

MGT4315: LEADERSHIP

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Leadership

Subject Code

MGT - Management

Course Number

4315

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

FB2300 / CB2300 Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Leadership not only determines the fate of organizations, but also affects the personal, social, and professional lives of individuals. This subject addresses the emergence and effectiveness of leaders. Students will gain self-awareness of their

personal leadership styles, and learn the whole spectrum of effective leaderships in the context of interpersonal interactions, teams, and organizations. Students will learn the fundamental principles, features, and processes of influencing others in an effective manner. They will learn to understand the cultural variations and ethical nuances leaders have to face constantly. In summary, this subject aims at turning students into enlightened leaders in that not only they become more effective in leadership roles, but have in-depth and systematic understandings of leadership dynamics as well.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the major theories of leadership.	20	x	x	
2	Describe specific leadership behaviors, practices, and the technical and ethical challenges which arise in workplace.	20	x	x	
3	Critically analyse the importance of the typologies of roles and develop self-understanding and ability to reflect critically on self and others' leadership. .	20	x	x	x
4	Apply knowledge of leadership to deal with their real world experiences and develop leadership styles suitable for your personality and appropriate to the situation.	20	x	x	x
5	Communicate effectively in writing on leaderships issues.	20	x	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	Seminary lecturing and in class case studies discussion	Students will engage in learning through lecture deliveries, in-class case studies discussion, reading books, journal articles, adopted online resources, and library databases to acquire basic concepts of leadership.	1, 2, 3, 4	In class 39 hours

2	Drill and Practices	With the use of these exercises, students will learn about their strengths and weaknesses in leadership. Based on these self-assessment exercises, students will reflect on the knowledge they have gained and then set goals for their future development.	3, 4, 5	
3	Peer Discussions	In a team project, students will develop their individual as well as group leadership skills. Through team-based application projects, students will have opportunities to work as a team member and team leader during the entire semester.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class case studies discussion	1, 2, 3, 4, 5	10	-	No
2	Self-assessment and learning diary. It is designed to help students understand their own characteristics, leadership styles and plan for continuous leadership skills development.	3, 4, 5	30	-	No

3	Team Project (Presentation and written report) It is designed to assess the student's competence level in mastery and creative application of leadership skills, capability in discovery on significant leadership issues, and ability to work collaboratively.	1, 2, 3, 4, 5	30	-	No
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Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

2

Additional Information for ATs

Examination is designed to assess the students' competence level of the mastery and creative application of leadership theories and principles.

Assessment Rubrics (AR)**Assessment Task**

1. In-class case studies discussion

Criterion

Punctuality

Excellent (A+, A, A-)

Student is almost always punctual and attends full-time.

Good (B+, B, B-)

Student is frequently punctual and attends full-time.

Fair (C+, C, C-)

Student is occasionally late to class and leaves early.

Marginal (D)

Student is always late to class and leaves early.

Failure (F)

Student never attends class.

Assessment Task

1. In-class case studies discussion

Criterion

Preparation

Excellent (A+, A, A-)

Student is almost always prepared for class with assignments and required class materials.

Good (B+, B, B-)

Student is frequently prepared for class with assignments and required class materials.

Fair (C+, C, C-)

Student is occasionally prepared for class with assignments and required class materials

Marginal (D)

Student is seldom prepared for class with assignments and required class materials.

Failure (F)

Student is never prepared for class and often turns in assignment after deadlines.

Assessment Task

2. Self-assessment and learning diary

Criterion

Knowledge of the subject matter; critical analysis of the problem; application of theoretical concepts; quality of the recommendations

Excellent (A+, A, A-)

Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution. As in B, but original, going well beyond standard resources/ references, stating a point of view in ones own voice. As in B, but uses unusual references to bolster an original argument. Showing clear evidence of original or creative thinking in applying leadership theories or principles and evidence of substantial discovery attempts with some success.

Good (B+, B, B-)

As in C, but shows what past work has done/not done, demonstrating logical progression to the topic. Most/all relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, uses appropriate structure to resolve issues with convincing arguments and discussion. References are comprehensive, showing care in researching the issue, correct formatting. Clear evidence of original or creative thinking in applying leadership theories or principles. Showing some significant discovery attempts.

Fair (C+, C, C-)

Describes topic, refers to relevant work and what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution. Evidence of some search skills; standard references in mostly correct formatting. Some evidence of original or creative thinking in applying leadership theories or principles

Marginal (D)

Writes enough to describe what the topic is about. Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references. Very little evidence of library skills, incorrect formatting, irrelevant use of reference. Very little original or creative thinking in applying leadership theories or principles

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. Plagiarism.No presentation was conducted or the presentation was conducted in an extremely poor quality.No written report was submitted or the report was of very low quality.

Assessment Task

3. Team Project (Presentation and written report)

Criterion

Knowledge of the subject matter; critical analysis of the problem; application of theoretical concepts; quality of the recommendations

Excellent (A+, A, A-)

Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution. As in B, but original, going well beyond standard resources/ references, stating a point of view in ones own voice.As in B, but uses unusual references to bolster an original argument.Showing clear evidence of original or creative thinking in applying leadership theories or principles and evidence of substantial discovery attempts with some success.

Good (B+, B, B-)

As in C, but shows what past work has done/not done, demonstrating logical progression to the topic.Most/all relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, uses appropriate structure to resolve issues with convincing arguments and discussion. References are comprehensive, showing care in researching the issue, correct formatting.Clear evidence of original or creative thinking in applying leadership theories or principles.Showing some significant discovery attempts.

Fair (C+, C, C-)

Describes topic, refers to relevant work and what is proposed to be done.More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution.Evidence of some search skills; standard references in mostly correct formatting.Some evidence of original or creative thinking in applying leadership theories or principles

Marginal (D)

Writes enough to describe what the topic is about.Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references.Very little evidence of library skills, incorrect formatting, irrelevant use of reference.Very little original or creative thinking in applying leadership theories or principles

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. Plagiarism.No presentation was conducted or the presentation was conducted in an extremely poor quality.No written report was submitted or the report was of very low quality.

Assessment Task

Final Exam

Criterion

Assess students' understanding, knowledge, and ability to apply leadership skills and theory to different organizational settings.

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

showed some general understanding of the subject with some ability to think analytically and to offer adequate responses to the questions.

Marginal (D)

Sufficient familiarity with the subject (albeit limited understanding) and of ability to respond to the questions as to justify consideration of the student for progression.

Failure (F)

Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature.

Part III Other Information

Keyword Syllabus

Introduction to leadership

Leaders, followers, and situations: A thorough review of the nature of leadership and managerial work.

Leadership traits and skills: Individual characteristics that may be associated with leadership emergence and effectiveness.

Leadership styles, behaviors, motivation, and contingencies: Effective and non-effective leadership styles, behaviors, the underlying motivation processes, and their boundary conditions.

Leadership and followership: The nature and dynamics of the dyadic relationship between leaders and followers.

Charismatic and transformational leaders: The nature, basic elements, and processes underlying leader charisma and its transformational impact on followers.

Effective leadership skill development: Creating vision, establishing a constructive climate, building community, creativity

Leadership and ethics: Ethical dilemma facing leaders.

Culture and leadership: Cross-cultural difference in effective leadership: paternalistic and abusive supervision

Contemporary ideas about leadership: Relational leadership and social network.

This course fosters learner-centric experience by initiating team-based learning (TBL), in which students are organized into strategically formed teams and receive personalized learning support from artificial intelligence (AI).

Reading List

Compulsory Readings

Title	
1	Hughes, R. L., Ginnett, R. C., & Curphy, G. J. Leadership: Enhancing the lessons of experience (latest edition). McGraw-Hill: New York.

Additional Readings

Title	
1	Geroge, B. Discover your true north (latest edition). Wiley: Hoboken, NJ.
2	Northouse, P. G. Introduction to leadership: Concepts and practice (latest edition). Sage Publications: Thousand Oaks, C. A. (Sage 2)