

**City University of Hong Kong**  
**Course Syllabus**

offered by Department of Management  
with effect from Semester B in 2021 / 2022

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**Part I Course Overview**

<b>Course Title:</b>	Leadership: Managing in Adverse Situations
<b>Course Code:</b>	MGT6202
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	Nil
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
<b>Exclusive Courses:</b> (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 and knowledge acquired in lectures and classroom discussions 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	The lectures involve conceptual inputs on leadership in adversity; and Q & A.	X	X		
Individual Project	The individual project will include the analysis of leadership skills and their planned development through practice.	X	X	X	
Team presentation	The presentation will focus on analyzing and understanding why a leader succeeds or fails when managing an adverse situation.	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	20%	
Individual project	X	X	X	30%	
Team Presentation	X	X	X	30%	
Time-limited Assignment			X	20%	
Examination: <u>0%</u>					
				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 (20%)	Punctuality	25%	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	25%	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	25%	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	25%	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. Team Presentation (30%)	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.

					background.		background.
	Clarity of Presentation	25%	Very clear 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.	Clear 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. Good recommendations from leadership perspectives of how/what your leader should do to manage the adversity.	Sufficient 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. Sufficient recommendations from leadership perspectives of how/what your leader should do to manage the adversity.	Lack 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. Lack recommendations from leadership perspectives of how/what your leader should do to manage the adversity.	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. 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	Average coordination between team members with clear	Poor coordination between team members with clear	Very poor coordination between team members with clear

				understanding of who does what.	understanding of who does what.	understanding of who does what.	understanding of who does what.
3. Individual project (30%)		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. Time-limited Assignment (20%)	Understanding of concepts and models; application of concepts/models to address problems	100%	Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/solutions; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability conducive to innovative application of theoretical concepts to solve problems; reasonable understanding of issues; evidence of familiarity with literature.	Evidence of some understanding of the subject; ability to develop solutions to simple problems in the material.	Bare familiarity with the subject matter to enable the student to progress without repeating the course.	Lots of misunderstanding and a lack of knowledge on the key concepts discussed in the course.

**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 cases, 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.
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**2.2 Additional Readings**

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

1.	Other readings specified by the instructor may be added.
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