

# **APSS1L01 Tomorrow's Leaders**

## **Lecture One: Introduction**

**Curriculum Development Team**

**Department of Applied Social Sciences  
The Hong Kong Polytechnic University**

# **Part I**

## **Background**



# Leadership & its 5 key elements:

A process that influences others to achieve organizational objectives without manipulation

(Bass, 1960; Katz & Kahn, 1966)



(Lussier & Achua, 2010)

# Who are Tomorrow's Leaders?



✓ Will you work in a service industry?

✓ What are the personal qualities of a “Tomorrow’s Leader” in your profession?



*Decades ago.....*

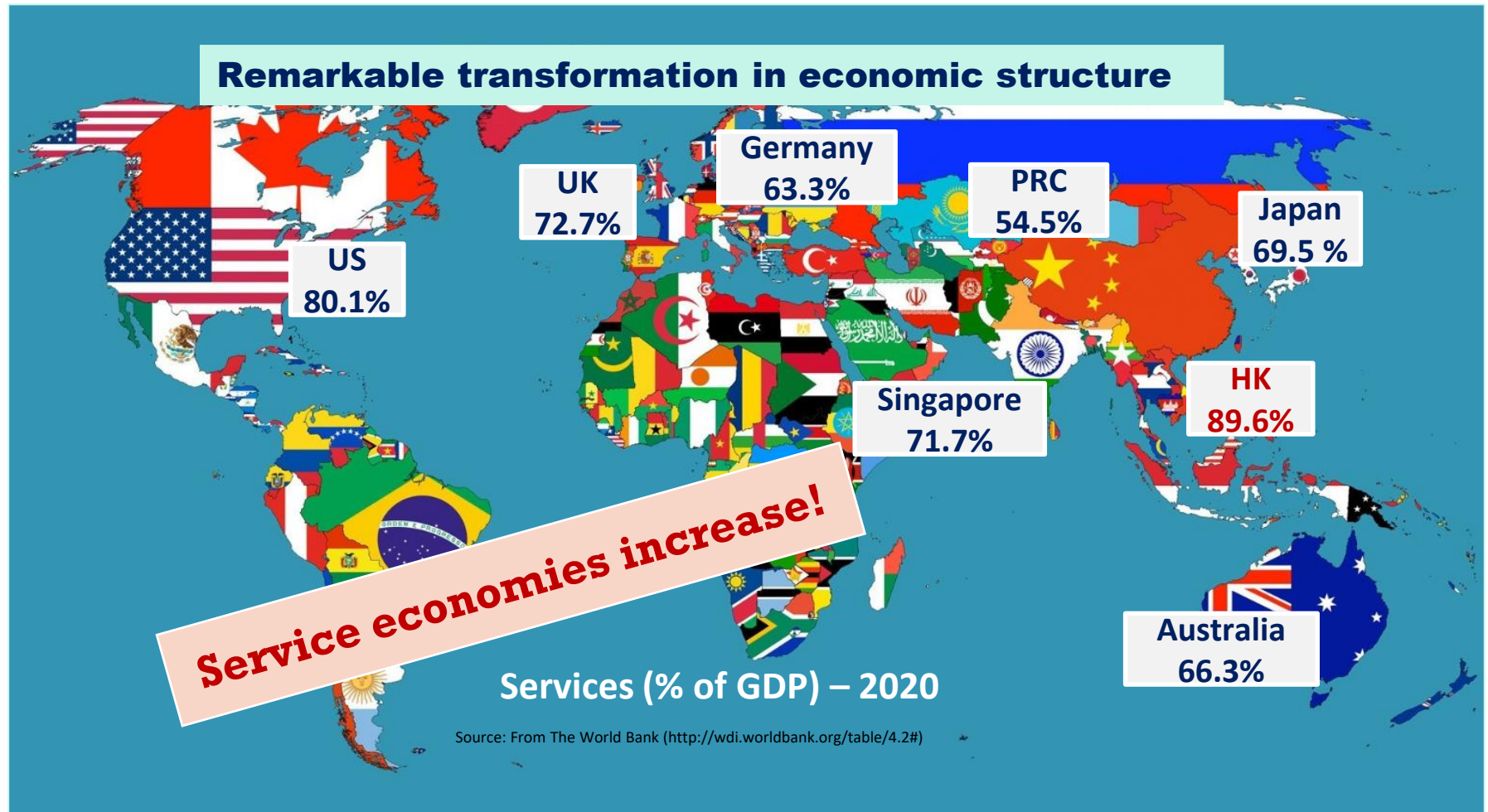


**Manufacturing economy dominated**

(Shek, Chung, & Leung, 2015)



# The World Economy Today and Tomorrow!





# Why Does Service Economy Matter?

## Job nature changes

- The production input of service is **knowledge** and **skills**
- Service is intangible ☐ quality of service is **subjective**
- Service can be **personalized** and varying across situations
- Creation and delivery of service are complex and require multiple professional input ☐ **collaboration**
- Service involves **interaction** between service provider and recipient



# Why Does Service Economy Matter?

**Job nature changes**



**Qualities for employability and leadership change**

It requires :

- Intrapersonal competence
- Interpersonal competence
- Cultural competence
- Global outlook

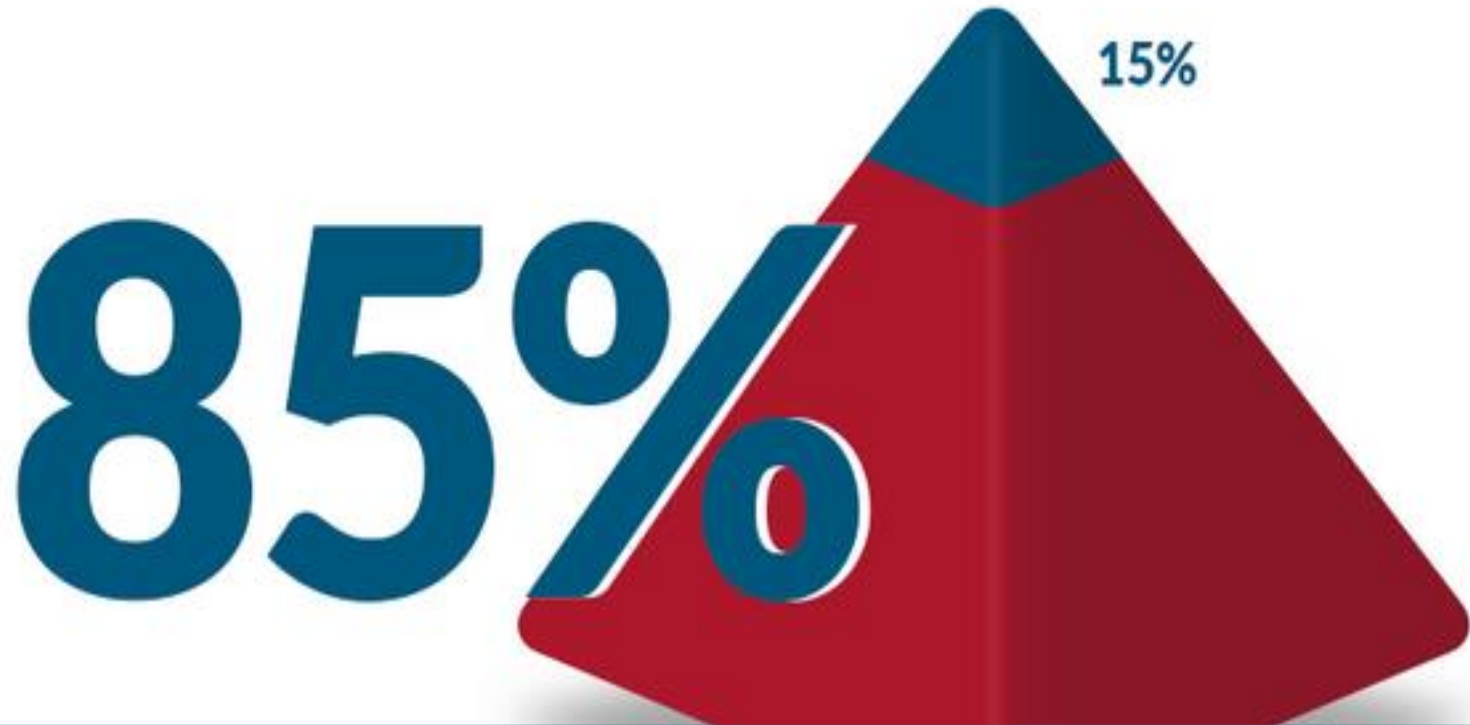
**21<sup>st</sup> Century  
Skills**

**Tomorrow's Leaders!**



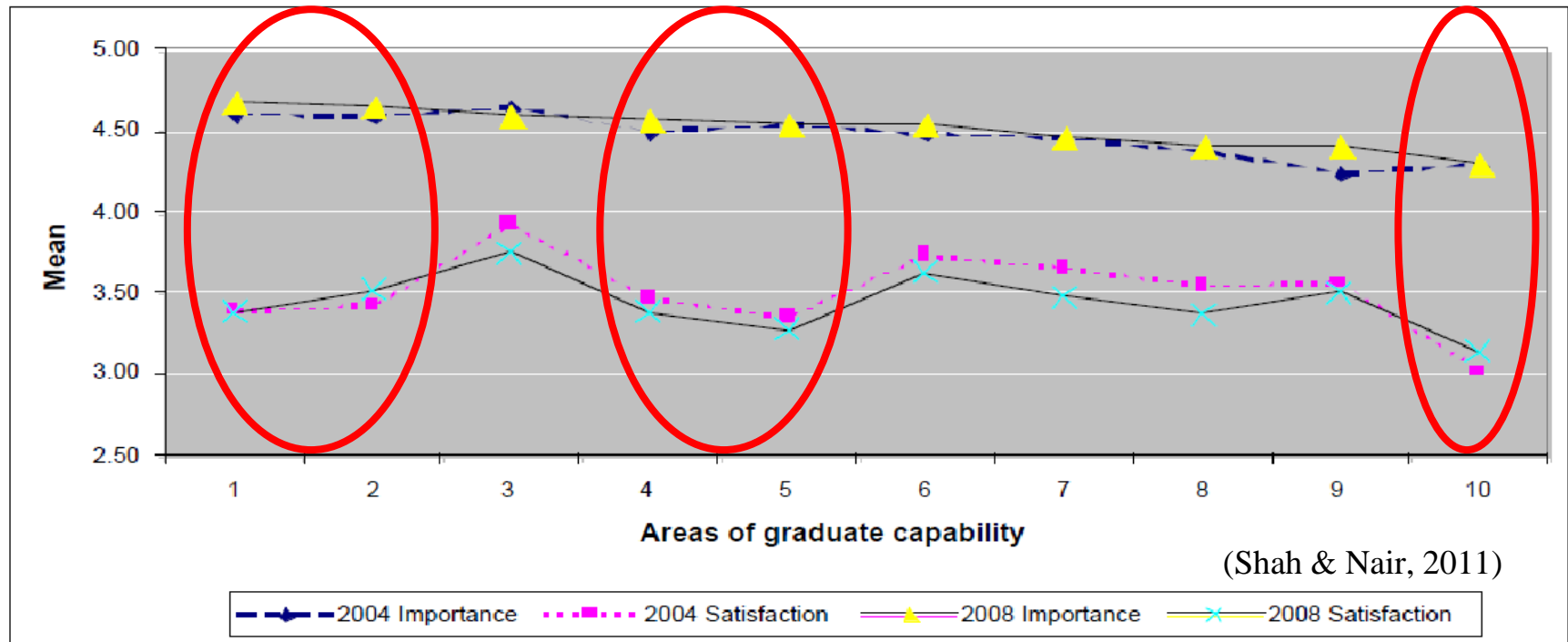
Research conducted by Harvard University,  
the Carnegie Foundation and Stanford Research Center, has all concluded that

**85% of job success comes from having well-developed soft skills and people skills,**  
and only 15% of job success comes from technical skills and knowledge (hard skills).



Do you have any soft skills gap? Will it affect  
your future (job) performance and success?

# Importance & performance of the top 10 items rated by employers



1. Effective communication
2. Flexible problem solving
3. Ethical practice
4. Learn from errors and listen openly to feedback
5. Self-organization and time management
6. Wanting to produce as good a job as possible
7. Empathy & intercultural competence
8. Openness to different views
9. Good team spirit
10. Be able to set and justify priorities

**These skills/competences are things that you shall learn and acquire in university education!**



**These skills also strengthen your employability and job success!**

**Tomorrow's Leaders!**

# **Part II**

## **Overview of the Course**



# Tomorrow's Leaders: Positive Psychology Approach

“Psychology is not just the study of pathology, weakness, and damage; it is also the study of **strength and virtue (Leadership)**. Treatment is not just fixing what is broken; it is **nurturing what is best**”

(Seligman & Csikszentmihalyi, 2000)

All youth have strengths.

Focusing on youth's strengths instead of weaknesses may result in **enhanced motivation and improved performance**.

Failure to demonstrate a skill should first be viewed as **an opportunity to learn the skill** as opposed to a problem

# Our Beliefs about Leadership



- **Everyone** can be a leader who leads his/her **own life**
- **Everyone** can be a leader in different contexts (e.g., school, family, peers, etc.)
- **Strength**-focused: positive youth development
- **Reflection** is a basic condition of change
- People can **change** if they want to
- Leadership qualities can be **cultivated**
- There are **special qualities** of a good leader intrapersonal and interpersonal **competencies**



# Desired Graduate Attributes by PolyU

Professional  
Competence

Lifelong  
Learning

Global  
Citizenship and  
Responsibility

Ethical  
Leadership

Effective  
Communication

Critical  
Thinking

Innovative  
Problem  
Solving

# Topics Covered in this Subject

Self-Leadership

Cognitive  
Competence

Lifelong learning

Resilience &  
Stress-Coping

Moral  
Competence

Spirituality

Ethical  
leadership

Social Emotional  
Competence

Interpersonal  
Communication

Team-  
Building

Effective  
communication

Cultural Competence & Global  
Citizenship

Law-Abidance

Global citizenship  
& responsibility

Professional  
Competence

Critical  
Thinking

Innovative  
Problem Solving

# Purposes of the Course

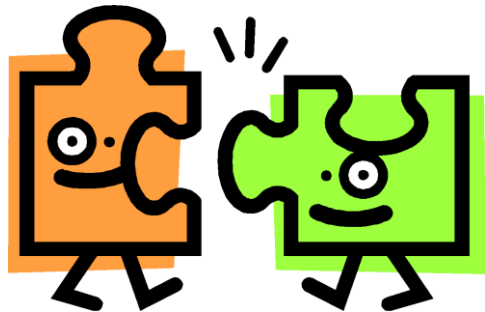


## Enable students to:

- Understand and integrate theories and **concepts of the basic qualities of effective leaders**
- Develop **self-awareness and self-understanding**
- Demonstrate **self-leadership** in pursuit of continual self-improvement
- **Apply intrapersonal and interpersonal skills** in daily lives
- Connect one's learning with **career and personal growth**
- Recognize and accept one's **professional and social responsibilities**

**Tomorrow's Leaders!**

## *Some common misunderstandings of “Tomorrow’s Leaders”*



“I am not  
going to be  
a leader in  
the future”

“Too many  
theories”

“Too long”

“Boring”

# *Some truths of “Tomorrow’s Leaders”*

| Misunderstandings   | What we really are   |
|---|--|
| “I am not going to be a leader”                           | <b>Self-leadership</b> <ul style="list-style-type: none"><li>• Yes, you might not be a leader of a group</li><li>• But you will be <b>the leader of your own life</b></li></ul>  |
| “Too many theories”                                       | <ul style="list-style-type: none"><li>• Theories: help us <b>understand concepts</b> structurally</li><li>• University subject: evidence-based</li></ul>   |
| “Too long”  | <ul style="list-style-type: none"><li>• It’s a 3-credit subject</li><li>• <b>New blended learning approach</b>: less class time</li><li>• Varied activities are arranged for experiential learning</li></ul>   |
| “Boring”  | <ul style="list-style-type: none"><li>• Depends greatly on <b>your participation</b></li></ul>   |
| “It is similar to what we have learnt in Liberal Studies” | <ul style="list-style-type: none"><li>• You may learn some of the topics in the secondary school level</li><li>• But you will have <b>in-depth discussion</b> on the topics, and opportunities <b>to reflect on and apply the attributes</b></li></ul> |

**Enjoy the experiences!**

# Unique Features of the Course

Interactive / active student participation expected

Enjoyable / growth-oriented (class & assignments)

Experiential learning: learning by experience

Learning to learn

Emphasis on reflection and  
application

Collaborative learning

Academic / personal focus: balanced emphasis

Responsive / demanding - **we have expectations!**



# DOs and DON'Ts

Punctuality

Absence  
from class

Mobile phone or other  
electronic devices usage

Lecture  
participation

Entering/leaving  
the lecture room

Sign up for attendance

**Course Outline, p. 16)**

**Are they reasonable or unreasonable?  
What do you think?**

# DOs and DON'Ts

Punctuality

**Respect**

Absence  
from class

Mobile phone or other  
electronic devices usage

Lecture

**Reasonable**

**Responsible**

Sign up

(Course Outline, p. 16)

Are they reasonable or unreasonable? What  
do you think?

## Time Keeper



- Time management

- Bridge to communicate between lecturer and group members



## Group Coordinator (Fixed Role)

## Recorder



- Record members' ideas accurately



## Group Leader

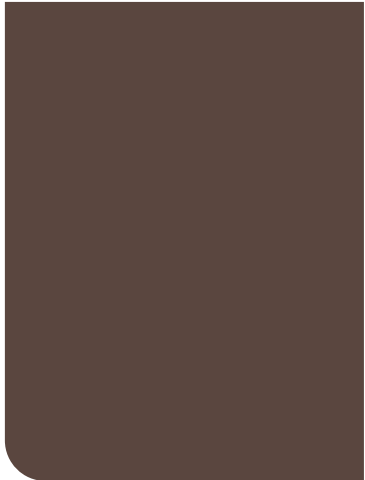
- Encourage interaction

- Report members' ideas/comments



## Reporter





## Part III

# Learning to Learn and Self-Reflection

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# What is Learning to Learn?

## Enhance the student learning experience 提升學生學習體驗

Strategic  
priority  
策略重點

- 1** Instil in students the desire to learn and strengthen their ability to 'learn to learn'  
培養學生對學習的熱誠，並強化其「學會如何學習」的能力

### Strategic actions

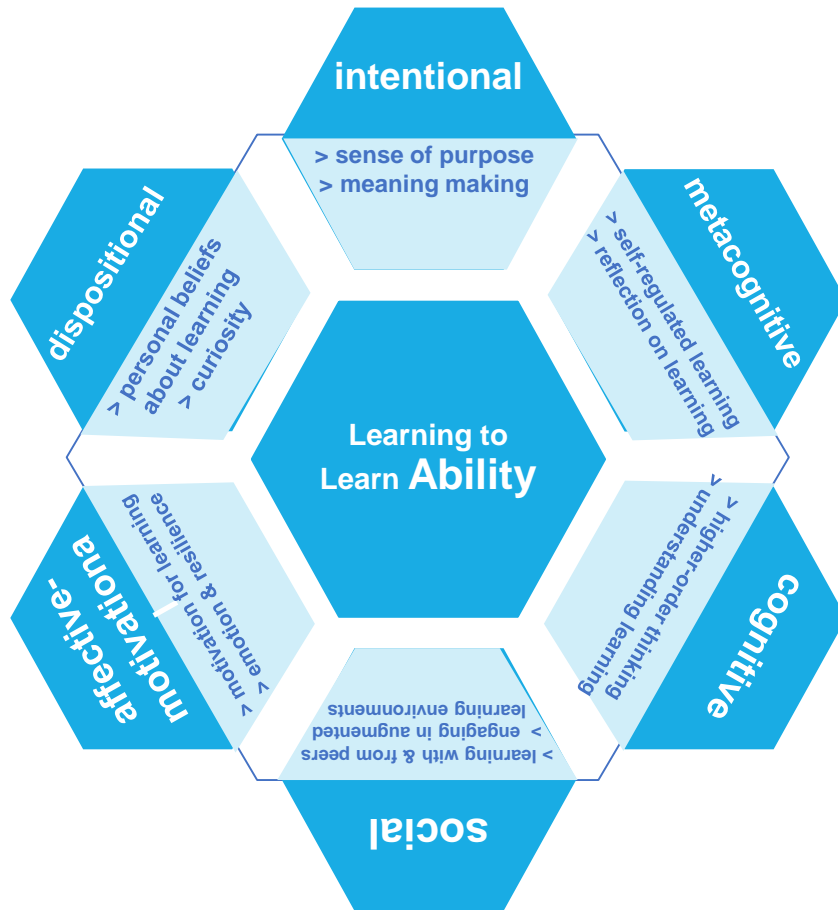
- a. Strengthen the 'learn to learn' element in the curriculum
- b. Expand the research element in the undergraduate curriculum
- c. Showcase and build pride in outstanding undergraduate student work

### 策略行動

- a. 強化課程內有關「學會如何學習」的元素
- b. 擴大大學課程內的研究元素
- c. 展示本科生的傑出表現，讓他們建立自豪感

Learning to Learn is the **first PolyU's Strategic Priority**, with the aim to support the development of your ability to engage in the learning process, manage your own learning and take your learning to a higher level.

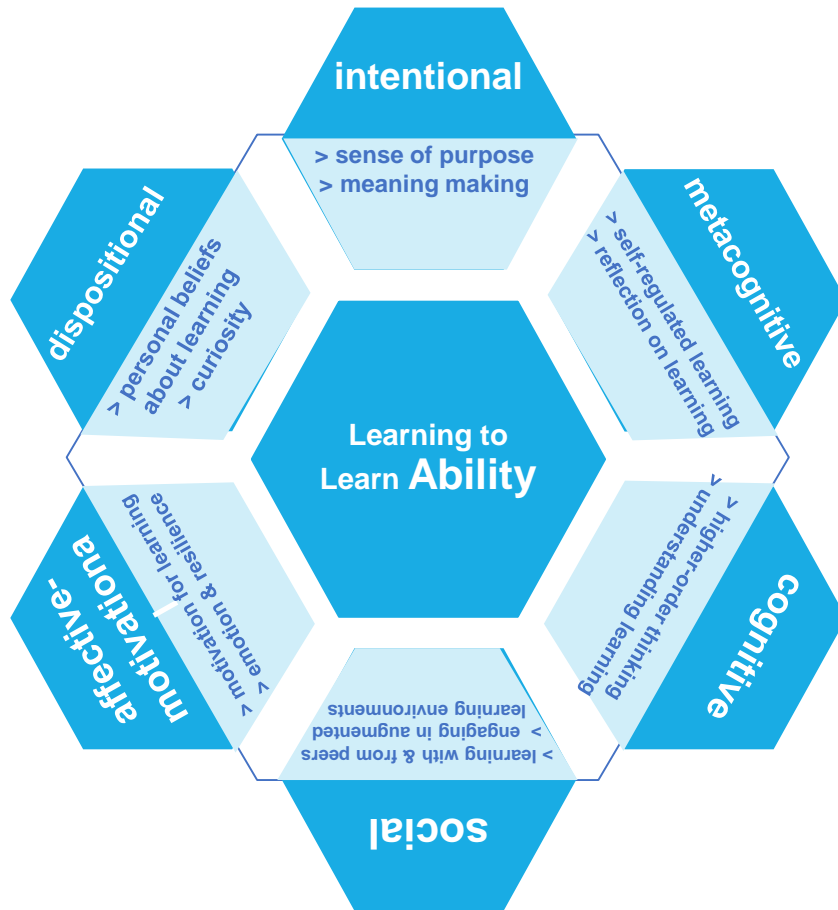
# What is Learning to Learn ability?



- Knowing why they want or need to learn and seeing learning as their own duty (**sense of purpose**)
- Making the learning content meaningful to themselves (**meaning making**)
- Believing they can improve through learning (**self-beliefs about learning**)
- Having an interest in and passion for learning new knowledge and ideas (**curiosity**)
- Being able to manage their learning and understand their learning process (**self-regulated learning**)
- Being able to review their learning experience and identify factors that can improve their learning process for better results (**reflection on learning**)



# What is Learning to Learn ability?



- Knowing what things affect their motivation for learning and taking control of them (**motivation for learning**)
- Being able to cope with their emotions and setbacks that affect their learning (**emotion and resilience**)
- Adopting higher-order thinking skills to learn for deep understanding (**higher-order thinking**)
- Having an interest in looking for theories and methods to improve their learning (**understanding learning**)
- Engaging themselves in learning and building knowledge with other people (**learning with and from other people**)
- Engaging themselves in different learning environments (**augmented learning environment**)

# Why is the **Learning to Learn** ability important?

- The world keeps changing;
- Mobility is getting higher with the advance of science & technology;
- Different people have their own aspirations; and
- Different people have different perspectives and experience



So, being able to (1) **identify what you need/want to learn**, (2) **set goals** and **make plans** to achieve them, (3) **identify effective approaches** and (4) **motivate yourself to carry on** can help you keep up with the rapid changes and help you lead yourself, pursue excellence and overcome future challenges.



# Learning to Learn: The F.O.C.U.S.E.D. framework

**The F.O.C.U.S.E.D. framework** is an effective tool to help you develop a habit to approach questions or problems from different angles, think deeper and learn better.

It is particularly useful when you get stuck and cannot think of any (better) solutions.

- F – Bring FRESH perspective
- O – Think, feel and act like an OWNER / manager
- C – Show CONNECTED-thinking
- U – Have a sense of URGENCY
- S – Show team SPIRIT
- E – Always ENGAGE
- D – Exercise DELIBERATE practice



**Founder: Dr Robert Wright**

FOCUSED website: <https://www.focused-polyu.com/>

# What is self-reflection?



“The examination of one’s own conscious thoughts and feelings”



“Active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends”



“Those intellectual and affective activities that individuals engage into explore their experience, which leads to new understanding and appreciations”



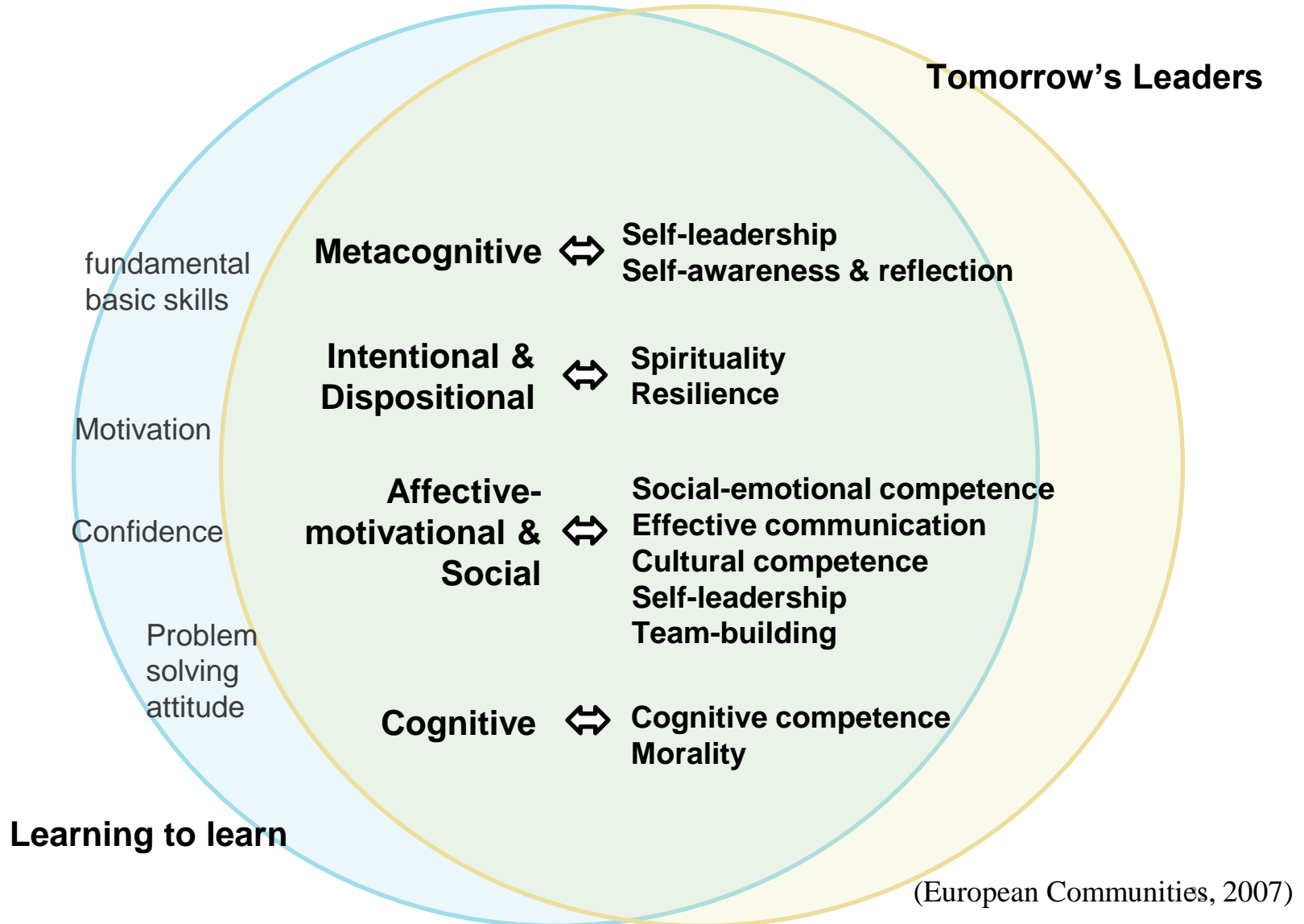
“A purposeful critical analysis of knowledge and experience so as to achieve deeper meaning and understanding”

# Importance of self-reflection capacity

- Reflective learning contributes to graduates' employability (Fearon, van Vuuren, McLaughlin, & Nachmias, 2019).
- Personal reflection capacity could help transform student learning, personal attributes and graduate skills for the modern workplace (Artess, Hooley, Mellors-Bourne, 2017).
- Personal literacy of students are vital for promoting employability impact (Artess, Hooley, & Mellors-Bourne, 2017; Rust & Froud, 2016)



# Learning to Learn and Leadership





# To conclude...

Tomorrow's  
Leaders

Self-reflection

Pursue and persist in learning

1. identify what you need
2. set goals and make plans to achieve
3. identify effective approaches
4. motivate yourself to carry on

Encounter something new

# **Part IV**

## **Conclusion**



# What have we learned?

- **Background and overview of the course**
- **Leadership qualities in a service economy: 21<sup>st</sup> century skills**
- **Beliefs about leadership based on positive psychology: skills can be learned; we can change; everyone can be a leader.**
- **The importance of Learning to Learn**
- **Self-reflection: the first step of leadership development.**
- **All topics are well-linked with our daily wishes!**

# Steps in learning to learn

1. **Identify** what you need/want to learn,
2. **Set goals** and **make plans** to achieve them,
3. **Identify effective approaches** and
4. **Motivate** yourself to carry on

*“We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.”*

*– Peter Drucker*

# Reflections

Which living leader do you most admire? What are the qualities in that person that are most admirable?

Among all topics of this subject, which attributes /competences would you most like to develop? How would they be applied to your future career ?

What are your goals for the four-year university education? What is your plan to achieve these goals?

**RE@D  
PolyU**

COMMON READING PROGRAMME



## Get a FREE book

📅 29 Aug – 9 Sep 2022, 2 – 5 pm | 📍 Library P/F

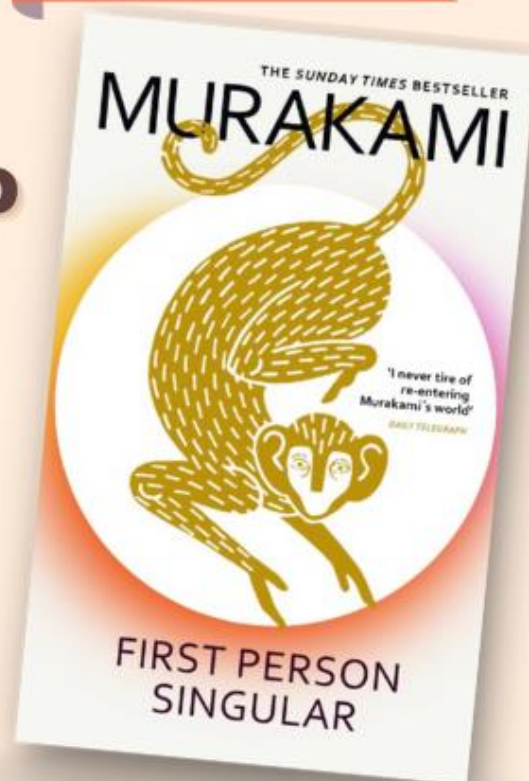
- Collect a **free print copy** to explore the magical world of Haruki Murakami (村上春樹)
- Eligibility: All PolyU Students Quota: 800

## Join a Book Chat Group

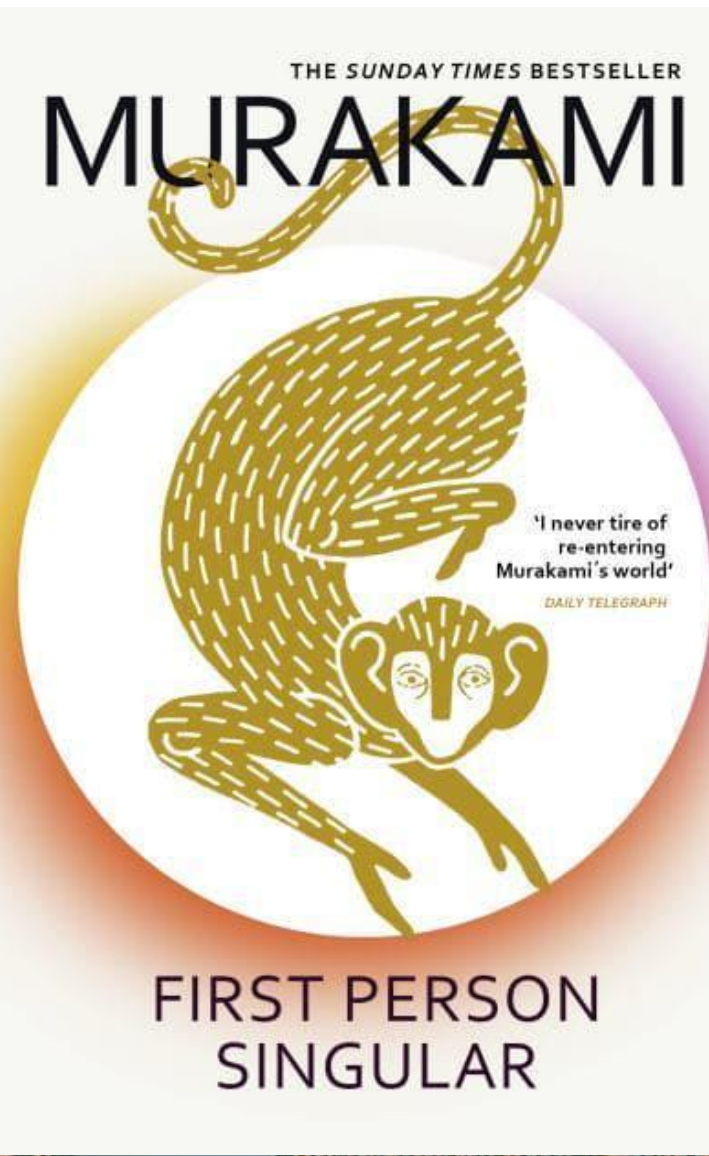
- Meet **3 times in Sep/Oct** under the guidance of a staff facilitator
- Share your responses to reading in an informal, relaxed setting
- Make new friends from diverse backgrounds



Common Book 2022  
Your Must-Read Novel

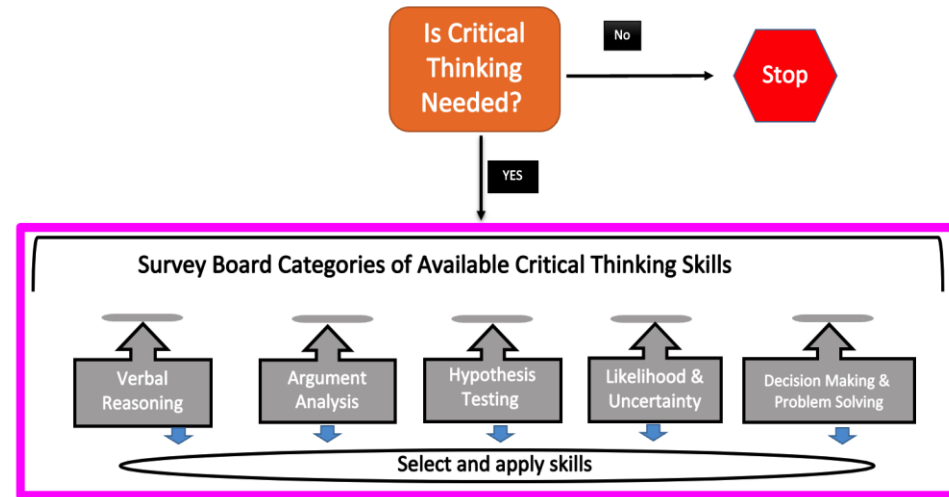






## The Story of the “Cream”

# Lecture 3: Cognitive Competence



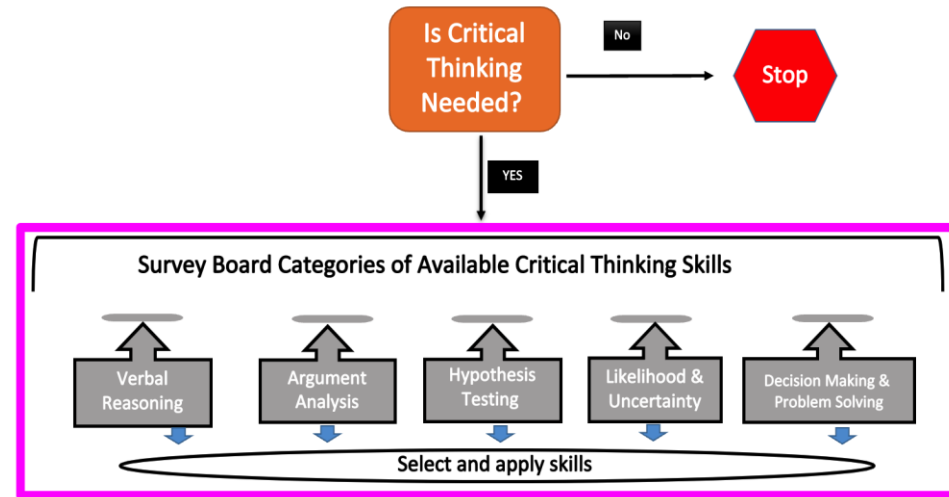
## Critical Thinking

- There are several centers—no, sometimes an infinite number—and it's a circle with no circumference." The old man frowned as he said this, the wrinkles on his forehead deepening. "Are you able to picture that kind of circle in your mind? (p.18)"
- Does that kind of circle really exist?" I asked. (p.19)
- "Of course, it does," the old man said, nodding a few times. "That circle does exist. But not everyone can see it, you know." (p.19)





# Lecture 3: Cognitive Competence



## Critical Thinking

- “Think about it,” the old man said. “Close your eyes again and think it all through. A circle that has many centers but no circumference. Your brain is made to think about difficult things. To help you get to a point where you understand something that you didn’t understand at first. Right now, is a critical time. Because this is the period when your brain and your heart form and solidify. (p.21)



# Lecture 4: Social-Emotional Competence



## The protagonist's self-awareness on his emotions

- I'd panic, as if I were being swept under by a rushing current and were about to drown, and my body would freeze. (p.15)



# Lecture 4: Social-Emotional Competence



## The protagonist's self-awareness on his emotions

- As I wandered fruitlessly through this maze of emotions, I felt my mind losing its way. Before I knew it, I was having trouble breathing. (p.15)
- This used to happen to me once or twice a year. I think it must have been stress-induced hyperventilation. Something would fluster me, my throat would constrict, and I wouldn't be able to get enough air into my lungs. (p.15)



# Lecture 5:

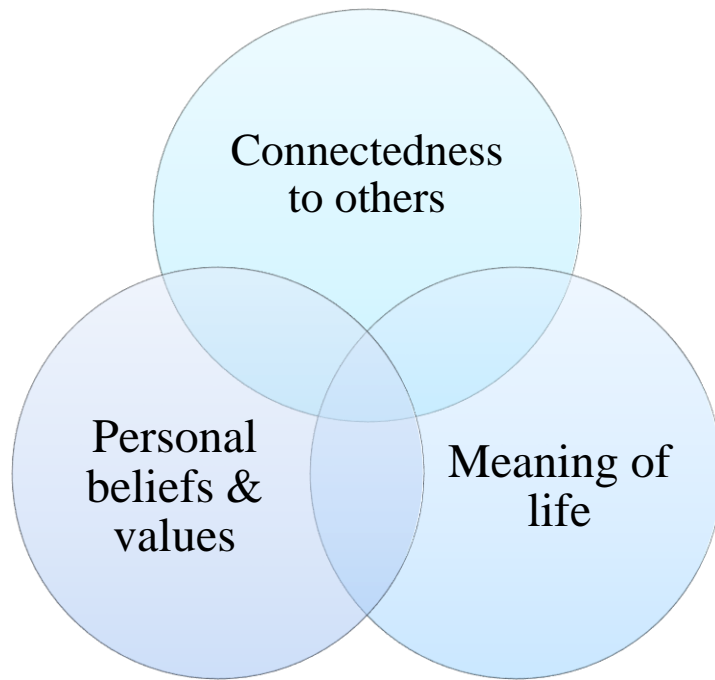
## Resilience and Stress-Coping

### The protagonist's stress management

- I think it must have been stress-induced hyperventilation. All I could do at those times was crouch down, close my eyes, and patiently wait for my body to return to its usual rhythms. (p. 15)
- As I got older, I stopped experiencing these symptoms (and, at some point, I stopped blushing so easily, too), but in my teens I was still troubled by these problems. (p. 15)



# Lecture 7: Spirituality

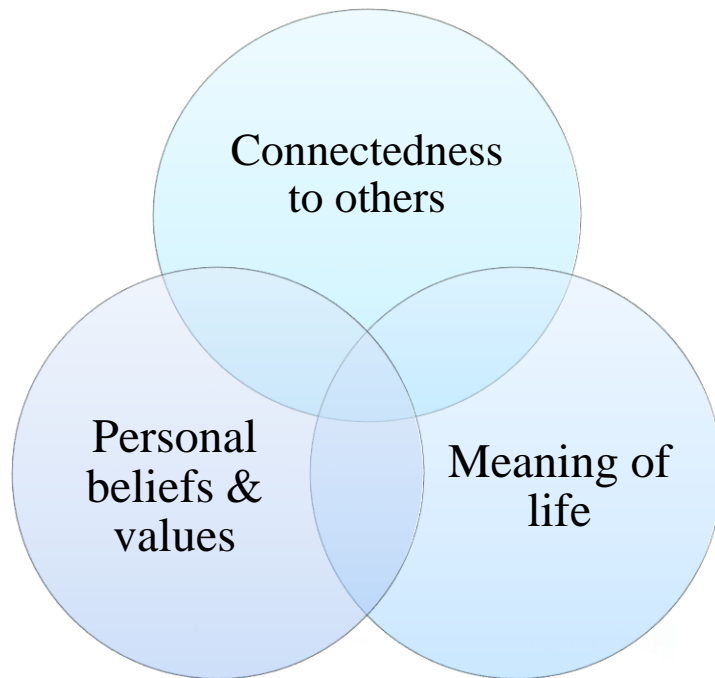


## Personal beliefs and value

- But all those who seek salvation in Jesus Christ and repent of their sins will have their sins forgiven by the Lord. They will escape the fires of Hell. Believe in God, for only those who believe in Him will reach salvation after death and receive eternal life. (p.13)



# Lecture 7: Spirituality



## The old man's meaning of life

- “The cream of a cream. It means the best of the best. The most important essence of life – that’s the crème da la crème. Get it? The rest is just boring and worthless.” The old man said. (p.21)
- Whenever something disturbing happens to me, I ponder again that special circle, and the boring and the worthless. And the unique cream that must be there, deep inside me. (p.26)

# Lecture 9: Team Building

## The storming stage of Team Development Wheel (Tuckman, 1965)

- The two of us had played a short four-hands piano piece by Mozart. The two of us sat side by side. When we played that piece together, she gave me a sour look every time I hit a wrong note. She was a better pianist than I was, and I tended to get overly tense, so when the two of us side by side and played I bungled a lot of notes. (p.5)

