

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester B 2018/19**

Part I Course Overview

Course Title: Contemporary Management for Housing Managers

Course Code: POL6800

Course Duration: One Semester

Credit Units: 3

Level: P6

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) N/A

Precursors:
(Course Code and Title) N/A

Equivalent Courses:
(Course Code and Title) N/A

Exclusive Courses:
(Course Code and Title) N/A

Part II Course Details

1. Abstract

This course aims to provide students with knowledge in applying the principles and theories of management studies with special application to the housing sector of Hong Kong and the Region. This course will cover general management theories, human and financial as well as strategic management.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Illustrate current and emerging theories of modern management in the areas of organization studies, human resources, financial and strategic management.		x		
2.	Analyse new approaches in the organizational and management issues relating to their work setting with the management theories and models covered in the course.		x		
3.	Develop new approaches in their work setting with the management theories and models covered in the course.				x
4	Critically appraise the applicability of theories of models of management studies to local organizational settings.			x	
5	Experiment new models of management studies to local organizational settings.				x
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures	Theories and Practice of Management Studies will be discussed and analysed during lectures	x	x	x			2 hours per week
Presentations/ case studies in student-led seminars	Students will apply management theories and concepts to analyse selected case studies and/or real-life examples in organizations.	x	x	x	x	x	1 hour per week

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 60%							
Seminar Participation		x	x	x		10%	
Student-led Seminar	x	x	x	x	x	20%	
Seminar Paper	x	x	x	x	x	30%	
Examination: 40% (duration: 2 hours, if applicable)	x	x	x	x	x	40%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

The tables below set out the assessment criteria for students in each of the two assessment tasks

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Seminar Participation	Degree and quality of participation as well as contribution to discussion in seminars	Very active and high quality participation, giving very constructive comments and raising very stimulating questions.	Active in participation, giving constructive comments and raising good questions.	Fair participation, giving fair comments and raising fair questions for discussion.	Not very willing to participate in discussion.	Not willing to participate in discussion or even not present in seminars.
Student-led Seminar	Ability in selecting and organising relevant case materials connecting with appropriate concepts and theories of management	Students demonstrate superior ability in selecting and organising relevant case materials as well as connecting such materials with the appropriate concepts and theories of management. In the classroom interactive session, the students are able to show excellent skills in both the clarity of presentation as well as the techniques in engaging/leading fellow classmates in discussion.	Students demonstrate good ability in selecting and organising relevant case materials as well as connecting such materials with the appropriate concepts and theories of management. In the classroom interactive session, the students are able to show good skills in both the clarity of presentation as well as the techniques in engaging/leading fellow classmates in discussion.	Students demonstrate average ability in selecting and organising relevant case materials as well as connecting such materials with the appropriate concepts and theories of management. In the classroom interactive session, the students are able to show average skills in presentation as well as in engaging/leading fellow classmates in discussion	Students demonstrate weak ability in selecting and organising relevant case materials. In the classroom interactive session, the students are able to show weak skills in presentation as well as in leading discussion.	Students demonstrate the lack of ability in selecting and organising relevant case materials. In the classroom interactive session, the students are unable to show the skills in presentation as well as in leading discussion.
Seminar Paper	Ability to critically evaluate management practices and give suggestions for future directions of practice	The seminar paper is able to reveal superior ability in critically reflecting the current practice	The seminar paper is able to reveal good ability in critically reflecting the current practice in housing	The seminar paper shows average ability in critically reflecting the current practice in housing management	The seminar paper is weak in the reflection of current practice in housing management as well as in deriving new	Reflection of current practice in housing management is absence in the seminar paper.

		in housing management as well as in deriving new directions of practice.	management as well as in deriving new directions of practice.	as well as in deriving new directions of practice.	directions of practice.	
Examination	Describing current and emerging theories and practices of modern management and make connection to relevant housing management practice	The students demonstrate excellent ability in describing current and emerging theories and practices of modern management and make connection to relevant housing management practice. Superior competence in analysing and develop new approaches in the organizational and management issues relating to their work setting with the management theories and models covered in the course.	The students demonstrate good ability in describing current and emerging theories and practices of modern management and make connection to relevant housing management practice. Good competence in analysing and develop new approaches in the organizational and management issues relating to their work setting with the management theories and models covered in the course.	The students demonstrate average ability in describing current and emerging theories and practices of modern management and make connection to relevant housing management practice. Average competence in analysing and develop new approaches in the organizational and management issues relating to their work setting with the management theories and models covered in the course.	The students demonstrate weak ability in describing current and emerging theories and practices of modern management and make connection to relevant housing management practice. Weak competence in analysing and develop new approaches in the organizational and management issues relating to their work setting with the management theories and models covered in the course.	The students demonstrate no ability in describing current and emerging theories and practices of modern management and make connection to relevant housing management practice. Lack of competence in analysing and develop new approaches in the organizational and management issues relating to their work setting with the management theories and models covered in the course.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

The Housing Organization Context; Management Theories and Approaches relevant to Housing Managers; The Managers' Role; Motivation and Job Satisfaction; Making Judgement and Decisions; Issues of conflicts and power; Leadership and managerial styles; Introduction to strategic management; Environmental assessment; Industry and competitive analysis; Techniques to identify strategic options; Generic strategy alternatives.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Anne Power, Peter William, H.R.H. (2000) The Prince of Wales <i>Housing Management: a Guide to Quality and Creativity</i>
2.	Beer, Michael, Russell A. Eisenstat, and Bert A. Spector. (1990) <i>Why Change Programs Don't Produce Change</i> . Boston, MA: Harvard Business Review.
3.	Carroll, John. (2001) <i>Introduction to Organizational Analysis: The Three Lenses</i> . MIT Sloan School of Management.
4	Collis, D. and C. Montgomery. (1997) <i>Corporate Strategy: Resources And The Scope Of The Firm</i> . Irwin, 1997.
5	Cusumano, M. A. and C.C. Mardikes, eds. (2001) <i>Strategic Thinking For The New Economy</i> . Jossey Bass.
6	Hamel, G. and C. K. Prahalad.(1996) <i>Competing For the Future</i> . Harvard Business School Press.
7	Hamel, G. <i>Leading the Revolution</i> . (2000) Harvard Business School Press.
8	Hayes, R., G. Pisano and D. Upton. (1996) <i>Strategic Operations: Competing Through Capabilities</i> . Free Press.
9	Kaplan, R. S. and D. P. Norton.(2001) <i>The Strategy-Focused Organization</i> . Harvard Business School Press.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)