Subject Description Form

Subject Code	COMP3S02
Subject Title	Socially Responsible Global Leadership in a Digital World
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	nil
Objectives	The objectives of this subject are: 1. To introduce the concepts of *socially responsible leadership* and *global leadership*, and to facilitate students to practice and demonstrate these competencies in practice; 2. To raise students' awareness of the impact of technology and social media on their interactions and relationships, and to educate them on how leadership may be practiced in a digital arena; 3. To educate students about different mental models of leadership and global citizenship, and to facilitate them to identify their own models and the impact on their own social interactions and leadership; 4. To acquaint students with skills and competencies necessary for interacting with diverse groups of people, and to facilitate them to practice these skills and competencies 5. To raise students' awareness of issues of privilege and power, and to nurture sensitivity and empathy to people different from oneself 6. To nurture students' sense of civic responsibility and engagement.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. Identify and demonstrate attributes and competencies required of responsible global leaders *(application)* b. Describe the influence of increasing digitization on society and the implications for human interactions and leadership *(academic)* c. Link their own mental models about leadership and global citizenship with their social interactions and their ability to serve. *(linkage)* d. Function competently when engaging with cross-cultural and cross-institutional peers, to identify strategies and provide solutions to effectively serve communities in need. *(application)* e. Use written and/or verbal communication to analyze complex social issues and challenges from local, national and/or international points of view. *(application)* f. Demonstrate sensitivity and empathy for others, especially those different from oneself. *(empathy)* g. Reflect on issues and situations of privilege and power, and their own role and responsibilities as a citizen and professional in society *(reflect)*
Subject Synopsis/ Indicative Syllabus	The topics in the course syllabus cover major issues relevant to global and cross-cultural competencies, leadership and social responsibility:

(Note 2)	**Concept and Practice of Service-Learning:**
	• Principles and concepts of service-learning
	• Benefits of service-learning to students and the community
	• Responsibilities, Ethics and Attitudes in service-learning
	• Reflection as a tool for learning
	Discipline-Specific Concepts, Issues and Skills
	• The Social Change Model of leadership development. The Seven "C"s: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility and citizenship.
	• Technology and Society. Societal impact of digital media. Online identity and technology-facilitated interactions.
	• Intercultural competence. Dimensions of cultural variability. Cultural competencies and cross-cultural communication. Tolerance versus respect.
	• Dimensions of global mindset. Intellectual, psychological and social capital. Developmental model of intercultural sensitivity. Ethnocentrism and ethnorelativism.
	• Leadership as a social construct. Leadership attributes and behaviors and culture. Authority and decision-making across cultures.
	• Power, privilege and identity. Types of power and privilege. The nature of prejudice, stereotyping, and discrimination. Issues and impact of cultural understanding and misunderstanding.
	• Teamwork and collaboration. Effective team processes. Teamwork in virtual spaces. Effective use of technology in team collaborations and communication.
	Project-Specific Concepts, Issues and Skills
	• Specific technical topics (e.g. structure of the Internet) and skills (e.g. programming, soldering, classroom management, etc) required for specific projects.
	• Specific historical, cultural, and political background for off-shore sites (e.g. Cambodia, Rwanda), or targeted local communities (e.g. refugees, new immigrants, ethnic minorities).
	• Health, safety and other issues relevant to the service project
	• Moral and ethical concerns specific to the project and beneficiaries.
	• Project planning, health, safety and other issues relevant to the projects
Teaching/Learning Methodology *(Note 3)*	**e-Learning Module in Service-Learning** The e-learning module is developed and delivered by the Office of Service-Learning at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service-learning.

Students are <u>required</u> to successfully complete the e-learning module <u>within the first four weeks</u> of the semester in which they are taking the subject.

Discipline-Specific e-Learning and Seminars

The discipline-specific learning activities will include both online modules and face-to-face seminars/discussion sessions. The online modules will deliver the academic content and include readings, quizzes, and online discussion forums.

The seminars and discussion sessions are designed to complement the online modules and will provide a forum for students to discuss these issues in small groups. The objective is to explore these issues in greater depth in an interactive setting.

Assessment tasks (class exercises, reflective essays) will be included to assess the learning outcomes and encourage participation.

Where appropriate, the class will take on the format of a *global class* that is held in conjunction with an overseas institution. This will involve online, linked lectures and/or interactive seminars with teachers and/or students from the partnering institution. Students will also have to complete projects in teams together with students from the other institution.

Project-Specific Seminars, Tutorials and/or Workshops

The project-specific seminars, tutorials and/or workshops are designed to: (a) develop students' understanding of the targeted community and other issues relating to the service-learning project, (b) provide training for students in generic skills in planning and delivering the service project. Guest experts and speakers will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format will be used.

Students are required to attend **all of** the discipline-specific and project-specific lectures, seminars and workshops and successfully complete **all** of the required assignments/learning tasks prior to participation in the service learning project. Students who are not adequately prepared will not be allowed to continue in the course or participate in the service projects.

Service Learning Projects

Students will be required to take part in a cross-cultural, cross-institutional service project in underserved areas in Hong Kong or overseas that addresses genuine needs in an underserved community. The project will require collaboration with peers (e.g. fellow university students) from local as well as other higher education institutions (e.g. universities from the

University Social Responsibility Network or from the Global Leadership and Civic Engagement Program.)

The service-learning projects will be designed to develop students' *creativity*, *problem-solving*, *teamwork* and *communication* abilities. Projects will emphasize *hands-on* tasks and involve team as well as individual work. Students will be encouraged to research on specific problems. They will also be challenged to design and implement solutions, applying their discipline-specific knowledge to meet community needs.

Students may opt to undertake a pre-approved exchange service project or attachment organized by PolyU Office of Service-Learning and pre-approved by the teaching team. This project/attachment must meet the following requirements: (1) it must be at least 4 weeks in length and incorporate at least 40 service hours; (2) it must be hosted by a reputable university or NGO with a track record in service-learning; (3) it must involve students in direct, hands-on interaction with an underserved community; (4) it must enable students to develop a deeper understanding of global issues regarding social change and civic engagement; (5) it must be letter-grade assessed by a faculty member or a project supervisor who has substantive direct supervision of the student and expertise in education and civic engagement.

Students may be required to shoulder a portion of their incurred costs for overseas projects.

Review Sessions, Reflective Journals and Report

Students will be required to write reflective journals and reports <u>before</u>, <u>during</u> and <u>after</u> the service learning project to demonstrate (a) their intellectual learning of the academic concepts and their ability to: (b) link their service learning experiences with the academic focus/discipline-specific content of the subject, (c) reflect on their service learning experience to identify their learning gains as well as areas for future improvements, (d) reflect on their roles and social responsibilities. Class presentations of their reflections and activities may also be required.

To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both <u>during</u> and <u>after</u> the service learning project.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g

E-Learning module in service-learning	Pass/fail							
Attitude, discipline and contribution during preparation (individual)	10%	x			x	x		
Reflective essay on academic learning (individual)	10%		x	x		x		
Quality of preparation and project deliverables (group)	20%				x			
Performance during service delivery (individual)	40%	x			x		x	
Summative reflective journal (individual)	20%			x		x	x	x
Total	100 %							

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The e-Learning Module in service-learning includes assignments and learning tasks that are designed to educate students about the theories and motivations behind service-learning and prepare them to learn effectively in service-learning. During the preparation period, students will be required to participate in online and face-to-face discussion groups, and to write proposals and plans for the projects as preparation for service. Students' attitude, discipline and contribution towards these activities will be a demonstration of their ability to learn attributes and competencies required of responsible global leaders (ILO a), to function competently with diverse others in identifying strategies for addressing a social issue (ILO d), and to use written and verbal methods of communication to analyze and describe complex social issues (ILO e).

At the end of the preparation period, students will be asked to write a reflective essay that on the academic concepts taught in lectures and workshops. The quality of this essay will demonstrate their ability to describe the implications of digitization on human interactions and society (ILO b), and to link their own mental models about leadership and global citizenship with their social interactions (ILO c).

The quality of the project deliverables will assess students' ability to function competently when engaging with diverse others to provide solutions to effectively serve communities in need (ILO d).

The students' attitude and performance in the rendering of service, their collaboration with their teammates and the community and their degree of engagement with service recipients will require them to demonstrate attributes and competencies required of responsible global leaders (ILO a), function competently with diverse others to provide solutions to effectively serve

	communities in need (ILO d), and demonstrate sensitivity and empathy for others (ILO e). The summative reflective report assesses students' ability to link their own mental models about leadership and global citizenship with their social interactions and ability to serve (ILO c), their empathy for the underserved communities (ILO f), their ability to reflect on their role and responsibilities in the society (ILO g), and their ability to use written communication to analyze and describe complex social issues and challenges (ILO e).	
Student Study Effort Expected	Class contact:	
	▪ Lectures, tutorials and discussion groups	20 Hrs.
	▪ Workshops and labs	15 Hrs.
	▪ Reflection sessions	10 Hrs.
	Other student study effort:	
	▪ E-learning modules on leadership and service-learning	20 Hrs.
	▪ Preparation and planning for project	20 Hrs.
	▪ Rendering of service	40 Hrs
	▪ Reflection and review	10 Hrs
	Total student study effort	135 Hrs.
Reading List and References	1. NCLP (Author), Susan R. Komives (Editor), Wendy Wagner (Editor), Leadership for a Better World: Understanding the Social Change Model of Leadership Development, Jossey-Bass (2016) 2. Sherry Turkle. Alone Together: Why We Expect More from Technology and Less from Each Other, Basic Books (2017) 3. Maurianne Adams et al. (Eds) Readings for Diversity and Social Justice, Routledge (2010) 4. Allan Johnson, Privilege, Power, and Difference, McGraw-Hill (2005) 5. Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer and Associates, Learning Through Serving – A Student Guidebook for Service-Learning Across the Disciplines, Stylus Publishing (2005). 6. House, J. H., & Javidan, M. (2004). Overview of GLOBE. In House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.), Culture, leadership, and organizations: The GLOBE study of 62 societies (pp. 9-28). Thousand Oaks, CA: Sage. 7. Javidan, M. (2010). Bringing the global mindset to leadership. Harvard Business Review. 8. Irving, J.A. (2009). Intercultural competence in leadership education. Journal of Business and Educational Leadership, 1(1) 3-13. 9. Komives, S.R. Lucas, N. & McMahon, T.R. (2013). Exploring leadership: For college students who want to make a difference (3rd ed). San Francisco: Jossey-Bass.	

	10. Other readings from journals, news articles, and case studies provided by the subject lecturer.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.