City University of Hong Kong

Information on Proposed Gateway Education Course
offered by Department of Management
with effect from Semester A in 2014 / 2015

Part I

Course Title: Knowing Ourselves Better in Work and Life

Course Code: GE2232

Course Duration: One semester

Proposed Area: (Please insert “1” for the single primary area, and ‘2” for the secondary area if applicable. Students will only earn credit units from the primary area.)

- Arts and Humanities
- Study of Societies, Social and Business Organisations
- Science and Technology

No. of Credit Units: 3

Level: A2, B2

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: (Course Code and Title) None

Precursors: (Course Code and Title) None

Equivalent Courses: (Course Code and Title) generally none

Exclusive Courses: (Course Code and Title) None
Part II

1. 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.

2. Course Aims

➢ 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

3. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting (if applicable)</th>
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<tbody>
<tr>
<td>1.</td>
<td>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.</td>
<td>15%</td>
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</table>
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%

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%

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%

4. Teaching and Learning Activities (TLAs)
(designed to facilitate students’ achievement of the CILOs - Some TLAs may address more than one CILO.)

<table>
<thead>
<tr>
<th>ILO No.</th>
<th>TLAs</th>
<th>Hours/week (if applicable)</th>
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</thead>
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| CILOs 1-3 | 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. | 3 |
| CILOs 1-4 | 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 | -- |
| CILOs 2,3 | Guest Seminars  
- Speakers from relevant academic disciplines or industries will be invited to present their views and experiences or join a panel discussion. | 3 hours maximum |
5. **Assessment Tasks/Activities**

*(designed to assess how well the students achieve the CILOs – Some assessment tasks/activities may address more than one CILO.)*

<table>
<thead>
<tr>
<th>ILO No.</th>
<th>Type of Assessment Tasks/Activities</th>
<th>Weighting (if applicable)</th>
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</thead>
</table>
| CILOs 1-3 | Class Contribution  
• 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) | 20% |
| CILOs 1, 2-4 | Group Project  
• Paper (25%): will assess students’ ability to apply concepts, theory and evidence on self-knowledge to understand various workplace and behavioral issues, and identify how decision-makers in those contexts gain self-knowledge and make decisions.  
• Presentation (25%): will assess students’ ability to process, synthesize and present information effectively as a team. | 50% |
| CILOs 1-3 | Final Examination  
• will test students’ understanding of the origins and nature of self-knowledge, together with their ability to think critically, reflectively, and analytically about the role of self-judgments in work performance and social situations. | 30% |
6. **Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations.

### Class Contribution

<table>
<thead>
<tr>
<th>Excellent A+</th>
<th>A</th>
<th>A-</th>
<th>Good B+</th>
<th>B</th>
<th>B-</th>
<th>Adequate C+</th>
<th>C</th>
<th>C-</th>
<th>Marginal D</th>
<th>Fail (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has clearly read and thought about the articles under discussion and has contributed in nearly every discussion with thoughtful questions and comments that demonstrate an engagement with the readings, and his/her classmates. Student is almost always punctual and attends full-time.</td>
<td>Student has clearly read and thought about the articles under discussion and has contributed regularly in discussion with thoughtful questions and comments that demonstrate an engagement with the readings, and his/her classmates. Student is frequently punctual and attends full-time.</td>
<td>Student has regularly read the articles under discussion but has not contributed in discussion regularly with thoughtful questions and comments that demonstrate an engagement with the readings, and his/her classmates. Student is occasionally late to class and leaves early.</td>
<td>Student has not regularly read the articles under discussion or student has not contributed in discussion on an intermittent basis. Student is almost always late to class and leaves early.</td>
<td>Not attending 70% of classes.</td>
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### Group Project

<table>
<thead>
<tr>
<th>Excellent A+</th>
<th>A</th>
<th>A-</th>
<th>Good B+</th>
<th>B</th>
<th>B-</th>
<th>Adequate C+</th>
<th>C</th>
<th>C-</th>
<th>Marginal D</th>
<th>Marginal D</th>
</tr>
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<tbody>
<tr>
<td>Interesting and complex account of the role of self-knowledge and its relevance to individuals. Shows a comprehensive grasp of related theory. The effectiveness of the self-knowledge of the individuals was discussed in great detail with an effective application</td>
<td>A well-rounded account of the role of self-knowledge and its relevance to individuals. Shows a good grasp of related theory. The effectiveness of the self-knowledge of the individuals was discussed in detail with some application of the concepts and theories learnt in the course. A few</td>
<td>Describes the role of self-knowledge, and refers to related theory. Shows a reasonable grasp of related theory. The effectiveness of the self-knowledge of the individuals was roughly discussed with little application of the concepts and theories learnt in the course. A few</td>
<td>Presents enough to describe the role of self-knowledge. Makes little reference to theory or shows a limited grasp of related theory. The effectiveness of the self-knowledge of the individuals was barely</td>
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</table>
of the concepts and theories learnt in the course. Specific recommendations on improving the ineffective behaviour of the individuals are given. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management discussed with very little application of the concepts and theories learnt in the course. There is a lack of recommendations on improving the ineffective behaviour of the individuals.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+  A  A-</td>
<td>B+  B  B-</td>
<td>C+  C  C-</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.</td>
<td>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.</td>
<td>A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions.</td>
<td>Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.</td>
<td>Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature.</td>
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Final Examination

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<thead>
<tr>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
</tr>
<tr>
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<td>B-</td>
<td>C</td>
<td>C-</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>B-</td>
<td>C-</td>
<td>D</td>
<td>Fail</td>
</tr>
</tbody>
</table>

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.

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.

Adequate C+  C  C-:
A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions.

Marginal D:
Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.

Fail F:
Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature.
Part III

Keyword Syllabus:
Please provide information about the tentative weekly schedule under Part B of the Annex to this Form.

Origins and nature of self-knowledge:
Overconfidence, implicit theories, positive illusions, self-esteem, social identity, self-deception, narcissism, negativity bias, self-fulfilling prophecy, pluralistic ignorance

Self and interpersonal relationships
Self-verification, prejudice, discrimination, stereotypes, social conformity, false consensus

Self-knowledge in a wider global context:
Religious values and membership, culture defense, terrorism, cross-cultural exposure, international business management

Recommended Reading:

Selected Text(s):

Optional Text(s):

• Blink: The Power of Thinking without Thinking, Malcolm Gladwell
• Fooling Ourselves: Self-Deception in Politics, Religion, and Terrorism / Harry Triandis
• Influence: The Psychology of Persuasion, Robert Cialdini
• Self-traps: The Elusive Quest for Higher Self-Esteem, William Swann
• 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
• Switch: How to Change Things When Change Is Hard, Chip Heath & Dan Heath
• The Tipping Point: How Little Things Can Make a Big Difference, Malcolm Gladwell

Optional Articles:


**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