

# Macao Polytechnic Institute

## School of Business

### Bachelor of Management

#### Module Outline

Academic Year 2020/2021 Semester 2

<b>Learning Module</b>	Leadership Principles and Practices	<b>Class Code</b>	MGMT3150-321	
<b>Pre-requisite(s)</b>	Nil			
<b>Medium of Instruction</b>	English		<b>Credit</b>	3
<b>Lecture Hours</b>	45 hrs	<b>Lab/Practice Hours</b>	0hrs	<b>Total Hours</b> 45 hrs
<b>Instructor</b>	Wai Ming To		<b>E-mail</b>	wmto@ipm.edu.mo
<b>Office</b>	M530, Ming Tak Building, MPI Main Campus		<b>Telephone</b>	8599-3319

#### Description

The purpose of this module is to provide the fundamental knowledge of relevant principles and practices to exercise effective leadership. Students will examine the characteristics of an effective leader and the behavior which distinguish effective leadership. Contemporary problems and issues will be analyzed in terms of the contrasting approaches of the leadership theorists.

#### Learning Outcomes

After completing the learning module, students will be able to:

1. appraise the nature and role of leadership and management in a contemporary organizational context;
2. contrast and assess, where suitable, a range of leadership paradigms and theories;
3. critically interpret people-related factors that differentiate a transformational leader from the others, and;
4. critically synthesize a leader's characteristics and his effectiveness in an organizational or team setting from various perspectives.

## Alignment of Program and Module Intended Learning Outcomes

Program Intended Learning Outcomes (PILOs)	Module Intended Learning Outcomes (MILOs)
1. Integrate contemporary management theories and business disciplines relevant to general business practices.	MILO 1
2. Apply critical thinking and logical analysis skills and techniques to resolve management issues.	MILO 3
3. Utilize appropriate written and spoken forms to communicate effectively and professionally with stakeholders in various cultural environments.	n/a
4. Demonstrate leadership in a team and respecting the rights of others irrespective of their cultural background, race or gender in order to solve unpredictable problems in the field.	MILOs 1, 2 &4
5. With the help of mathematical and statistical skills, utilize the latest empirical findings and academic studies to support the recommendation of business projects or reports.	n/a
6. Recommend an appropriate course of action by ethically examining economic, environmental, political, legal and regulatory contexts of global business practices.	MILOs 3 & 4
7. Interpret and utilize management information or business software for internal control, planning, performance evaluation, and coordination to improve efficiency and effectiveness in the business process.	n/a

## **Content**

<b>Topics</b>	<b>Duration</b>
1 Introduction (Book Chapter 1) 1.1 History of leadership research - 1900s - 1940s (Great man theories) - 1950s - 1970s (Behavioral and situational) - 80s afterwards (Transformational and team). 1.2 Elements of leadership. 1.3 Describe the core characteristics of leadership. 1.4 Describe related topics such as power and management	3 hrs
2 Trait approach (Book Chapter 2) 2.1 Early studies focusing on “great man”. 2.2 Describe the 1947 study conducted by Stogdill on traits. 2.3 Describe 5 major traits summarized by various studies. 2.4 Describe strengths and criticisms of the trait approach. 2.5 Discuss Cases 2.1 and 2.2 of the book.	3 hrs
3 Skills approach (Book Chapter 3) 3.1 Explain the shift of focus from traits to skills of leaders. 3.2 Introduce the skill set defined by Robert Katz in 1955. 3.3 Describe research studies conducted by Mumford et al. in 90s. 3.4 Describe various elements of Mumford’s capability model. 3.5 Discuss Cases 3.1 and 3.3 of the book.	3 hrs
4 Style approach (Book Chapter 4) 4.1 Explain the shift of focus from personal characters to behavior. 4.2 Introduce two early studies by Ohio State U and U of Michigan. 4.3 Describe Blake and Mouton’s leadership grid. 4.4 Describe strengths and criticisms of the style approach. 4.5 Discuss Cases 4.1 and 4.2 of the book.	3 hrs
5 Situational approach (Book Chapter 5) 5.1 Explain the extension of style approach with leadership outcomes. 5.2 Introduce studies by Hersey and Blanchard on situational leadership. 5.3 Describe the development stage of followers. 5.4 Describe strengths and criticisms of the situational approach. 5.5 Discuss Cases 5.1 and 5.3 of the book.	3 hrs
<b>Midterm</b>	1.5 hrs
6 Contingency approach 6.1 Introduce Fielder’s contingency approach. 6.2 Describe leader’s characteristics and situational variables. 6.3 Stress the importance of leader-match. 6.4 Describe strengths and criticisms of the contingency approach. 6.5 Discuss Cases 6.1 and 6.3 of the 6 <sup>th</sup> edition of the Book.	3 hrs
7 Path-goal theory (Book Chapter 6) 7.1 Introduce House’s path-goal theory. 7.2 Describe subordinates’ motivational needs. 7.3 Describe various task characteristics. 7.4 Describe strengths and criticisms of the path-goal approach. 7.5 Discuss Case 6.1 of the book.	1.5 hrs

8	<p>Leader-member exchange theory (Book Chapter 7)</p> <p>8.1 Describe the early studies of exchange theory.</p> <p>8.2 Describe in-group and out-group characteristics.</p> <p>8.3 Describe 3 phases of “leadership making”.</p> <p>8.4 Describe strengths and criticisms of the LMX theory.</p> <p>8.5 Discuss Case 7.1 of the book.</p>	3 hrs
9	<p>Transformational leadership (Book Chapter 8)</p> <p>9.1 Describe the historical development of transformational leadership.</p> <p>9.2 Describe Burn’s definition of transformational leadership.</p> <p>9.3 Describe people’s motivation and human needs.</p> <p>9.4 Describe House’s definition on charismatic leadership.</p> <p>9.5 Describe Bass’s Model of transformational leadership.</p> <p>9.6 Describe 4I’s.</p> <p>9.7 Describe other approaches of transformational leadership.</p> <p>9.8 Describe strengths and criticisms of transformational leadership.</p> <p>9.9 Discuss case studies of the book.</p>	6 hrs
10	<p>Team leadership (Book Chapter 14)</p> <p>10.1 Differentiate groups and working teams.</p> <p>10.2 Describe McGrath’s critical leadership function.</p> <p>10.3 Describe Hackman’s and Larson’s studies on effective teams.</p> <p>10.4 Describe Hill’s concept for team leadership.</p>	3 hrs
11	<p>Gender and leadership (Book Chapter 15)</p> <p>11.1 Description</p> <p>11.2 Do female and male leaders differ in their behavior and effectiveness?</p> <p>11.3 Why do so few women leaders reach the top?</p>	3 hrs
12	<p>Leadership ethics (Book Chapter 13)</p> <p>12.1 Define ethics and ethical theories.</p> <p>12.2 Describe Heifetz’s and Greenleaf’s perspectives on ethical leadership.</p> <p>12.3 Describe 5 principles of ethical leadership.</p> <p>12.4 Describe strengths of criticisms of ethical studies.</p>	3 hrs
Presentation		3 hrs
<b>Final Examination</b>		<b>3 hrs</b>

## **Teaching Method**

This module is delivered through a series of lectures that provide a detailed explanation and understanding of various leadership theories and core concepts. Class activities, exercises, case studies, and class discussions integrating with multimedia resources such as videos and websites are utilized to support students' learning. Specifically, different teaching and learning activities (TLAs) are adopted.

TLA1: Leadership theories and concepts are delivered primarily by lectures with the aid of multimedia instructional materials.

TLA2: Short oral and/or written quizzes will be given during the class hour. Discussions are part of class activities in which active participation will be encouraged. Current events about leadership-related issues will be introduced to help students think and understand the relationships between what they learn and the current events (or news).

TLA3: Students must prepare for group work. They must develop ability to work as a team member and an effective communicator.

### **Alignment of MILOS with TLAs**

TLAs	Brief Description	MILO No.			
		1	2	3	4
TLA1: Interactive lectures	Lectures: leadership theories, concepts, and approaches will be presented using multimedia instructional materials. Q&A: It allows interactions between the instructor and students.	✓	✓	✓	✓
TLA2: In-class exercises, quizzes, and midterm exam.	Students must read teaching materials before coming to the class. They will be asked to work on problems or respond to key conceptual issues during the class hour. - Short oral/written quizzes will be given to students in order to ensure that students can follow the progress of study. - Midterm exam will be given to students in order to motivate them to review what they have learned.	✓	✓	✓	✓
TLA3: Group project and presentation	Three to four students will be required to work as a group to complete a group project. This group project will be designed to promote students intellectual, social and presentation skills and help to prepare them for the real world in which teamwork and collaboration are important.		✓		✓

In order to achieve the outcomes of the module, students are expected to perform the following learning tasks:

- 1) Read teaching materials before coming to the class
- 2) Review and work on exercises immediately after the class to enhance understanding
- 3) Attend seminars and meetings to extend their knowledge horizon
- 4) Prepare and collect information for group project assignment

- 5) Prepare for the midterm and final examinations
- 6) Seek advice from the instructor when encountering difficulties (about the learning module)
- 7) Form study group, learn from each other, and practice communication skills

### **Attendance**

Attendance requirements are governed by the “Academic Regulations Governing Bachelor’s Degree Programmes of Macao Polytechnic Institute”. Students who do not meet the attendance requirements for the learning module will not be permitted to sit the final or re-sit examination and shall be given an ‘F’ grade.

### **Assessment**

This learning module is graded on a 100 point scale, with 100 being the highest possible score and 50 the pass score.

Students’ understanding of module material and their performance is assessed on the basis of class assignment(s), a group project and oral presentation, a midterm examination, and a final examination. The assignments are to evaluate students’ understanding of the key concepts of leadership theories. The project is used to evaluate whether students can apply leadership theories in the real life context. The midterm and final examinations aim to evaluate the students’ comprehensive understanding of different leadership theories and their applications. The following is a summary of the assessment tasks:

	<b>Activities used to assess students’ achievement of MILOs</b>	<b>Percentage</b>	<b>Targeted MILOs</b>
1.	In-class exercises/quizzes (non-graded)	N/A	MILOs 1-4
2.	Individual assignment (graded)	10%	MILO 2
3.	Group project (graded)	25%	MILOs 2,4
4.	Mid-term examination (graded)	25%	MILOs 1,2
5.	Final examination (graded)	40%	MILOs 1-4
	Total percentage:	100%	

### **Plagiarism Policy**

It is student’s responsibility to ensure that her/his assignment has been checked by *Turnitin* software, and the similarity score given by *Turnitin* software cannot be higher than 30%. However, a special case can be determined by the instructor.

## **Teaching Material(s)**

### **Textbook**

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\*\*Students should bring their own textbook to class.

## **Reference**

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## **Academic Integrity**

Academic honesty is the basis for academic achievement. Cheating or dishonest act in assignments, projects, mid-term or final examination is a serious offense: a maximum grade deduction of 100% will be exercised.

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<b>Medium of Instruction</b>	Chinese			<b>Credit</b>	3
<b>Lecture Hours</b>	45 hrs	<b>Lab/Practice Hours</b>	0 hrs	<b>Total Hours</b>	45 hrs
<b>Instructor</b>	Wai Ming To		<b>E-mail</b>	wmto@ipm.edu.mo	
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