

**City University of Hong Kong  
Course Syllabus**

**offered by College of Business  
with effect from Semester A 2018/19**

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**Part I Course Overview**

<b>Course Title:</b>	Personal Development Workshop
<b>Course Code:</b>	FB6851P
<b>Course Duration:</b>	Intensive mode: 4 days
<b>Credit Units:</b>	2
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	Putonghua
<b>Medium of Assessment:</b>	Chinese
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

The course aims to provide an interactive workshop where senior executives will learn effective ways of personal management and how to face challenges, overcome difficulties, and to unleash their potential and creativity. Based on the well-developed 'Executive Coaching' training model and through sharing by experts in different areas, the course will help students become a more effective and well-balanced manager.

### 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.	Understand the main challenges and problems encountered by senior executives in their personal development (including work and life), and how to handle these issues.	25%	√	√	√
2.	Analyse the challenges encountered by individuals and develop their own coping strategies through the methods and thinking learnt in the course.	25%	√	√	√
3.	Integrate and apply knowledge gained from personal development to meet challenges in an organisation's staff selection, training, and leadership succession plan.	20%	√	√	√
4.	Become a more effective leader and a more balanced self.	30%	√	√	√
		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			
Lectures	The underlying theories and concepts will be introduced and explained. Students are expected to develop a solid understanding of the theoretical framework of the course.	√	√	√	√			15 hours
Case studies and in-class discussions	Case studies and in-depth class discussions will be used to help students think critically and debate on relevant topics.	√	√	√	√			7.5 hours
Student presentations	The presentations aim at honing students' skills in applying theories and concepts to real-world issues, in communication, and in presentation.	√	√	√	√			3.5 hours

### 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: <u>100</u> %								
Class participation	√	√	√	√			50%	Including attendance and in-class discussion
Group presentation/project	√	√	√	√			50%	Performed in the last afternoon of this course, 15 mins for each group
Examination: _____% (duration: _____, if applicable)								
							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)
1. Class participation		Strong evidence of punctual attendance of lectures and active participation in, as well as initiation of, class discussions.	Sufficient evidence of punctual attendance of lectures and active participation in class discussions.	Some evidence of punctual attendance of lectures and active participation in class discussions.	Marginal evidence of punctual attendance of lectures and active participation in class discussions.	Lacking evidence of punctual attendance of lectures and active participation in class discussions.
2. Group presentation/project		Strong evidence of clear articulation of the subject knowledge and achieving the stated CILOs. Students have demonstrated very strong overall ability to discover and innovate, and showed very strong evidence of accomplishments of discovery.	Sufficient evidence of achieving the stated CILOs. Students have demonstrated strong overall ability to discover and innovate, and showed strong evidence of accomplishments of discovery.	Some evidence of achieving the stated CILOs. Students have demonstrated some ability to discover and innovate, and showed satisfactory evidence of accomplishments of discovery.	Marginal familiarity with the subject knowledge. Students have demonstrated marginal ability to discover and innovate, and showed marginal evidence of accomplishments of discovery.	Little evidence of familiarity with the subject knowledge. Students have demonstrated little evidence of ability to discover and innovate, and showed little evidence of accomplishments of discovery.

**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.)*

- Pressure Reduction and Meditation
- The Science of Happiness in Life
- The Power of Humour
- Business and Ethics
- Women's Leadership and Challenges
- Crisis Management and Coping Strategies
- CEO in Transition
- Cross Cultural Communications in Workplace
- Public Speaking and Leadership
- Overcoming Adversity and Rebounding from Setbacks

(Specific topics to be delivered will be culled from the list each time the course is offered, depending on students' interests and availability of speakers)

**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.	Harvard Business School case 9-383-007: Some Avenues for Ethical Analysis in General Management
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**2.2 Additional Readings**

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

1.	Beauchamp & Bowie, 2004. Ethical Theory and Business 7th Edition. NJ: Pearson.
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