students' questions very poorly, demonstrating little to no understanding of the leader and overall concepts covered in class.
	Team coordination	25%	Excellent coordination between team members with clear understanding of who does what.	Good coordination between team members with clear understanding of who does what.	Average coordination between team members with clear understanding of who does what.	Poor coordination between team members with clear understanding of who does what.	Very poor coordination between team members with clear understanding of who does what.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Leadership across Cultures. Leadership traits and behaviors. Adversity Management. Diagnostic instruments. Self-Assessment. Strategies for leadership development. Strategies for managing adversity. Opportunities for leadership development.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Readings will be assigned in class and online. Students will be assigned with readings for each class.
----	--------------------------------------------------------------------------------------------------------

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	NIL
----	-----