GE2232: KNOWING OURSELVES BETTER IN WORK AND LIFE

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Knowing Ourselves Better in Work and Life

Subject Code
GE - Gateway Education
Course Number
2232

Academic Unit
Management (MGT)

College/School
College of Business (CB)

Course Duration
One Semester

Credit Units
3

Level
A1, A2 - Associate Degree
B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)
Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

Self-knowledge is important. For instance, people need to know what their strengths are to choose the right careers, or know their weaknesses to avoid certain situations. While self-knowledge seems easy to attain, do our views of ourselves line up with how we actually perform or how others view us? This course is designed to equip students with a knowledge that views of the self can be flawed-- even with all the time we spend with ourselves and all the motivation to make good judgments. Students will learn what biases underlie judgments of the self, evaluate whether the biases are functional, and learn ways to overcome biases in self-judgments. More specifically, the course draws on interdisciplinary research in psychology, anthropology, sociology, and history to illustrate how humans construct views of the self, with implications for work and social behaviour. Students will learn the value of (biased) self-views, and how to attain self-knowledge that predicts better performance and social outcomes. Students will also learn about self-stereotyping and the effects on behaviour and achievement. There will be a group project devoted to analyzing specific real-world issues in which knowledge of the self is important. In a personal, group, business or cross-national context, students will examine different ways in which self-knowledge and self-serving biases affect decision-making or leadership.

- To provide an overview of the concepts and theories in how people understand the self,
- To develop skills in applying those concepts and theories to analyze individual, interpersonal, group, and organizational factors that influence judgments of the self, with implications for work and social behaviour,
- To enhance self-knowledge and develop critical thinking, communication skills, and interpersonal skills,
- To provide hands-on practice with those skills using case analysis and group work.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the origins of self-awareness and judgment biases such as self-deception, as well as its value in individual, group, and societal well-being.	15	x		
2	Explain the relevance of self-knowledge to work and social behaviour, and be able to apply concepts and theories in self-knowledge to a range of issues to do with managing one's career, interpersonal relationships, and the physical environment.	40		x	
3	Demonstrate self-awareness through self-reflection exercises to facilitate pursuit of goals and performance in work and relationships, and to build moral character.	20			x
4	Demonstrate effective communication and interpersonal skills in carrying out project work to analyze the extent, and implications of self-knowledge in decision-making in interpersonal, group, or organizational contexts.	25		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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Seminar	Students will acquire guidance on their reading and research, as well as acquire knowledge of theory and application of self-judgments. In class discussions, students will develop their analytical and critical capabilities to assess how self-knowledge influences decision-making and moral choices in interpersonal, business, and cross-cultural contexts. The classes will be supplemented by the inclusion of DVDs and newspaper articles related to relevant current or historical events to which students will be asked to apply critical analysis.	1, 2, 3	3
2	Group work	Learning through interactive problem solving and conducting a group project. Students will research and give presentations on the nature and consequences of self-knowledge in preferred disciplines or contexts, and make recommendations. Students will apply their findings to the readings to develop expertise in a topic	1, 2, 3, 4	
3	Guest Seminars	Speakers from relevant academic disciplines or industries will be invited to present their views and experiences or join a panel discussion.	1, 2, 3	3 hours maximum

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class Contribution	1, 2, 3	20	will test students' ability to apply theory and evidence on self-knowledge to understand various workplace and social issues, and identify the role of biased judgments in those contexts will take into consideration both attendance and quantity and quality of contribution (see notes below class schedule)
2	Group Project	1, 2, 3, 4	50	The Paper will assess students' ability to 1) apply concepts, theory and evidence on self-knowledge to understand various workplace and behavioral issues, and 2) identify how decision-makers in those contexts gain self-knowledge and make decisions.The Presentation will assess students' ability to process, synthesize and present information effectively as a team.

Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

Class Contribution

Excellent (A+, A, A-)

Demonstrating very positive and proactive attitudes in class discussions; showing superior preparation of the essential readings before coming to class; and very active interaction in class with unique ideas and insightful questions. Student is always punctual and attends full-time with no missing attendance. Student demonstrates excellent understanding in grasping content knowledge (and sometimes more than required) with good explanations and elaboration. Students are able to follow instructions and completes the in-class exercise / quizzes all of the time.

Good (B+, B, B-)

Demonstrating good & positive attitudes in class discussions; showing good preparation of the essential readings before coming to class; and active interaction in class with some stimulating ideas and insightful questions. Student is always punctual and attends full-time with only a few days late and/or missing attendance (less than 70%). Student demonstrates good understanding in grasping most of the content knowledge. Student is at ease with the content but occasionally missing explanations and elaboration. Students are able to follow most of the instructions and completes the in-class exercise / quizzes most of the time.

Fair (C+, C, C-)

Demonstrating good attitudes in class discussions; showing adequate preparation of the essential readings before coming to class; and some interaction in class but no stimulating ideas and little insightful questions. Student shows difficulty in arriving class on time and with some missing attendance and early leave. Student demonstrates fair understanding and able to grasps some of the content knowledge. Student is uncomfortable with information and is able to answer only rudimentary question. Students are able to follow some of the instructions only and completes the in-class exercise / quizzes some of the time.

Marginal (D)

Demonstrating non-positive attitudes class discussions; showing inadequate preparation of the essential readings before coming to class; and little interaction in class with no stimulating ideas or insightful questions. Student is always late in arriving class on time and with numerous missing attendance and early leave. Student shows difficulty in understanding and does not have a grasp of information. Student cannot answer a majority of questions about subject. Student has great difficulty in following instructions and unable to complete the in-class exercise / quizzes most of the time.

Failure (F)

Demonstrating negative attitude in class discussions; showing poor preparation of the essential readings before coming to class; and no interaction in class at all. Student fails to attend the majority of classes and fails to submit the works.

Assessment Task

Group Project (written report)

Excellent (A+, A, A-)

The work demonstrates in-depth theoretical / conceptual analysis with appropriate and effective application of the concepts, theories and tools learnt in the course. Arguments are well supported with sufficient statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates outstanding originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows extensive well researched up-to-date relevant materials from an extensive range of both additional business and academic sources. The paper is well-structured piece of work that included all required items with the use of proper terminologies required in professional report writing. The majority of work is student's own work with sentences are grammatically correct, well punctuated and without syntax errors. Documentation of reference materials are conducted adequately and correctly (in required referencing style) throughout the main content and in the form of reference list.

Good (B+, B, B-)

The work demonstrates some in-depth theoretical / conceptual analysis with appropriate application of the concepts, theories and tools learnt in the course. Some arguments are supported with statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates good originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows some good researched up-to-date relevant materials from an extensive range of both additional business and academic sources. The paper is well-structured piece of work that included most of the required items with some use of proper terminologies required in professional report writing. The majority of work is student's own work with most sentences are grammatically correct, well punctuated and without syntax errors. Documentation of reference materials are mostly conducted correctly (in required referencing style) throughout the main content and in the form of reference list.

Fair (C+, C, C-)

The work demonstrates some theoretical / conceptual analysis with fair application of the concepts, theories and tools learnt in the course. A few arguments are supported with statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates fair originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows a few researched up-to-date relevant materials from a narrow range of both additional business and academic sources. The paper is not well-structured piece of work and some items are missing in the work with few proper terminologies used in professional report writing. The content of student's own work is limited. Numerous sentences are not grammatically correct, with punctuated and syntax errors found. Documentation of reference materials are mostly conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.

Marginal (D)

The work demonstrates minimal theoretical / conceptual analysis with few applications of the concepts, theories and tools learnt in the course. Arguments are not supported with relevant statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates minimum originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows bare minimum efforts spent in researching up-to-date relevant materials from very limited range of both additional business and academic sources. The paper is not well-structured piece of work and major items are missing in the work with few proper terminologies used in professional report writing. The content of student's own work is very limited. Numerous sentences are not grammatically correct, with lots of punctuated and syntax errors found. Documentation of reference materials are conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.

Failure (F)

The work has poor theoretical / conceptual analysis with few applications of the concepts, theories and tools learnt in the course. Arguments are not supported with relevant statistics, expert opinions, primary and/or secondary data at all. The work does not show originality, comprehensiveness, quality and soundness (feasibility) of arguments. The work shows no efforts spent in researching up-to-date relevant materials from additional business and academic sources. The paper is not well-structured piece of work and most items are missing in the work. The paper is seriously lack of proper terminologies required in professional report writing. The content of student's own work is very limited or not able to meet the minimum requirement of word count. Numerous sentences are not grammatically correct, with lots of punctuated and syntax errors found. Documentation of reference materials are conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.

Assessment Task

Group project (group presentation)

Excellent (A+, A, A-)

The presentation shows outstanding articulation of the social psychological process. The presentation shows outstanding breadth and depth of application of concepts & tools learnt from this course. There is professional outlook of presentation materials with grammatical and syntax error free content. Presenters show excellent presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is able to engage audience effectively most of the time. The presentation is delivered with excellent use of effective visual aids and time management. The presentation overall demonstrates high level of originality and feasibility of ideas.

Good (B+, B, B-)

The presentation shows good articulation of the social psychological process. The presentation shows good breadth and depth of application of concepts & tools learnt from this course. There is good outlook of presentation materials with few grammatical and syntax errors found in the content. Presenters show good presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is able to engage audience some of the time. The presentation is delivered with good use of effective visual aids and time management. The presentation overall demonstrates good level of originality and feasibility of ideas.

Fair (C+, C, C-)

The presentation shows fair articulation of the social psychological process. The presentation shows fair breadth and depth of application of concepts & tools learnt from this course. There is fair outlook of presentation materials with some grammatical and syntax errors found in the content. Presenters show fair presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is only able to engage audience for limited moments. The presentation is delivered with fair use of effective visual aids and time management. The presentation overall demonstrates fair level of originality and feasibility of ideas.

Marginal (D)

The presentation shows few articulation of the social psychological process. The presentation shows minimal breadth and depth of application of concepts & tools learnt from this course. There is acceptable outlook of presentation materials with numerous grammatical and syntax errors found in the content. Some presenters show problematic presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is not able to engage audience for most of the time. The presentation is delivered with minimum effective visual aids and time management. The presentation overall demonstrates barely acceptable level of originality and feasibility of ideas.

Failure (F)

The presentation shows poor articulation of the social psychological process. The presentation does not show breadth and depth of application of concepts & tools learnt from this course. There is problematic outlook of presentation materials with numerous grammatical and syntax errors found in the content. Presenters show poor presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is not able to engage audience. The presentation is delivered with problematic visual aids and poor time management. The presentation overall demonstrates unacceptable level of originality and feasibility of ideas.

Assessment Task

Final Exam

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base. Student answers the specific central question that was asked and incorporates pertinent and detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence. Student presents all information clearly and concisely and in an organized manner with minimal grammatical and syntax errors.

Good (B+, B, B-)

Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions. Student the specific central question asked, but not as well as an "A" essay. Student Incorporates some information from class discussion and assigned readings, providing some necessary evidence, but less thoroughly and/or relevantly than an "A" essay. The answers maintain focus, but may occasionally digress from the specific topic. Information is presented fairly clearly and concisely, and may have minor organization problems. Answers may have a few distracting grammar/spelling/etc. problems

Fair (C+, C, C-)

Evidence of some understanding of the subject with basic ability to think analytically and to offer basic responses to the questions. Student addresses the specific central question asked in part, but does not relate directly to the question or does not address all required elements. Student does not adequately incorporate information from class discussion and assigned readings, and may rely on unsupported statements or generalities. Answers given strays from the specific topic. Information is presented in a manner that is sometimes unclear, and/or has significant organization problems. Answers are largely restate the question and offer a brief, undeveloped response. Answers contains significant number of distracting grammar/spelling/etc. problems

Marginal (D)

Sufficient shows minimal familiarity with the subject and of minimal ability to respond to the questions. Student does not directly answer the specific central question asked. Answers given do not incorporate information from class discussion

and assigned readings, or does so minimally and/or irrelevantly and stray from the specific topic. Answers show significant problems with clarity, concision, and organization, making the information presented difficult for the reader to understand. Answers given are merely restate the question and offer an irrelevant or undeveloped response and contain substantial distracting grammar/spelling/etc. problems that muddle the information presented.

Failure (F)

Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature. Student does not answer the specific central question in any way. Answers given do not incorporate information from pertinent class discussion and/or assigned readings. Student provides no information that can be understood or related to the specific topic. Answers given may lack any recognizable organization and contain enough distracting grammar/spelling/etc. problems to make it substantially incomprehensible

Part III Other Information

Keyword Syllabus

<u>Origins and nature of self-knowledge</u>:
Overconfidence, implicit theories, positive illusions, self-esteem, social identity, self-deception, narcissism, negativity bias, self-fulfilling prophecy, pluralistic ignorance
<u>Self and interpersonal relationships</u>:
Self-verification, prejudice, discrimination, stereotypes, social conformity, false consensus
<u>Self-knowledge in a wider global context</u>:
Religious values and membership, culture defense, terrorism, cross-cultural exposure, international business management

Reading List

Compulsory Readings

	Title
1	Baumeister & Bushman (2016). Social Psychology and Human Nature, Brief, 4th Edition, Cengage Publishing

Additional Readings

	Title
1	Blink: The Power of Thinking without Thinking, Malcolm Gladwell
2	Fooling Ourselves: Self-Deception in Politics, Religion, and Terrorism / Harry Triandis
3	Influence: The Psychology of Persuasion, Robert Cialdini
4	Self-traps: The Elusive Quest for Higher Self-Esteem, William Swann
5	Self-Insight: Roadblocks and Detours on the Path to Knowing Thyself (Essays in Social Psychology) / David DunningStrangers to Ourselves: Discovering the Adaptive Unconscious, Timothy Wilson
6	Switch: How to Change Things When Change Is Hard, Chip Heath & Dan Heath
7	The Tipping Point: How Little Things Can Make a Big Difference, Malcolm Gladwell
8	Optional Articles: Greenwald, A. G. (1989). Self-knowledge and self-deception. In J. S. Lockard & D. L. Paulhus (Eds.), Self-deception: An adaptive mechanism? (pp. 113-131). New York: Prentice-Hall. Gur, R. C., & Sackeim, H. A. (1979). Self-deception: A concept in search of a phenomenon. Journal of Personality and Social Psychology, 37, 147-169. Hoffman, D. M. (1990). Beyond conflict: Culture, self, and intercultural learning among Iranians in the U.S. International Journal of Intercultural Relations, 14, 275-299. John, O. P., & Robins, R. W. (1994). Accuracy and bias in self-perception: Individual differences in self-enhancement and the role of narcissism. Journal of Personality and Social Psychology, 66, 206-219. Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. American Psychologist, 52, 613-629. Swann, W. B., Jr., De La Ronde, C., & Hixon, G. (1994). Authenticity and positivity strivings in marriage and courtship. Journal of Personality and Social Psychology, 66, 857-869.

9	Online Resources: Knowing oneself to understand humanity: http://www.ted.com/talks/ brene_brown_on_vulnerability.html; Money and happiness:http://www.youtube.com/watch? v=bwmWHV79vTQ&feature=player_embedded#at=78

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1

PILO 3: Demonstrate critical thinking skills

2, 3, 4

PILO 4: Interpret information and numerical data

1, 2, 3, 4

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

2

PILO 9: Value ethical and socially responsible actions

1, 2, 3, 4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Group report