

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public & International Affairs  
with effect from Semester A 2022/23**

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**Part I Course Overview**

**Course Title:** Advanced Housing Practice (and Residential)

**Course Code:** PIA6802

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** P6

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* POL6802 Advanced Housing Practice (and Residential)

**Exclusive Courses:**  
*(Course Code and Title)* Nil

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## Part II Course Details

### 1. Abstract

This course aims to enable students to practise key management skills in estate management through simulated group processes and simulated work experience. Based on principles of participative learning, the course enables students to gain knowledge and experience in team building, development and leadership; conflict resolution, negotiation; communication skills with, peers, subordinates and the public and media, in the context of contemporary housing 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.	Implement the principles of team-building and leadership in the context of housing management	30%	X		
2.	Devise practical solutions to conflict management with residents in both public and private housing management context	30%			X
3.	Discover community and organization needs for the improvement of housing management through structured field studies	20%		X	
4	Plan various communication skills with tenants, homeowners, government officials and the media	20%			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	
1	Workshops for team building and development: mini-lecture, simulation games/exercises, de-briefings.	x				18hr (in total)
2	Workshops for negotiation and conflict management: mini-lecture, simulation games/exercises, de-briefings.		x			12hr (in total)
3	Field study: community field study, interviewing residents, report back its findings, floor discussion.			x		14hr (in total)
4	Communication exercises: press meeting / mock community forum with the media, government officials and resident organizations				x	12hr (in total)

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
Facilitator's assessment of students' performance in the exercise and de-briefing	x	x	x	x	60%	
Presentation and floor discussion of Field Study Report			x		20%	
Group evaluation report	x	x			10%	
Self evaluation report	x	x			10%	
					100%	

#### 5. Assessment Rubrics

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

Assessment Task	Criterion	Pass (P)	Failure (F)
1. workshops and communication exercise	Ability to perform the roles that are assigned (leadership and cooperation as team member); ability to plan and handle conflict	Student demonstrates the ability, with the role being assigned in the workshop, to implement the principles of team-building and leadership as well as be able devise practical solutions to conflict management with residents and to plan the community forum.	Student demonstrates no ability, with the role being assigned in the workshop, to implement the principles of team-building and leadership as well as be not being able devise practical solutions to conflict management with residents and to plan the community forum.
2. field study	Ability to understand community needs and plan for improvement	Student shows the ability in discovering community and organization needs for the improvement of housing management in the presentation of field studies and be able to address queries concerning the discovery.	Student shows no ability in discovering community and organization needs for the improvement of housing management in the presentation of field studies and not being able to address queries concerning the discovery.
3. Group report	Ability to analyse and critique on the group dynamics	Student demonstrates the ability to critique on the performance of the group and dynamics of interaction.	Student demonstrates no ability to critique on the performance of the group and dynamics of interaction.
4. Self Report	Ability to be self-critical for one's own performance	Student demonstrates the ability of self critique reflects on the roles they have performed.	Student demonstrates no ability of self critique reflects on the roles they have performed.

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

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Team Building and development. Conflict management and resolution within the group and the organization. Effective communication within organization, clientele and the media. Field Study in housing management practices.

**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.)*

Nil

**2.2 Additional Readings**

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

1.	Belbin, R.M. (1993) <i>Team Roles at Work</i> . Oxford: Butterworth-Heinemann.
2.	Belbin, R.M. (2000) <i>Beyond the Team</i> . Oxford: Butterworth-Heinemann.
3.	Bell, P., (1992). <i>Media Interview</i> . University of New South Wales
4	Biagi, S. (1992). <i>Interviews That Work: A Practical Guide for Journalists</i> . Belmont, California: Wadsworth Publishing
5	Carraciolo, A. (1999). <i>Smart Things to Know About Teams</i> . Oxford: Capstone
6	DeDreu, C. K. W. and E. Van de Vliert (eds.) (1997). <i>Using Conflict in Organizations</i> . London: Sage
7	Goodman, P. Ed.) (1986). <i>Designing Effective Work Groups</i> . San Francisco: Jossey-Bass