

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester B 2020/21**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Introduction to People Management in Organization</b>
<b>Course Code:</b>	<b>GE2264</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>B2</b>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input checked="" type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>CB2300 Management</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

**Note: Not for undergraduate students under College of Business and its departments**

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

- a. Understand individual behaviour in organization, such as motivating your employees, leading teams, creating an organizational culture, and taking care of employees' well-being, among others.
- b. Develop knowledge, concepts and skills to manage and lead in variety of situations, such as adversity, crisis, and ethical issues.
- c. To discover and learn more about themselves (e.g., their leadership styles, their trust propensities, and their Big-5 and proactive personalities) so that they have a better appreciation of tackling challenging people-related situations in teams and organization.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe nature and structure of organizations; their functions, management process, and operations.	30%	✓	✓	
2.	Describe appropriate competencies and capabilities for being an effective manager and leader.	30%	✓	✓	
3.	Apply management knowledge for discovery and innovation with regard to the development of workable solutions or selection of optimal alternatives that meet organizational objectives and enhance effective management.	40%	✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
Lecture	Learning through lecture deliveries, reading books, journal articles, adopted online resources, and library databases to acquire basic concepts of organizations. This will involve conceptual inputs on management practices.	✓	✓		<b>In class 26 hours</b>
Interactive tutorial: Experimental exercises	Learning through in-class exercises, experimental games, and case studies to develop students' analytical capabilities in interactive problem solving as well as in discovery and innovation. All these are facilitated by instant feedback from the instructors.	✓	✓	✓	
Interactive tutorial: Team projects	Learning through conducting a team project to develop group skills. Through team-based exercises, students will have extensive opportunities to work as a team player during the entire semester.	✓	✓	✓	

### 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		
<b>Continuous Assessment: 55%</b>					
<b><u>Tutorial exercises and In-class discussion</u></b>  Through tutorial classes, students are encouraged to have more interactions and experiential learning based on a student-centred approach. Through different activities (e.g., experimental games, simulations, role plays, case studies, and in-depth discussions based on newspaper and professional articles), students will have opportunities to apply theories to explain practical problems in the workplace and come up			✓	<b>10%</b>	

with creative solutions.					
<b><u>Coursework assignment (Team projects)</u></b>  Coursework assignment is designed to assess the student's competence level in mastery and creative application of organization and management skills, capability in discovery on significant management issues, and ability to work independently and collaboratively.			✓	30%	
<b><u>General quizzes</u></b>  The general quizzes ensure that students are learning throughout the semester. The content of the general quiz will reflect a comprehensive coverage of the course material.	✓	✓		15%	
Examination: 45% (duration: 2 Hours , if applicable)					
<b><u>Examination</u></b> is designed to assess the students' competence level of the mastery and creative application of management theories and principles.	✓	✓		45%	
				100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
- General Quizzes - Examination	Ability to understand, analyze, and apply management theories and principles.	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of creative application of management theory or principles, critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Student understand the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of theories.
Coursework Assignment (Team Projects)	Capability in discovery on significant management issues, and ability to work independently and collaboratively.	<p>Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution.</p> <p>As in B, but original, going well beyond standard resources/ references, stating a point of view in one's own voice.</p> <p>As in B, but uses unusual references to bolster an original argument.</p>	<p>As in C, but shows what past work has done/not done, demonstrating logical progression to the topic.</p> <p>Most/all relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, uses appropriate structure to resolve issues with</p>	<p>Describes topic, refers to relevant work and what is proposed to be done.</p> <p>More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution.</p>	<p>Writes enough to describe what the topic is about.</p> <p>Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references.</p> <p>Very little evidence of library skills, incorrect formatting, irrelevant use of reference.</p>	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of theories.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		Showing clear evidence of original or creative thinking in applying management theories or principles and evidence of substantial discovery attempts with some success.	convincing arguments and discussion.  References are comprehensive, showing care in researching the issue, correct formatting.  Clear evidence of original or creative thinking in applying management theories or principles. Showing some significant discovery attempts.	Evidence of some search skills; standard references in mostly correct formatting.  Some evidence of original or creative thinking in applying management theories or principles	Very little original or creative thinking in applying management theories or principles	
<b>Tutorial exercises and In-class discussion</b>	Punctuality	Student is almost <b>always</b> punctual and attends full-time.	Student is <b>frequently</b> punctual and attends full-time.	Student is <b>occasionally</b> late to class and leaves early.	Student is <b>always</b> late to class and leaves early.	Student <b>never</b> attends class.
	Preparation	Student is almost <b>always</b> prepared for class with assignments and required class materials.	Student is frequently prepared for class with assignments and required class materials.	Student is occasionally prepared for class with assignments and required class materials	Student is <b>seldom</b> prepared for class with assignments and required class materials.	Student is <b>never</b> prepared for class and often turns in assignment after deadlines.
	Motivation	Student almost <b>always</b> contributes to class by offering ideas and asking questions <b>more than</b>	Student <b>frequently</b> contributes to class by offering	Student <b>occasionally</b> contributes to class by offering	Student <b>seldom</b> contributes to class by offering ideas and asking	Student <b>never</b> participates in class discussion/team

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		once per class.	ideas and asking questions once per class.	ideas and asking questions.	questions.	meetings.
	Behavior	Student almost <b>always</b> displays enquiring behavior during class.	Student <b>frequently</b> displays enquiring behavior during class.	Student <b>occasionally</b> displays disruptive behavior during class.	Student <b>often</b> displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.

**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.)*

- 1 Introduction to Management & Organization
- 2 Management History
- 3 Constraints and Challenges for the Global Manager
- 4 Global Management
- 5 Managerial Ethics
- 6 Decision- Making
- 7 Strategic Management
- 8 Organizational Design
- 9 Groups and Teams
- 10 Communication/Individual Behavior
- 11 Motivating Employees
- 12 Managers as Leaders
- 13 Foundations of Control

**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.	Schermerhorn, J. R., & Bachrach, D. G. <b><i>Introduction to Management.</i></b> Hoboken, NJ: Wiley & Sons, 13 <sup>th</sup> edition, 2018.
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**2.2 Additional Readings**

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

1.	Relevant current and past periodicals such as Business Week, Fortune, Asian Wall Street Journal, and Harvest Business Review.
2.	<u>Online Resources:</u> Library databases, E-resources, and publisher's student online resources.