

FB6869P: STRESS AND EMOTION MANAGEMENT

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Stress and Emotion Management

Subject Code

FB - College of Business (FB)

Course Number

6869P

Academic Unit

College of Business (CB)

College/School

College of Business (CB)

Course Duration

Non-standard Duration

Other Course Duration

2 days

Credit Units

1

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese (Putonghua)

Medium of Assessment

Chinese

Prerequisites

None

Precursors

None

Equivalent Courses

None

Exclusive Courses

None

Part II Course Details

Abstract

By adopting a combination of situational teaching and case teaching, this course focuses on answering the following questions: How does stress come into being, what are its internal origin and mechanism that affect one's emotion? Why we don't like stress but sometimes tend to seek for pressure proactively? For organization managers, are there any differences between their own stress and emotion and their subordinates', how to conduct classification management? What are the classical theories and methods of stress & emotion management? How should organization conduct emotion management on condition that breakthrough innovation cycles are getting shorter and shorter are there any new countermeasures? This course not only provides technical skills, but also provides theoretical explanations, which ultimately achieves two major objectives: On the one hand, the course helps to improve the cognitive level of leaders on stress and emotion; on the other hand, it helps to improve their stress & emotion management level.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Know what: Understand the basic concepts of stress and emotion management		x	x	
2	Know why: Learn stress coping and emotion management			x	x
3	Know how: Develop skills about how to manage stress and emotion		x	x	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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive teaching and presentations	to mobilize students' initiative, guide them to think actively and realize the collision etc..	1, 2	
2	In-class cases/exercises	to develop intellectual and practical skills that apply frontier methods in different settings.	2, 3	
3	Group presentation and the instructor's comments	to get hands-on experience in applying frontier methods to manage stress and emotion.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Participation in case analysis and discussion	2, 3	30	-	Yes
2	Individual assignment	1, 2, 3	30	-	Yes
3	Individual & group exercises	1, 2, 3	40	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

1. Class contribution (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Strong evidence of class contribution through class exercises, and active and insightful class participation.

Good

(B+, B, B-) Evidence of class contribution through class exercises and regular class participation.

Fair

(C+, C, C-) Some evidence of class contribution thorough class exercises and preparation.

Marginal

(D) Minimum class contribution.

Failure

(F) No evidence of adequate class contribution through exercises or in-class discussion.

Assessment Task

2. Individual assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

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.

Fair

(C+, C, C-) Evidence of learning from the course; show 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.

Failure

(F) Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of class knowledge.

Assessment Task

3. Individual/ Group exercises (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with class knowledge.

Fair

(C+, C, C-) Evidence of learning from the course; understanding of the subject; ability to develop solutions to simple problems.

Marginal

(D) Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of class knowledge.

Assessment Task

1. Class contribution (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of class contribution through class exercises, and active and insightful class participation.

Good

(B+, B) Evidence of class contribution through class exercises and regular class participation.

Marginal

(B-, C+, C) Minimum class contribution.

Failure

(F) No evidence of adequate class contribution through exercises or in-class discussion.

Assessment Task

2. Individual assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

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) 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.

Marginal

(B-, C+, C) Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.

Failure

(F) Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of class knowledge.

Assessment Task

3. Individual/ Group exercises (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with class knowledge.

Marginal

(B-, C+, C) Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of class knowledge.

Part III Other Information**Keyword Syllabus**

Stress management; emotion management; countermeasures; management effectiveness

Reading List**Compulsory Readings**

Title	
1	Jerrold S. Greenberg. Comprehensive Stress Management. McGraw-Hill College. 2008.
2	Bono et al. 2013. Building Positive Resources: Effects of Positive Events and Positive Reflection on Work Stress and Health. Academy of Management Journal 56(6), 1601-1627.
3	Man. 2004. 'People-work': emotion management, stress and coping. British Journal of Guidance & Counselling 32(2), 205-221.

Additional Readings

Title	
1	NIL