

MGT6209: TRANSFORMATIVE COLLABORATION

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Transformative Collaboration

Subject Code

MGT - Management

Course Number

6209

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

In today's rapidly evolving business environment, collaboration is key to unlocking transformative innovation because it fuels an organization's ability to leverage diverse perspectives, problem-solve creatively, and drive strategic growth. However, effective collaboration requires more than just assembling a team and delegating tasks; it is an intricate process that demands a shared vision, trust, and a commitment to collective success.

This course aims to:

- provide students with the concepts of collaborative activities with parties both internal and external to the organization
- provide students with concepts of transformative collaboration collaborative innovation and innovative collaboration to create collaborative advantage
- develop students' ability to identify and analyze contextual factors which will influence collaborative activities:
- equip students with skills associated with innovative collaborative activities in a business setting
- develop students' abilities to achieve successful outcomes in collaborative activities with parties both internal and external to the organization.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Demonstrate an understanding and mastery of the key academic and theoretical literature underpinning collaborative activities with parties both internal and external to the organization.		x	x	
2	Develop and master key skills needed for success in collaborative activities.		x	x	
3	Demonstrate the ability to analyze a situation requiring collaboration and identify key factors which would influence collaborative processes and outcomes.			x	x
4	Demonstrate the ability to apply the appropriate skills needed to bring about the desired outcome to a problem requiring collaborative action.			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	Readings	Students read from a list of reference books selected to discuss both theoretical and practical aspects of transformative collaboration	1	
2	Lecture	Short lectures are used to explain key concepts and examples, concentrating upon the logic and rationale of transformative collaboration.	1	
3	Discussion/exercises in class / group projects / simulations	Students engage in in class exercises workshops and group projects . These exercises workshops and group projects are designed to stimulate student thinking on the principles and practices of transformative collaboration.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Attendance and contribution to discussions workshops and exercises in class.	1, 2, 3, 4	20	
2	Group assignment: Students will work in groups on an assigned project. They will present in class and submit a written report.	1, 2, 3, 4	40	
3	Individual assignment. Students will provide written assignment to discuss their action plan to implement an assigned project.	1, 2, 3, 4	40	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

ASSESSING AND GRADING CLASS PARTICIPATION (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

A. Attendance

Excellent

(A+, A, A-) Punctual and full attendance.

Good

(B+, B, B-) Punctual and nearly full attendance.

Fair

(C+, C, C-) Occasional absences and lateness.

Marginal

(D) Occasional absences and lateness.

Failure

(F) Often absences and lateness.

Assessment Task

ASSESSING AND GRADING CLASS PARTICIPATION (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

B. Class Participation

Excellent

(A+, A, A-) Student almost always contributes meaningfully in class by offering ideas and/or asking questions in almost each class.

Good

(B+, B, B-) Student frequently contributes suitably in class by offering ideas and/or asking meaningful questions.

Fair

(C+, C, C-) Student occasionally makes contribution by offering seemingly useful/suitable ideas and/or asking meaningful questions.

Marginal

(D) Student seldom contributes to class by offering ideas and/or asking questions.

Failure

(F) Student almost never contributes to class by offering ideas and/or asking questions.

Assessment Task

ASSESSING AND GRADING GROUP PROJECT (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

The group presentation and group report will be evaluated based on the six criteria (i.e., presentation style, content coverage, articulation on critical issues, use of concepts taught in class, quality of interaction at the Q&A session, and the content of the report. In determining the grade, peer evaluation and quality of class discussion will be considered too.

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair

(C+, C, C-) Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.

Marginal

(D) Limited familiarity with the subject matter to enable student to progress.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

ASSESSING AND GRADING INDIVIDUAL ASSIGNMENT (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Each student will be required to submit an individual assignment paper based on a topic to be provided by the instructor. Students are expected to apply the body of knowledge gained from the course in their written paper with a high level of academic flair.

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter

Fair

(C+, C, C-) Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material

Marginal

(D) Limited familiarity with the subject matter to enable student to progress.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature

Assessment Task

ASSESSING AND GRADING CLASS PARTICIPATION (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

A. Attendance

Excellent

(A+, A, A-) Punctual and full attendance.

Good

(B+, B) Punctual and nearly full attendance.

Marginal

(B-, C+, C) Occasional absences and lateness.

Failure

(F) Often absences and lateness.

Assessment Task

ASSESSING AND GRADING CLASS PARTICIPATION (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

B. Class Participation

Excellent

(A+, A, A-) Student almost always contributes meaningfully in class by offering ideas and/or asking questions in almost each class.

Good

(B+, B) Student frequently contributes suitably in class by offering ideas and/or asking meaningful questions.

Marginal

(B-, C+, C) Student occasionally makes contribution by offering seemingly useful/suitable ideas and/or asking meaningful questions.

Failure

(F) Student almost never contributes to class by offering ideas and/or asking questions.

Assessment Task

ASSESSING AND GRADING TEAM PROJECT (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. Extensive use of specific examples to support points.

Good

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter. Quite a number of good examples to back up points.

Marginal

(B-, C+, C) Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material. Limited examples to back up points.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. No specific examples to back up points. Unstructured report.

Assessment Task

ASSESSING ANALYTICAL ABILITIES (PRESENTATION) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Interesting and suitably complex account of analysis/solution demonstrating original contribution, going well beyond standard resources/ references / concepts, stating a point of view in one' s own voice. Suitably impresses with critical analysis in the judgment of the marker.

Good

(B+, B) As in C, but also shows logical progression and possibly new and original insights. Most/all relevant points drawn from prevalent models or conceptual frameworks, uses appropriate structure to resolve issues with convincing arguments and discussion.

Marginal

(B-, C+, C) Presentation describes topic, refers to what is proposed to be done. Some relevant points drawn from prevalent models or conceptual frameworks. Evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.

Failure

(F) Presentation shows little evidence of any planning or rehearsal. Very little evidence of concepts and skills learnt from the course. No research and analysis done on the topic. Lack of creativity and the delivery is incoherent, and unstructured.

Assessment Task

ABILITY TO LEARN THROUGH SELF-REFLECTION (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Interesting and suitably complex account of analysis/solution of self-behaviors and insights, demonstrating original contribution, going well beyond standard resources/ references / concepts, critically evaluating strengths and weakness in one' s own voice. Suitably impresses with critical analysis and self-reflection, and with specific and actionable suggestions on how to improve future performance.

Good

(B+, B) As in C, but also shows new and original insights. Most/all relevant points drawn from prevalent models, conceptual frameworks, and self-behaviors and insights. Uses appropriate structure to identify strengths and weaknesses with convincing arguments and discussion, and with suitable actionable suggestions on how to overcome the identified weaknesses.

Marginal

(B-, C+, C) Describes activities and feelings. Some relevant points drawn from prevalent models or conceptual frameworks. Evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.

Failure

(F) Little description of relevant issues; irrelevant use of literature; reflection is superficial.

Part III Other Information

Keyword Syllabus

Transformative collaboration, governance wellbeing, sustainability collaborative innovation, design thinking, project management, innovative collaboration, perceived organizational support, negotiation, leader member exchange, conflict management, team member exchange, team building great place to work.

Reading List

Compulsory Readings

	Title
1	Lee, H. L. (latest edition). The new AAA supply chain. Management and Business Review 1(1).
2	Thompson L. (latest edition). Making the team: A guide for managers (latest edition). Pearson

Additional Readings

	Title
1	Thompson, L. (latest edition). The mind and heart of the negotiator (latest edition). Pearson
2	Fisher, R., Ury, W. L., & Patton, B. (latest edition). Getting to yes: Negotiating agreement without giving in. Penguin
3	Lencioni, P. (latest edition). The five dysfunctions of a team: A leadership Fable. Jossey-Bass.
4	Maxwell, J. C. (latest edition). The 17 indisputable laws of teamwork: Embrace them and empower your team. Thomas Nelson.
5	Kanter, R. M. (latest edition). Collaborative advantage. Harvard business review 72(4), 96-108
6	Competing in the new world of work: How radical adaptability separates the best from the rest. Harvard Business Press
7	Denning, S. (latest edition). The age of agile: How smart companies are transforming the way work gets done. Amacom