

FB6924P: LEADERSHIP IN PUBLIC AND BUSINESS ADMINISTRATIONS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Leadership in Public and Business Administrations

Subject Code

FB - College of Business (FB)

Course Number

6924P

Academic Unit

College of Business (CB)

College/School

College of Business (CB)

Course Duration

Non-standard Duration

Other Course Duration

Intensive mode: 4 days

Credit Units

2

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese (Putonghua)

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims at helping participants understand leadership issues stemming from public and business administration. This course equips students with the latest knowledge on leadership theories and practices. It offers participants a systematic way of engaging effective leadership in a congruent way on all levels to lead organizational changes and renewal.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the big picture of leading the organizational change and individuals' perceptions of what leadership is and their experiences of leadership.	10	x	x	
2	Critically assess leadership challenges and leadership attributes needed in current situations.	20	x		x
3	Explain leadership as a service and life as a leadership-led entrepreneurial journey and recognize personal development needs as a leader.	20	x	x	
4	Identify the "Three Realms" of service leadership-the self, the group, and the environment (cultural, global) and explain their importance in developing leadership potential and capacity.	20		x	x
5	Explain the nature of innovation and change in organizations. Discover how and why leadership strategies influence an organization.	10	x	x	
6	Employ formal and informal power to enhance leadership capacity needed to facilitate organization change and manage crises.	20	x	x	

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Short Peer Lectures	Identify and interpret the related concepts and issues in leadership.	1, 2, 3, 4, 5, 6	

2	Case Presentations and Discussion	Illustrate the latest leadership cases, and help participants grasp and strengthen major leadership concepts and frameworks by discussion.	1, 2	
3	Group Project Discussion and Presentation	Apply knowledge learned from the lectures to analyse assigned topics, discuss and present original ideas and findings on the specific topics	2, 3, 5, 6	
4	Role Play	Role-play scenarios will give participants an opportunity to discover and understand real-life leadership issues. Participants are requested to create new ideas in their role playing, and at the same time deploy the knowledge that they have previously learnt.	1, 2, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Short Peer Lectures	1, 2, 3, 4, 5, 6	20	-	Yes
2	Case Presentations and Discussion	1, 2	30	-	Yes
3	Group Project Discussion and Presentation	2, 3, 5, 6	40	-	Yes
4	Role Play	1, 2, 4, 6	10	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Short Peer Lectures (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Strong evidence of analysing leadership concepts and applying the concepts to organizational changes. Able to suggest new ways of resolving the issues at stake, provide a substantial analysis of the new ways, and provide new solutions to the issues.

Good

(B+, B, B-) Evidence of analysing leadership challenges and leadership attributes as well as applying the concepts to institutional and general environmental issues. Able to suggest new ways of resolving the issues at stake and provide a preliminary analysis of the new ways.

Fair

(C+, C, C-) Some evidence of analysing leadership concepts and applying the concepts to organizational changes issues. Able to suggest new ways of resolving the issues at stake.

Marginal

(D) Sufficient familiarity with the subject.

Failure

(F) Little evidence of familiarity with the subject.

Assessment Task

Case Presentations and Discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Interesting and creative account of key issues and its relevance to real-life situations, excellent grasp of leadership theories/ concepts and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B, B-) A well-rounded account of the key issues and its relevance to real-life situations, good grasp of leadership theories/ concepts and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Fair

(C+, C, C-) Describes the key points and provides some arguments, refers to leadership theories/ concepts and the relevance to real-life situations. Draws on points from prevalent theories/ concepts presents some arguments but has difficulty in finding a resolution and in coming to a convincing conclusion. Satisfactory presentation skills including reasonable eye-contact with audience, verbal delivery, visual aids and time management.

Marginal

(D) Presents enough to describe what the key points are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensive and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.

Failure

(F) Fail to participate in class for the case presentations and discussion.

Assessment Task

Group Project Discussion and Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Excellent grasp of leadership theories/ concepts and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B, B-) Good grasp of leadership theories/ concepts and what questions need to be asked. Most/all relevant points drawn from prevalent theories/ concepts arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Fair

(C+, C, C-) Describes the key issues by referring to related leadership theories/ concepts. Draws on points from prevalent theories/ concepts presents some arguments but has difficulty in finding a resolution and in coming to a convincing conclusion. Satisfactory presentation skills including reasonable eye-contact with audience, verbal delivery, visual aids and time management.

Marginal

(D) Presents enough to describe what the key issues are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensible and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.

Failure

(F) Fail to participate in class for project discussions and presentations.

Assessment Task

Role Play (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Evidence of active participation and create excellent ideas and strategies of working on the leadership issue.

Good

(B+, B, B-) Evidence of sufficient participation and create good ideas and strategies of working on the leadership issue.

Fair

(C+, C, C-) Evidence of enough participation and create fair ideas and strategies of working on the leadership issue.

Marginal

(D) Few efforts in demonstrating participation and create ideas and strategies of working on the leadership issue.

Failure

(F) Fail to participate in the role play.

Assessment Task

Short Peer Lectures (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of analysing leadership concepts and applying the concepts to organizational changes. Able to suggest new ways of resolving the issues at stake, provide a substantial analysis of the new ways, and provide new solutions to the issues.

Good

(B+, B) Evidence of analysing leadership challenges and leadership attributes as well as applying the concepts to institutional and general environmental issues. Able to suggest new ways of resolving the issues at stake and provide a preliminary analysis of the new ways.

Marginal

(B-, C+, C) Sufficient familiarity with the subject.

Failure

(F) Little evidence of familiarity with the subject.

Assessment Task

Case Presentations and Discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Interesting and creative account of key issues and its relevance to real-life situations, excellent grasp of leadership theories/ concepts and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B) A well-rounded account of the key issues and its relevance to real-life situations, good grasp of leadership theories/ concepts and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Marginal

(B-, C+, C) Presents enough to describe what the key points are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensive and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.

Failure

(F) Fail to participate in class for the case presentations and discussion.

Assessment Task

Group Project Discussion and Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Excellent grasp of leadership theories/ concepts and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B) Good grasp of leadership theories/ concepts and what questions need to be asked. Most/all relevant points drawn from prevalent theories/ concepts arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Marginal

(B-, C+, C) Presents enough to describe what the key issues are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensive and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.

Failure

(F) Fail to participate in class for project discussions and presentations.

Assessment Task

Role Play (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Evidence of active participation and create excellent ideas and strategies of working on the leadership issue.

Good

(B+, B) Evidence of sufficient participation and create good ideas and strategies of working on the leadership issue.

Marginal

(B-, C+, C) Few efforts in demonstrating participation and create ideas and strategies of working on the leadership issue.

Failure

(F) Fail to participate in the role play.

Part III Other Information**Keyword Syllabus**

Leadership in Public Administration; Leadership in Business; Approaches to Leadership; Leadership effectiveness; Know yourself and others; Power & Influence; Innovations and Change Process; Organizational Diagnosis; Congruence among Human Resources, Formal Structure, Organization Culture, and Leadership.

Reading List**Compulsory Readings**

Title	
1	组织领导学（第八版）（美）加里尤克尔著丰峻译中国人民大学出版社
2	心理学(美国) David G. Myers 著人民邮电出版社ISBN 7-115-14389-7
3	发展心理学(美国)罗伯特费尔德曼世界图书出版公司ISBN 978-7-5062-8657-2/R.152
4	人格心理学(美) Jerry M. Burger 著轻工业出版社ISBN 978-7-5019-7342-2
5	领导学(美国)Richard L. Hughes等著清华大学出版社ISBN 7-302-08324-X
6	Heifetz, Ronald A. and Marty Linsky , "A Survival Guide for Leaders", HBR OnPoint, Product no. 1180, Harvard Business School Publishing Corp, 2002.
7	Heifetz, Ronald, Alexander Grashow and Marty Linsky, "Leadership in a (Permanent) Crisis", Harvard Business Review, Reprint No. R0907F, July 1 2009.
8	Koehn, Nancy F., "Howard Schultz and Starbucks Coffee Company", Harvard Business School Case, 801-361, September 30, 2005.

Additional Readings

Title	
1	To be assigned by instructor