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**The University of Hong Kong
Faculty of Business and Economics**

BUSI3002A – Leadership Development Programme

Credits: 3

Level: Advanced

Semester and Academic Year: Second semester, 2011-12

Time: Fridays, 14.00-17.30 (18.00 on occasions)

Location: 602 Meng Wah

Instructor: Mr Alejandro Reyes
Visiting Associate Professor
Department of Politics and Public Administration

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Office Hours: by appointment

Course Description and Objectives

International Business and Global Management (IBGM) students in the Faculty of Business and Economics are required to take this half course in their final year. We welcome other students, subject to enrollment and space limitations.

This programme, a half course, will focus on encouraging students to develop leadership skills – communications, teamwork and problem solving – for tackling business-related challenges in the context of a globalizing economy. The course will be divided into seven modules. These will be mainly Davos-style workshop sessions (<http://video.google.com/videoplay?docid=-7107924433506472986&pr=goog-sl>) in which students will participate in creative exercises and then report ideas, conclusions and solutions to the whole class.

During most of the sessions, guest speakers will join the class to discuss their businesses and some of the challenges that they face. They will then set a challenge for students to undertake. Working in groups, students will brainstorm for about an hour and then make presentations to the guest, who will provide critical feedback before the session ends. Because students will be assessed only through their work in class, I strongly encourage participants to make every effort to attend all the sessions. There is no final examination.

The main objectives of this course are:

- to allow senior students to develop critical leadership skills – communications, teamwork and problem solving
- to provide programme participants the opportunity to interact with business and community leaders and to learn from them what it means to be a leader in today's global economy

Learning Aims and Outcomes

This course is most closely aligned with the following University Learning Aims:

- critical intellectual inquiry, creativity and life-long learning
- tackling novel situations and ill-defined problems and creative thinking
- communication and collaboration
- leadership and advocacy for the improvement of the human condition

Course Learning Outcomes (CLOs)

On completion of this course, students should be able to:

- develop skills in analyzing complex business problems that have economic, environmental, technological, social, cultural, legal and political dimensions (CLO1)
- apply theories that they have learned, particularly those relating to global business and international management, to addressing strategic business challenges (CLO2)
- build their understanding of the many dimensions of leadership and develop their personal capacity for leadership in the context of a globalizing economy and the professional business world (CLO3)
- sharpen their skills in case analysis, problem solving, brainstorming, presentation, communications, time management and team work (CLO4)

Alignment of Programme and Course Outcomes

These are the BBA-IBGM Programme Learning Outcomes, with the pertaining CLOs indicated:

- Acquisition and internalization of knowledge of international business and global management – CLO1, CLO2
- Application and integration of knowledge – CLO1, CLO2, CLO3, CLO4
- Inculcating professionalism and leadership – CLO3, CLO4
- Developing a global outlook – CLO1, CLO2, CLO3
- Mastering communication skills – CLO3, CLO4

Course Assessment

Assessment is entirely based on coursework; there is no final exam.

Teaching and Learning Activities

There are essentially four activities in this course:

- class discussions (TLA1)
- in-class exercises (TLA2)
- group presentations (TLA3)
- personal journals and exit questionnaire and interview (TLA4)

A. Class Participation (20%)

Attendance is essential for this course. Because there are only seven sessions during the semester, missing even just one meeting could compromise your performance. Absence due to illness or other unavoidable circumstance is of course permissible. If you have a conflict due to a recruitment exercise, an extracurricular activity or another appointment or

event, please make every effort to reschedule that other commitment. Because of the tight schedule, classes must start on time so please also be punctual. Your participation grade will be based on 1) class attendance including punctuality, 2) the quality and frequency of your contributions to in-class discussions, including questions posed to guests, and 3) your answers to questions posed in class.

B. In-Class Exercises and Presentations (40%)

Each class will entail participation in an exercise that will require students either individually or in a team (6-8 people) to create and deliver a presentation. Performance in these exercises and presentations will be assessed by the following criteria: 1) organization, 2) creativity, 3) coherence and fluidity, 4) evidence of teamwork, and 5) overall effectiveness (based on the assessment of the guest and instructor).

C. Self-Evaluation through Personal Journal and Exit Questionnaire and Interview (40%)

Every student is required to keep a reflective journal during the course. After each class and before the next meeting, each participant must submit a journal entry, reflecting on the completed exercise. At the end of the course, participants will complete an exit questionnaire and meet the instructor for an interview to discuss their experience during the course and how well they achieved the learning outcomes. Assessment will be determined by the quality of self-evaluation and peer evaluation – a frank and honest understanding of strengths and weaknesses of individual and team performance, evidence of improvement of specific skills or efforts to improve specific skills, and an increasing understanding of leadership and the capacity for leadership – in the journal entries questionnaire and interview.

Alignment of Learning Outcomes, Teaching and Learning Activities and Assessment

TLA1, TLA2, TLA3 and TLA4 and assessment components A, B and C are aligned with all four of the course learning outcomes.

Assessment Standards

A. Class Participation

A+, A, A-

perfect attendance, punctual, actively engages in class discussions, regularly contributes insightful comments and poses incisive questions to speakers

B+, B, B-

good attendance, engages in class discussions, contributes comments and poses questions to speakers

C+, C, C-

limited attendance, occasionally engages in class discussions, infrequently contributes comments and poses questions to speakers

D+, D

usually absent, rarely engages in class discussions, rarely contributes comments or poses questions to speakers

F

always absent, never engages in class discussions, never contributes comments or poses questions to speakers

B. In-Class Exercises and Presentations

A+, A, A-

participates in exercises and delivers presentations that are very well organized and thought out, exceptionally creative, highly coherent and fluid; participation in presentations indicates a high level of confidence, a strong willingness and ability to lead and a deep capacity for effective teamwork; consistently participates in the most effective teams; consistent high-level performance or significant improvement over time

B+, B, B-

participates in exercises and delivers presentations that are well organized and thought out, creative, coherent and fluid; participation in presentations indicates a good level of confidence, a willingness and ability to lead and a capacity for effective teamwork; participates in some of the most effective teams; consistently performs well or clearly improves over time

C+, C, C-

participates in exercises and delivers presentations that are competent and satisfactory but not outstanding; participation in presentations indicates a satisfactory level of confidence, some willingness to lead and a limited capacity for effective teamwork; participates in one or two effective teams; consistently performs satisfactorily or shows some improvement over time

D+, D

participates in exercises and delivers presentations that are unsatisfactory, lacking in creativity, coherence and fluidity; participation in presentations indicates a lack of leadership or the capacity for teamwork; lack of capacity to improve or an unwillingness to do so

F

participates in exercises and delivers presentations that are consistently poor in quality; exhibits no leadership qualities or any capacity for teamwork; no improvement during the course

C. Self-Evaluation through Personal Journal and Exit Questionnaire and Interview

A+, A, A-

opportunities for self-evaluation and peer evaluation demonstrate a clear and honest understanding of the strengths and weaknesses of individual and team performance; self-evaluation clearly indicates the capacity to identify areas for improvement; evidence of significant improvement of skills and leadership capacity

B+, B, B-

opportunities for self-evaluation and peer evaluation demonstrate a good understanding of the strengths and weaknesses of individual and team performance; self-evaluation indicates a reasonable capacity to identify areas for improvement; evidence of good improvement of skills and leadership capacity

C+, C, C-

opportunities for self-evaluation and peer evaluation demonstrate a satisfactory understanding of the strengths and weaknesses of individual and team performance; self-evaluation indicates some capacity to identify areas for improvement; evidence of some improvement of skills and leadership capacity

D+, D

opportunities for self-evaluation and peer evaluation demonstrate little or no understanding of the strengths and weaknesses of individual and team performance; self-evaluation indicates little or no capacity to identify areas for improvement; little or no evidence of any improvement of skills and leadership capacity

F

fails to evaluate strengths and weaknesses of individual and team performance; fails to identify areas for improvement; fails to demonstrate any improvement of skills and leadership capacity

Self-Evaluation

The way this course is constructed and organized requires that participants evaluate their own performance and the performance of their peers. The overall assessment of each student is based to a large degree on his own evaluation of his performance and in part on the evaluation of his performance by his peers. Self-evaluation and peer evaluation are critical tools for assessment in the workplace today. Using these tools for this course is meant to mirror their use in many companies and organizations and across professions.

After each class, students must submit by email to the instructor a reflection on his performance in the exercise that was just concluded. These journal entries must be submitted to the instructor BEFORE the beginning of the next class. The reflections need not be long. There is neither a minimum nor a maximum length. The reflections should include a frank and honest assessment of the student's performance in the exercise, an assessment of the performance of other members of the class (either in general or specific), and any other thoughts. Consider these reflections to be entries in a personal journal for the course. They are meant to allow each person to consider their strengths and weaknesses, the strengths and weaknesses of their peers and how they can improve their individual and team performances in future

exercises. Assessments should be constructive and insightful, providing as much detail as possible.

At the end of the course, students will be asked to complete an exit questionnaire that will allow them to reflect on their performance throughout the semester. They will also meet individually with the instructor for a short (5-10 minutes) exit interview to discuss their overall performance and how they changed during the course. This will also allow students to provide feedback on the course directly to the instructor.

Late Submissions

As noted, personal journal submissions are to be submitted by email to the instructor BEFORE the start of the next course meeting. Late submissions will not be accepted. Exit questionnaires must be submitted by the designated deadline that will be indicated on the form (within a week of the last class meeting).

Conduct and Civility

This is a highly interactive course that will include a good deal of discussions and several presentations in each session. In addition, we will have a number of speakers who have generously agreed to join us for about four hours. Please respect them and your fellow students. Discussions should be conducted in a civil manner. All sessions are entirely off the record.

Mobile phones should be switched off during class. Personal music players should not be used. Please refrain from texting, talking on the phone or surfing the Internet during class (unless doing so is related to the discussion). Laptop computers are only for taking notes. Please do not chat among yourselves. Pay attention to presentations and refrain from talking while other students are speaking. Anybody not adhering to these rules may be asked to leave the room.

Class Schedule

Introduction - Workshop One: Setting Goals and Getting There

Friday, 20 January, 2 – 5.30 pm

Workshop Two: The Challenges of Globalization

Friday, 10 February, 2 – 5.30 pm

Workshop Three

Friday, 17 February, 2 – 5.30 pm (6 pm)

Workshop Four

Friday, 24 February, 2 – 5.30 pm (6 pm)

Workshop Five

Friday, 23 March, 2 – 5.30 pm (6 pm)

Workshop Six

Friday, 30 March, 2 – 5.30 pm (6 pm)

Workshop Seven

Friday, 27 April, 2 – 6 pm

Exit interviews will take place during the Revision Period and the beginning of the Assessment Period (first week of May)

Reading List

I encourage students to take advantage of the periods between the first and second sessions of the programme (nearly a month), between the fourth and fifth classes (a month) and between the sixth and the final meetings (about a month) to read about leadership and globalization.

You might consider reading all or any of the following:

Thomas L. Friedman, The World is Flat: A Brief History of the Twenty-First Century, Picador, 2007 (or you might read Friedman's classic on globalization, The Lexus and the Olive Tree)

Marshall Goldsmith, Global Leadership: The Next Generation, Prentice Hall, 2007

Ed Cohen, Leadership Without Borders: Successful Strategies from World-Class Leaders, John Wiley & Sons, 2007

Charles A. Anderson, Steven J. DeKrey, and David M. Messick, Leadership Experiences in Asia: Insights and Inspirations from 20 Innovators, John Wiley & Sons, 2007

Michael J. Marquardt, and Nancy O. Berger, Global Leaders for the 21st Century, State University of New York Press, 2000

Mark Hayes Daniell, World of Risk: A New Approach to Global Strategy and Leadership, New World, 2004

Howard Gardner, Five Minds for the Future, Harvard Business School Press, 2007

Howard Gardner, Leading Minds: An Anatomy of Leadership, HarperCollins Publishers, 1997

**BUSI3002A Leadership Development Programme
Entry Questionnaire**

NAME:

YEAR AND DEGREE PROGRAMME:

WHERE ARE YOU FROM (HOME TOWN OR COUNTRY)?

WHERE IN HONG KONG DO YOU LIVE?

WHAT IS YOUR BEST SKILL? WHAT ARE YOU GOOD AT?

WHAT DO YOU PLAN TO DO AFTER YOU GET YOUR DEGREE?

A LEADER YOU ADMIRE:

FINISH THIS SENTENCE:

A good leader _____
