

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title:	Interactive Skills Workshop for Business
Course Code:	MGT3302
Course Duration:	One Semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	FB3302 Interactive Skills Workshop for Business

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to:

- Equip students with theories on a variety of interactive skills essential in one-to-one communication and in teams in the business world
- Develop students' critical thinking skills in a journey of self-discovery of their these interactive skills
- Stimulate students to further improve their interactive skills in business

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.	Have a good understanding of the concepts and theories related to interactive skills applied in the business world	40%	✓	✓	
2.	Discover their developmental needs for the essential interactive skills in business	40%	✓	✓	
3.	Create a personalized action plan on interactive skills in business	20%	✓		✓
		100%			

* If weighting is assigned to CILOs, they should add up to 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	
Lectures, class discussion, experiential activities		✓	✓	✓		
Planning for a Persuasive		✓	✓			

Presentations in Business						
Planning for the Video Analysis of Interactive Skills in Business		✓	✓	✓		

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: 100%							
A Video Analysis of Interactive Skills in Business	✓	✓				25%	Your team should choose and analyse a business-related scene from an English-language movie or an English TV programme. The scene should be related to at least a topic in course.
An Action Plan based on the reflection logbook	✓	✓	✓			20%	The purpose of this assignment is to motivate students to reflect on their learning experience on a regular basis and to develop a personalized action plan for improving one or more interactive skills.
A Persuasive Presentation in Business	✓	✓				25%	This team project is designed to provide you with a platform to conduct a persuasive presentation in the business world. Your audience in this presentation is all business executives. You are asked to sell a product, a service or a business idea that may be of interest to these business executives.
Class Participation	✓	✓				15%	Class participation will be evaluated based on the quality of the comments, ideas, and questions you raise in the class as well as the

								level of your participation in various in-class activities.
Quiz	✓	✓						15% There will be a quiz towards the end of the semester to assess students' understanding of the concepts learnt in the required readings and the lecture materials.
Examination: 0% (duration: , 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)
1.Video Analysis of Interactive Skills in Business		The target interactive skills were effectively identified in the video analysis. The effectiveness of the interactive skills of the characters was discussed in great details with an effective application of the concepts and theories learnt in the course. Specific recommendations on improving the ineffective interpersonal behavior of the characters are	The target interactive skills were clearly identified in the video analysis. The effectiveness of the interactive skills of the characters was discussed in details with some application of the concepts and theories learnt in the course. Some recommendations on improving the ineffective interpersonal behavior of the characters are given. The presentation is delivered effectively in terms of fluency, voice modulation, facial expression, and body language.	The target interactive skills were stated in the video analysis. The effectiveness of the interactive skills of the characters was roughly discussed with little application of the concepts and theories learnt in the course. A few recommendations on improving the ineffective interpersonal behavior of the characters are given. The presentation is delivered at an acceptable level of	The target interactive skills were not stated in the video analysis. The effectiveness of the interactive skills of the characters was barely discussed with very little application of the concepts and theories learnt in the course. There is a lack of recommendations on improving the ineffective interpersonal behavior of the characters. The presentation is delivered at a low level of competencies in terms of fluency, voice modulation, facial expression, and body language.	The target interactive skills were not stated in the video analysis. The effectiveness of the interactive skills of the characters was not discussed with extremely little application of the concepts and theories learnt in the course. There is a lack of recommendations on improving the ineffective interpersonal behavior of the characters. The presentation is delivered at a very low level of competencies in terms of fluency, voice modulation, facial expression, and body language.

		given. The presentation is delivered at a professional standard in terms of fluency, voice modulation, facial expression, body language with compelling audience impact		competencies in terms of fluency, voice modulation, facial expression, and body language.		
2. Action Plan		Able to engage in open self reflection. A personalized action plan with all details such as time frame, specific tasks to be taken, potential barriers are given. The evidence on additional reading on the topic concerned is very clear. A high level of writing	Some attempts are made to engage in open self reflection. Some personal examples are given with adequate understanding on the concepts and models discussed in the course. A personalised action plan with some details such as time frame, specific tasks to be	Limited attempts are made to engage in open self reflection. A few personal examples are given with limited understanding of the concepts and models discussed in the course. An action plan with limited information is given. There is little evidence on additional reading	Almost no attempts are made to engage in open self reflection. Personal examples are hardly given. Concepts and models discussed in the course are poorly understood. The action plan is neither feasible nor personalised. There is hardly any evidence on additional reading on the topic concerned. The	No attempts are made to engage in open self reflection. No personal examples are given. Concepts and models discussed in the course are very poorly understood. The action plan is not feasible and personalised. There is no evidence on additional reading on the topic concerned. The writing is very

		<p>proficiency is demonstrated. Specific and sufficient evidence on the existing profile of interactive skills is attached.</p>	<p>taken, potential barriers are given. There is some evidence on additional reading on the topic concerned. A medium level of writing proficiency is demonstrated. Some evidence on the existing profile of interactive skills is attached.</p>	<p>on the topic concerned. The writing barely communicates the ideas across. Little evidence on the existing profile of interactive skills is attached.</p>	<p>writing is poor. Very little evidence on the existing profile of interactive skills is attached.</p>	<p>poor. Extremely little evidence on the existing profile of interactive skills is attached.</p>
<p>3. A Persuasive Presentation in the Business World</p>		<p>A almost faultlessly structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation,</p>	<p>A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact and creativity. Good evidence that analysis and</p>	<p>Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Little creativity observed. Some evidence that analysis and</p>	<p>Presentation structure barely coherent and presentation skills bordering on the unacceptable. Audience impact and creativity almost nil. Little research and analysis done on the topic. Little evidence that the</p>	<p>Presentation structure is not coherent and presentation skills are poor. Audience impact is very low. The audience did not understand the main message. Very little research and analysis done on the</p>

		<p>facial expression, body language) with compelling audience impact and creativity. Substantial amount of analysis and research done on the topic. Clear evidence that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>	<p>research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>	<p>research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>	<p>skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>	<p>topic. Very little evidence that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>
<p>4. Class Participation</p>		<p>Students fully participates in the class activities. Student almost always contributes to class by offering ideas and asking questions more than once per class on average.</p>	<p>Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking questions once per class on average.</p>	<p>Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions.</p>	<p>Student is almost always late to class and leaves early. Student almost never contributes to class by offering ideas and asking questions.</p>	<p>Student is always late to class and leaves early. Student never contributes to class by offering ideas and asking questions.</p>

		Student is almost always punctual and attends full- time.				
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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.)

Interactive skills, interpersonal skills, business communication skills self-awareness, active listening skills, effective meetings, high performance teams, delivering and structuring a persuasive business presentation, providing performance feedback, creative problem solving, emotional intelligence, managing stress, self-management, managing diversity.

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.	De Janasz, S. C., Dowd, K. O. & Schneider, B. Z. (2015). <i>Interpersonal skills in organization</i> , 5th ed. McGraw Hill.
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2.2 Additional Readings

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

1.	Whetten, D. A. & Cameron, K. S. (2016). <i>Developing Management Skills</i> . 9 th ed. Pearson: New Jersey.
2.	Sloan Review of Management, Harvard Business Review