# City University of Hong Kong Course Syllabus

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

# Part I Course Overview

<b>Course Title:</b>	Contemporary Management for Housing Managers
Course Code:	POL6800
Course Duration:	One Semester
Course Duration.	
Credit Units:	3
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Level:	<u>P6</u>
Medium of	
Instruction:	English
Medium of	
Assessment:	English
Prerequisites:	
(Course Code and Title)	N/A
Precursors:	
(Course Code and Title)	N/A
Equivalant Common	
<b>Equivalent Courses</b> : <i>(Course Code and Title)</i>	N/A
<b>Exclusive Courses</b> : <i>(Course Code and Title)</i>	N/A
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## 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	Discov		
		(if	curricu	lum rel	lated
		applicable)	learnin	g outco	omes
			(please	tick	where
			approp	appropriate)	
			A1	A2	A3
1.	Illustrate current and emerging theories of modern management				
	in the areas of organization studies, human resources, financial		Х		
	and strategic management.				
2.	Analyse new approaches in the organizational and management				
	issues relating to their work setting with the management theories		X		
	and models covered in the course.				
3.	Develop new approaches in their work setting with the				x
	management theories and models covered in the course.				<b>A</b>
4	Critically appraise the applicability of theories of models of			x	
	management studies to local organizational settings.			А	
5	Experiment new models of management studies to local				v
	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%	Continuous Assessment: 60%						
Seminar Participation		х	Х	Х		10%	
Student-led Seminar	Х	Х	Х	Х	Х	20%	
Seminar Paper	Х	Х	Х	Х	Х	30%	
Examination: 40% (duration: 2 hours, if applicable)	х	х	х	х	х	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	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
Seminar	Degree and quality of	Very active and	Active in	Fair participation,	Not very willing to	Not willing to
Participation	participation as well	high quality	participation,	giving fair	participate in	participation in
	as contribution to	participation,	giving	comments and	discussion.	discussion or even not
	discussion in	giving very	constructive	raising fair		present in seminars.
	seminars	constructive	comments and	questions for		_
		comments and	raising good	discussion.		
		raising very	questions.			
		stimulating	•			
		questions.				
Student-led	Ability in selecting and	Students	Students	Students demonstrate	Students demonstrate	Students demonstrate the
Seminar	organising relevant case	demonstrate superior	demonstrate good	average ability in	weak ability in selecting	lack of ability in
	materials connecting	ability in selecting	ability in selecting	selecting and	and organising relevant	selecting and organising
	with appropriate	and organising	and organising	organising relevant	case materials. In the	relevant case materials.
	concepts and theories of	relevant case	relevant case	case materials as well	classroom interactive	In the classroom
	management	materials as well as	materials as well as	as connecting such	session, the students are	interactive session, the
		connecting such	connecting such	materials with the	able to show weak skills	students are unable to
		materials with the	materials with the	appropriate concepts	in presentation as well as	show the skills in
		appropriate concepts	appropriate concepts	and theories of	in leading discussion.	presentation as well as in
		and theories of	and theories of	management. In the classroom interactive		leading discussion.
		management. In the classroom	management. In the classroom	session, the students		
		interactive session,	interactive session,	are able to show		
		the students are able	the students are able	average skills in		
		to show excellent	to show good skills	presentation as well as		
		skills in both the	in both the clarity of	in engaging/leading		
		clarity of	presentation as well	fellow classmates in		
		presentation as well	as the techniques in	discussion		
		as the techniques in	engaging/leading			
		engaging/leading	fellow classmates in			
		fellow classmates in	discussion.			
		discussion.				
Seminar Paper	Ability to critically	The seminar paper is	The seminar paper is	The seminar paper	The seminar paper is	Reflection of current
	evaluate management	able to reveal	able to reveal good	shows average ability	weak in the reflection of	practice in housing
	practices and give	superior ability in	ability in critically	in critically reflecting	current practice in	management is absence
	suggestions for future	critically reflecting	reflecting the current	the current practice in	housing management as	in the seminar paper.
	directions of practice	the current practice	practice in housing	housing management	well as in deriving new	

		in housing	management as well	as well as in deriving	directions of practice.	
		management as well	as in deriving new	new directions of	directions of practice.	
		as in deriving new	directions of	practice.		
		directions of	practice.	practice.		
		practice.	practice.			
Examination	Describing current	The students	The students	The students	The students	The students
Examination	8			The students		
	and emerging theories	demonstrate	demonstrate good	demonstrate	demonstrate weak	demonstrate no ability
	and practices of	excellent ability in	ability in	average ability in	ability in describing	in describing current
	modern management	describing current	describing current	describing current	current and emerging	and emerging theories
	and make connection	and emerging	and emerging	and emerging	theories and practices	and practices of
	to relevant housing	theories and	theories and	theories and	of modern	modern management
	management practice	practices of	practices of	practices of modern	management and make	and make connection
		modern	modern	management and	connection to relevant	to relevant housing
		management and	management and	make connection to	housing management	management practice.
		make connection to	make connection to	relevant housing	practice. Weak	Lack of competence in
		relevant housing	relevant housing	management	competence in	analysing and develop
		management	management	practice. Average	analysing and develop	new approaches in the
		practice. Superior	practice. Good	competence in	new approaches in the	organizational and
		competence in	competence in	analysing and	organizational and	management issues
		analysing and	analysing and	develop new	management issues	relating to their work
		develop new	develop new	approaches in the	relating to their work	setting with the
		approaches in the	approaches in the	organizational and	setting with the	management theories
		organizational and	organizational and	management issues	management theories	and models covered in
		management issues	management	relating to their	and models covered in	the course.
		relating to their	issues relating to	work setting with	the course.	
		work setting with	their work setting	the management		
		the management	with the	theories and models		
		theories and	management	covered in the		
		models covered in	theories and	course.		
		the course.	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 identity 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 Housing Management: a Guide
	to Quality and Creativity
2.	Beer, Michael, Russell A. Eisenstat, and Bert A. Spector. (1990) Why Change Programs Don't
	Produce Change. Boston, MA: Harvard Business Review.
3.	Carroll, John. (2001) Introduction to Organizational Analysis: The Three Lenses. MIT Sloan
	School of Management.
4	Collis, D. and C. Montgomery. (1997) Corporate Strategy: Resources And The Scope Of The
	Firm. Irwin, 1997.
5	Cusumano, M. A. and C.C. Mardikes, eds. (2001) Strategic Thinking For The New Economy.
	Jossey Bass.
6	Hamel, G. and C. K. Prahalad. (1996) Competing For the Future. Harvard Business School Press.
7	Hamel, G. Leading the Revolution. (2000) Harvard Business School Press.
8	Hayes, R., G. Pisano and D. Upton. (1996) Strategic Operations: Competing Through
	Capabilities. Free Press.
9	Kaplan, R. S. and D. P. Norton. (2001) The Strategy-Focused Organization. Harvard Business
	School Press.

## 2.2 Additional Readings

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