

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management & Department of Social and Behavioural Sciences  
with effect from Semester A in 2018 / 2019**

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**Part I Course Overview**

**Course Title:** Loving Work, Working to Love

**Course Code:** GE1216

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** A1, B1

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations

*(for GE courses only)*

Science and Technology

**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)* None

**Exclusive Courses:**  
*(Course Code and Title)* None

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

Steve Jobs (2005) credited his extraordinary success to love: for his work and for the woman who became his wife. Love involves intimacy, passion, and commitment. Love for one's work, similar to romantic love, stimulates intense excitement, fulfillment, and feelings of connection that can motivate people to potentially do great work that transforms society. Entrepreneurship is the work domain where love (passion and compassion) of work can be most readily seen and will be the focus of the loving work module of this course. This course is designed to explore the commonalities between love and work and equip students with knowledge and skills to enhance their capabilities to work and love. Students will learn why work and love are the foundation of psychological well-being, which then enables individuals to contribute to global social and economic well-being. The course draws from interdisciplinary research primarily in management, psychology, and sociology, to provide concepts and theories for understanding work and love and how these are the foundations of healthy functioning at work, in groups, in organizations, and in society.

**Note:** The content of this course, "Loving Work, Working to Love", **does not overlap** the content of "GE2109 Love, Sex, and Relationships: Psychological Perspectives". GE2109 is a level B2 course in the Arts and Humanities GE area. "Loving Work, Working to Love" is a level B1 course in the Study of Societies, Social and Business Organizations GE area. GE2109 focuses on the intrapersonal (i.e., within the individual) aspects of love and sexuality. "Loving Work, Working to Love" focuses on the interpersonal (i.e., between individuals) aspects of work and love and how the abilities to love and work influence people's ability to function effectively at work, in groups, in organizations, and in society. GE2109 draws only from psychological theories. "Loving Work, Working to Love" uses material from multiple disciplines in the social sciences to examine love & work from an interdisciplinary perspective.

*This course aims to*

- To provide students a broad, intellectual understanding of a set of shared, interdisciplinary concepts and theories, including theories of attachment, attraction, commitment, connection, engagement, exchange, happiness, identity, and trust to explain the management of work and development of love;
- To provide students the knowledge and skills to apply these shared concepts and theories to navigate the interconnections between work and non-work life in different organizational (e.g., co-workers, work teams), social (e.g., family, friendship, romantic relationships), and cultural contexts (e.g., Hong Kong/China, Europe, US, Global);
- To provide hands-on analysis and practice, and other building blocks of strategies that will help students manage, in a variety of social and cultural contexts, subordinate, peer, and supervisor relationships at work and different types of non-work relationships

### 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.	Explain the common concepts and theories associated with work and love;	30%		✓	
2.	Apply relevant concepts and theories to analyse the processes and dynamics underlying the development	25%		✓	✓

	of capabilities to work and love;				
3.	Analyze conceptual and critically the barriers as well as biases that block the ability to work and love and how to cope with them;	25%		✓	
4.	Demonstrate the attitude of discovery as well as effective knowledge and skills for achieving capabilities to effectively work and love in different organizational and social/cultural contexts.	20%	✓		

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

100%

# 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	4			
<b>Seminar</b>	<ul style="list-style-type: none"> <li>Students will receive guidance on their reading and research, as well as acquire knowledge of the shared concepts (e.g., identity) and theories (e.g., attachment theory) of work and love.</li> <li>In class discussions, students will develop analytical and critical capabilities to assess the processes and dynamics underlying the development of capabilities to work, work with others, love, and love work in different societies/cultures.</li> <li>The classes will be supplemented by real-world cases, relevant movies/videos, and exercises. Exercises will help students learn and apply relevant concepts and theories through self-reflection and discovery of thoughts / feelings and activities that enable them to connect with others in order to love, work</li> </ul>	✓	✓	✓	✓			<b>2.0</b>

	and love work in different organizational and social/cultural contexts (e.g., Discover your Passion: Students will be asked to self-reflect on these questions: What keeps calling your name? Look for signs throughout the week which reveal to you sources of interest and excitement. If you have lost sight of what you really want, think about your heroes. Who do you admire most? What qualities do they possess? What is it about how they are living their lives which inspire you? What do they have that is missing in your life?).							
<b>Individual Project</b>	<ul style="list-style-type: none"> <li>• Learning through conducting an individual research project, in which real-world cases of effective, healthy, well-functioning love or work relationships in diverse organizational and social/cultural contexts are analyzed</li> <li>• Students will practice their English-language writing skills.</li> </ul>	✓	✓	✓	✓			<b>1.0</b>
<b>Team Project</b>	<ul style="list-style-type: none"> <li>• Learning and peer, student-teaching through conducting a team project, in which real-world cases of effective, healthy, well-functioning love or work relationships in diverse organizational and social/cultural contexts are analyzed</li> <li>• Students will give presentations of their team project</li> </ul>	✓	✓	✓	✓			<b>1.0</b>

#### 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:	80%							

<b>Class Contribution</b>	✓	✓	✓	✓			<b>10%</b>	<ul style="list-style-type: none"> <li>• will test students' ability to apply concepts and theories to analyze effective, healthy, well-functioning love and work relationships and real-world cases from diverse organizational and social/cultural contexts</li> <li>• will take into consideration both quantity (5%) and <i>quality</i> (5%) of contribution</li> </ul> <p>Assessment will be continuous throughout the semester.</p>
<b>Individual Project</b>	✓	✓	✓	✓			<b>35%</b>	<p>This paper will focus on <b>foreign organizational and social/cultural contexts</b>. An example topic for this paper is to explore the nature and development of trust, the foundation of healthy work and love relationships, in non-Chinese societies. This can be done by viewing cultural artifacts, such as movies, paintings, and sports, and drawing conclusions about what these artifacts say about the nature and development of trust in those societies. Each student will then write a personal reflection paper about the similarities and differences they observed between their own and other</p>

								<p>cultures' views of the nature and development of trust. This paper will be due at the end of the course.</p>
<b>Team Project</b>		✓	✓	✓			<b>35%</b>	<p>• This project will test students' ability to apply concepts, theories and evidence to analyze the processes and dynamics underlying the development of capabilities to work and love in diverse organizational and social/cultural contexts. Teams provide an ideal organizational and social/cultural context for they are a common way of organizing work (organizational) and allow for friendships to form (social). If teams contain members from different cultures, they also allow members to experience working and connecting to people from different cultural contexts so that they gain experience working in the type of teams that characterize global organizations. The due dates for the team project and individual analysis of self and peers are in the second half of the course.</p> <p>Presentation: will assess students' ability to process, synthesize and present information</p>

								effectively as a team. Teams will present their written paper so that they can teach their classmates what they have learned about the topic they investigated. This presentation will give teams an opportunity to present their topic in an innovative way.
<b>Final Exam</b>	✓	✓	✓	✓			<b>20%</b>	<ul style="list-style-type: none"> <li>• One Final Exam will assess students' understanding of the concepts and theories relevant to work and love, together with their ability to think critically, reflectively, and analytically about the processes and dynamics underlying the development of capabilities to work and love in diverse organizational and social/cultural contexts. It will be conducted during the final exam period.</li> </ul>
Examination: 20% (duration: 2 hours , if applicable)								

\* The weightings should add up to 100%.

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)
<b>1. Class Contribution</b>		Student has clearly contributed in nearly every discussion with thoughtful questions and comments that demonstrate an engagement with the readings, and his/her classmates. Student is always punctual and attends full-time.	Student has clearly contributed regularly in 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.	Student has contributed in discussion occasionally with thoughtful questions and comments that demonstrate an engagement with the readings, and his/her classmates. Student is occasionally late to class or leaves early.	Student has rarely contributed in discussion. Student is frequently late to class or leaves early.	Student has never or almost never contributed in discussion. Student is almost always late to class or leaves early.
<b>2. Individual Project</b>		As in <b>Good</b> but with a higher degree of originality and internalization to form a well-defined perspective on the issues. Strong evidence of reflection on own position based on a comprehensive understanding of theory/conceptual framework and the context involved. Generalizes	The arguments demonstrate a good appreciation of the issues, theory/ conceptual framework and the context involved with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the assignment and of the ability to apply it. A well-	The arguments are relevant, accurate but they fall short of a comprehensive understanding of the issues, theory/ conceptual framework and the context involved. Some evidence of learning from the assignment and of the ability to apply it. Fair justification of arguments and conclusions but little originality demonstrated.	The arguments are relevant and accurate but isolated, addressing the issues only in part and lacking both a strong grounding in theory/conceptual framework and understanding of the materials. No originality, weak justification of conclusions and poorly structured.	Poor arguments, with little theoretical /conceptual grounding and understanding of the materials and the context involved. No originality, weak justification of conclusions and poorly structured.

		principles, models or practices to generate new insights and questions. A soundly structured assignment with balanced and compelling conclusions thoroughly grounded in the arguments presented.	structured assignment with conclusions properly grounded in the arguments and convincingly justified.	Assignment structure needs improvement.		
<b>3. Team project presentation</b>		An engaging, clear, and accurate account of key issues and its relevance to real-life situations, excellent grasp of related theory/conceptual framework and what questions need to be asked. As in <b>Good</b> but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues.	A well-rounded account of the key issues and its relevance to real-life situations, good grasp of theory/conceptual framework and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, well-structured and convincing, leading to a well reasoned conclusion. Effective presentation skills including good	Describes the key issues, refers to related theory/conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, presents some arguments but has difficulty in finding a resolution and in coming to a convincing conclusion. Satisfactory presentation skills including reasonable eye-contact with audience, verbal	Presents enough to describe what the key issues are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensible and lacking in balance. Unsatisfactory presentation skills including poor eye-contact with audience, verbal delivery, visual aids and time management	Little evidence of familiarity with the subject matter or preparedness to lead a discussion. Poor presentation skills including poor eye-contact with audience, verbal delivery, visual aids and time management

		Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management	eye-contact with audience, verbal delivery, visual aids and time management	delivery, visual aids and time management		
<b>4. Final Exam</b>		Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	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.	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.	Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.	Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature.

**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.)*

Attachment; connection; passion; commitment; engagement; motivation; happiness; satisfaction; positive emotions; communication; interaction; purpose/goals; trust; pro-social / self-less behavior; theories of love (triangular); needs hierarchy; leader-member exchange relationships; attraction- selection-attrition; work-life balance; dysfunctional bosses/co-workers; counter-productive (workplace) behaviors; negative emotions; psychological well-being (PWB).

**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.	Cooper, C. L., Johnson, S., & Robertson, I. (2018). <u>Well-being: Productivity and happiness at work</u> . (2nd ed.). London: Springer International Publishing
2.	Jobs, S. (2005, June 14). <u>Stanford commencement address</u> . <a href="http://news.stanford.edu/news/2005/june15/jobs-061505.html">http://news.stanford.edu/news/2005/june15/jobs-061505.html</a> .
3.	Noonan Hadley, C. (2009). What does it mean to love a job?: Ideas and implications. In R. J. Burke, & C. L. Cooper (eds.), <u>The long work hours culture: causes, consequences and choices</u> (pp. 37-60). Bingley, UK: Emerald Group.
4.	Shepherd, D. A. & Cardon, M. S. (2009), Negative emotional reactions to project failure and the self-compassion to learn from the experience. <u>Journal of Management Studies</u> , 46: 923–949. doi:10.1111/j.1467-6486.2009.00821.x
5.	Sternberg, R. J. (1986). A triangular theory of love. <u>Psychological Review</u> , 93, 119-135.

**2.2 Additional Readings**

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

1.	<p><b>References</b></p> <p>Corey, G., &amp; Schneider Corey, M. (2010). <u>I never knew I had a choice: Explorations in personal growth</u> (9th ed.). New York: Wadsworth Cengage Learning.</p> <p>Donaldson, S. I., Csikszentmihalyi, M., &amp; Nakamura, J. (2011). <u>Applied positive psychology: Improving everyday life, health, schools, work, and society</u>. New York: Psychology Press.</p> <p>Duffy, K. G., Kirsh, S. J., &amp; Atwater, E. (2011). <u>Psychology for living: Adjustment, growth, and behavior today</u>. Upper Saddle River, NJ: Pearson Prentice Hall.</p> <p>Durré, L. (2010). <u>Surviving the toxic workplace: Protect yourself against coworkers, bosses, and work environments that poison your day</u>. New York : McGraw-Hill.</p> <p>Freud, S. (1930/1989). <u>Civilization and its discontents</u> (The standard edition). W. New York: W. Norton &amp; Company.</p> <p>Furnham, A., &amp; Taylor, J. (2011). <u>Bad apples: Identify, prevent &amp; manage negative behavior at work</u>. New York: Palgrave Macmillan.</p> <p>Game, A. M. (2011). Leadership and attachment theory: Understanding interpersonal dynamics in leader-follower relations. In Bryman, A., Collinson, D., Grint, K., Jackson, B., &amp; Uhl-Bien, M. (eds.), <u>The SAGE handbook of leadership</u> (pp. 326-338). Los Angeles, CA: Sage.</p> <p>Goleman, D. (2006). <u>Social intelligence: The new science of human relationships</u>. New York: Bantam Books.</p> <p>Guerrero, L. K., Andersen, P. A., &amp; Afifi, W. A. (2011). <u>Close encounters: Communication in relationships</u>. Thousand Oaks, CA: Sage.</p>
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	<p>Hazan, C., Shaver, P. R. (1990). Love and work: An attachment-theoretical perspective. <u>Journal of Personality and Social Psychology</u>, 59(2), 270-280.</p> <p>Honeycutt, J. M., &amp; Bryan, S. P. (2011). <u>Scripts and communication for relationships</u>. New York: Peter Lang.</p> <p>Read, S., Sarasvathy, S., Dew, N., &amp; Wiltbank, R. (2016). <u>Effectual entrepreneurship</u> (2<sup>nd</sup> ed.). New York: Routledge.</p> <p>Regan, P. C. (2011). <u>Close relationships</u>. New York: Routledge.</p> <p>Shepherd, D. A., Williams, T., Wolfe, W., &amp; Patzelt, H. (2016). <u>Learning from entrepreneurial failure: Emotions, cognitions, and actions</u>. Cambridge: Cambridge University Press.</p> <p>Snyder, C. R., Lopez, S. L., Pedrotti, J. T. (2011). <u>Positive psychology: The scientific and practical explorations of human strengths</u>. Thousand Oaks, CA: Sage.</p> <p>Sternberg, R. J., &amp; Weis, K. (2006). <u>The new psychology of love</u>. New Haven, Conn.: Yale University Press.</p> <p>Vernon, M. (2010). <u>The meaning of friendship</u>. New York: Palgrave Macmillan.</p>
2.	<p><b>Online Resources:</b>  <a href="http://www.hr.com/">http://www.hr.com/</a></p>