

# City University of Hong Kong

## Information on a Gateway Education Course offered by Department of Department of Public Policy with effect from Semester B in 2013 / 2014

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### Part I

**Course Title:** Professions in Hong Kong and Beyond: Critical Insights and Issues

**Course Code:** GE2245

**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.)

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

**No. of Credit Units:** 3

**Level:** B2

**Medium of Instruction:** 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**

### **1. Abstract**

As universities prepare students to become professionals of the 21st-century increasing numbers of occupations claim to be ‘professionalised’ and greater ‘professionalism’ is desired from employers. These trends pertain to what has been called the professionalization “of everyone” (Wilensky 1964) and “of everything” (Neal and Morgan 2000) and it is amidst such enthusiasm that this course takes stock to make sense of all things professional.

Inherently multi-disciplinary in scope and application, the course introduces key concepts of professionalization and professionalism using examples drawn from established (e.g. medicine, law, engineering), new (e.g. accountancy, social work) and emerging (e.g. information technology, human resource management) professions. The course offers a general overview of professional work that is grounded in historical and cultural perspectives and suitable for students from all disciplines.

Combining theoretical, practical, empirical and reflective insights, the course will require students to apply the basic principles of professions to chosen subject areas and for the purposes of career and academic planning. Whatever profession students pursue after graduation understanding the theory and skills about professionalism is critical to career development. Accordingly, this course will enhance students’ whole person development through the knowledge, skills and attitudes of professions, without losing sight of broader issues.

### **2. Course Aims**

This course aims to develop students’ critical awareness of key issues in professions, professionalization and professionalism. Through a combination of lectures, classroom discussions, multi-media case studies and project-based learning students will be introduced to theories on different types, traits and perspectives of professions in Hong Kong and worldwide. Practically, the course will direct students to relate the principles of professionalization to formally established professions recognizing the roles of state, market and association in the process. In the spirit of continuing professional development, students will organize and focus their learning for career and academic planning while demonstrating ethical awareness of professional responsibilities to individual clients and the public interest. The application of knowledge about professions to students’ disciplinary interest will facilitate further detailed insight into the workings of professions to be contemplated on personal, occupational and societal levels.

### 3. Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting (if applicable)
1.	distinguish the terms profession, professionalization and professionalism, types and traits of established, new and emerging professions and professional opportunities in Hong Kong and worldwide	
2.	relate the principles of professionalization and professionalism to international comparisons of formally recognized professions displaying ethical awareness of professional functions to clients and society	
3.	demonstrate individual commitment to continuing professional development through meaningful selection and fulfilment of facilitated learning opportunities and to reflect upon these experiences for career and academic planning	
4.	apply knowledge, attitude and skills gained on the course to engage critically, creatively and collaboratively with the development of a chosen professional area combining primary and secondary sources of investigation	

### 4. Teaching and Learning Activities (TLAs)

*(designed to facilitate students' achievement of the CILOs - Some TLAs may address more than one CILO.)*

TLA	CILO No.	Hours/week (if applicable)
<b>Lectures:</b> held by instructor and appropriate guest speakers, lectures will provide essential concepts and theories in the domain of professions to equip students with knowledge and information. Lectures should describe the meaning, role, types and traits of professions; demonstrate the principles of professionalization and professionalism through case examples; outline the types, contributions and purpose of continuing professional development.	1, 2, 3, 4	
<b>Readings:</b> facilitate students' understanding of the main ideas of professions, professionalization, professionalism and continuing professional development.	1, 2, 3, 4	
<b>Multi-media format case study:</b> adopting multiple-media forms (e.g. newspapers, journals, magazines, music, video) students will explore and discuss issues and dilemmas through the study, reflection and critical analysis of recent illustrative cases (e.g. mash-ups, innovation and co-production) and be guided to relate, analyse and reflect on these examples to personal, local and international situations.	1, 2, 3, 4	
<b>Group Report &amp; mini-conference:</b> students will be encouraged to apply the knowledge and skills learned in the course to document critical challenges in the development of professions in Hong Kong's using primary and secondary research. Students will be required to present their group project work in a class-based mini-conference using multi-media formats.	1, 4	

## 5. Assessment Tasks/Activities

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

Type of Assessment Tasks/Activities	CILo No.	Weighting (if applicable)	Remarks
<b>Mini Conference:</b> In groups of 5 to 6 students are required to prepare a multi-format presentation (e.g. posters, power point, videos and newspapers) related to their documentation of critical challenges in the development of a chosen professional area combining primary and secondary research.	1, 4	20 %	Assesses students' ability to collate and summarise relevant materials and to present to their peers using a variety of delivery formats. The assignment helps students to develop their presentation and oral communication skills while encouraging creativity in information dissemination.
<b>Group Report:</b> Students are required to submit a group report on their class-conference topic after consolidating the views expressed by their tutor, peers and research participants.	1, 4	20%	Assesses students' ability to apply relevant concepts to analyse and engage with professions. It also helps develop students' writing, research and communication skills.
<b>Accreditation comparison:</b> Students are required to conduct an international comparison of the professional standards documentation of one industry.	1, 2	25%	This small group exercise enhances students' knowledge and practice of professional development from selected real-life case scenarios. Students will be encouraged to justifiably select, compare and analyse professional standards content to produce a unique and insightful piece of work.
<b>Continuing professional development portfolio:</b> Each student is required to maintain a portfolio outlining the skills, attitudes and knowledge gained during the course for personal development and career advancement. Students can select which facilitated learning opportunities to use as evidence but demonstration of relevance, reflection and personal transformation matters.	1, 3	35%	This individual tasks tests students' ability to use continuing professional development for academic and career planning. Examples of different types of facilitated learning are provided to help students prepare their portfolios and to demonstrate creativity and reflection.

6. **Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations.

**Mini Conference**

<b>Letter grade</b>	<b>Grade definitions</b>
<b>A+, A, A-</b>	Demonstration of outstanding ability in collating relevant materials independently and systematically to tackle the mini-conference topic; creative and stimulating application of materials to establish a very convincing case for the conference; clear evidence of good team work; highly effective in conducting class discussion and defending the group's position after the presentation; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter.
<b>B+, B, B-</b>	Demonstration of good ability in collating relevant materials independently and systematically to tackle the presentation topic; competent application of materials to establish a good case for the mini-conference; evidence of good team work; effective in conducting class discussion and defending the group's position after the presentation; evidence of good critical analysis and synthesis; good grasp of the subject matter.
<b>C+, C, C-</b>	Demonstration of adequate ability in collating relevant materials independently and systematically to tackle the mini-conference topic; adequate application of materials to establish a reasonable case for the presentation; evidence of team work; somewhat effective in conducting class discussion and defending the group's position after the presentation; evidence of some critical analysis and synthesis; adequate grasp of the subject matter
<b>D</b>	Demonstration of limited ability in collating relevant materials independently and systematically to tackle the mini-conference topic; limited application of materials to establish a case for the presentation; ineffective in conducting class discussion and defending the group's position after the presentation; evidence of some critical analysis and synthesis; some grasp of the subject matter
<b>F</b>	Poor collation of relevant materials to tackle the presentation topic; inability to apply relevant materials to establish a case for the mini-conference topic; ineffective in conducting class discussion and defending the group's position on the presentation topic; little evidence of critical analysis and synthesis; little grasp of the subject matter

### Group Report

Letter grade	Grade definitions
<b>A+, A, A-</b>	Demonstration of outstanding performance in writing-up the report; all important materials are clearly documented and covered; excellent application of concepts in analysing real-life issues; a high level of independent and critical thinking; the argument is well structured, logical and consistent; rigorous analysis of materials and evaluation of issues; examples are well chosen with very relevant illustrations. The overall quality of the written report is excellent.
<b>B+, B, B-</b>	Demonstration of good performance in writing-up the report; important points are covered with relevant documented materials; good application of concepts in analysing real-life issues; some independent and critical thinking; the argument is appropriately structured, logical and consistent; thorough analysis of materials and evaluation of issues; examples are appropriate and adequate. The overall quality of the written report is good.
<b>C+, C, C-</b>	Demonstration of satisfactory performance in writing-up the report; reasonable coverage of the documentation but some irrelevant materials; average performance in application of concepts in analysing real-life issues; little independent or critical thinking; the argument is weakly structured and developed; average performance in analysis of materials and evaluation of issues; limited examples and illustrations. The overall quality of the written report is satisfactory.
<b>D</b>	Demonstration of below average performance in writing-up the report; some basic points are covered but considerable irrelevant materials; limited application of concepts in analysing real-life issues; little evidence of serious work or benefit derived; no systematic argument and lack of structure; insufficient analysis of materials and evaluation of issues; inappropriate examples and illustrations. The overall quality of the written report is below average.
<b>F</b>	Demonstration of poor performance in writing-up the report; the basic documentation is not covered and mostly irrelevant materials; no application of concepts in analysing real-life issues; an absence of serious work or benefit derived; poor argument and totally lack of structure, little analysis of materials and evaluation of issues; no relevant examples or illustrations. The overall quality of the written report is poor.

### Accreditation comparison

Letter grade	Grade definitions
<b>A+, A, A-</b>	Evidence of extensive comparative knowledge base in the subject matter; demonstration of excellent, critical and analytical thinking; outstanding application of concepts and theories to concrete cases.
<b>B+, B, B-</b>	Evidence of good comparative knowledge base in the subject matter; demonstration of critical and analytical thinking; good application of concepts and theories to concrete cases.
<b>C+, C, C-</b>	Evidence of adequate comparative knowledge base in the subject matter; demonstration of some critical and analytical thinking; fair application of concepts and theories to concrete cases.
<b>D</b>	Evidence of some comparative knowledge base in the subject matter; limited critical and analytical thinking; little application of concepts and theories to concrete cases.
<b>F</b>	No evidence of adequate comparative knowledge base in the subject matter; no critical and analytical thinking; little and/or wrong application of concepts and theories to concrete cases.

### Continuing professional development portfolio

Letter grade	Grade definitions
<b>A+, A, A-</b>	Evidence of extensive ability to maintain a varied, meaningful and reflective account of skills, attitudes and knowledge of professional work for personal development and career advancement; demonstration of excellent writing and reference skills; outstanding application of concepts and theories to concrete cases.
<b>B+, B, B-</b>	Evidence of good ability to maintain a varied, meaningful and reflective account of skills, attitudes and knowledge of professional work for personal development and career advancement; demonstration of good writing and reference skills; good application of concepts and theories to concrete cases.
<b>C+, C, C-</b>	Evidence of adequate ability to maintain a varied, meaningful and reflective account of skills, attitudes and knowledge of professional work for personal development and career advancement; demonstration of adequate writing and reference skills; adequate application of concepts and theories to concrete cases.
<b>D</b>	Evidence of some ability to maintain a varied, meaningful and reflective account of skills, attitudes and knowledge of professional work for personal development and career advancement; below average writing and reference skills; below average application of concepts and theories to concrete cases.
<b>F</b>	No evidence of ability to maintain a varied, meaningful and reflective account of skills, attitudes and knowledge of professional work for personal development and career advancement; poor writing and reference skills; no application of concepts and theories to concrete cases.

### Part III

#### Keyword Syllabus:

Professions, professionalization, professionalism, continuing professional development; models and perspectives of professions; types and traits of professions; the role of market, state and association in institutionalizing professions; professions, organizations and society; cognition and emotion in professional-client relationships; creativity and innovation in professions; accreditation, certification and licensure; professional standards; primary and secondary research; public interest and professional ethics.

#### Recommended Reading:

##### Text(s):

Archer, E. R. (1986). Human resource professionalism: An unexpected source of conflict. *Personnel Administrator*, 31(7), 97-104

Barrett, J. H. (1970) *Individual Goals and Organizational Objectives*, Ann Arbor: University of Michigan, Chapter 1

Cheng, J.Y.S. (Ed) (2007) *The Hong Kong Special Administrative Region in its First Decade*. Hong Kong: City University of Hong Kong Press, Chapters 8 and 10

Coulehan, J. (2005) Viewpoint: Today's Professionalism: Engaging the Mind but Not the Heart. *Academic Medicine*, 80, 10: 892-898.

Friedman, A. L. (2011) *Continuing professional development: lifelong learning of millions*, New York: Routledge, chapters as necessary

Freidson, E. (1986) *Professional Powers: A Study of the Institutionalization of Formal Knowledge*, Chicago: University of Chicago Press, chapters as necessary.

Freidson, E. (1994). *Professionalism reborn: Theory, prophecy, and policy*. University of Chicago Press, chapters as necessary.

Freidson, E. (2001). *Professionalism, the third logic: on the practice of knowledge*. University of Chicago Press, chapters as necessary.

Guthrie, G. (2010) *Basic Research Methods: an entry to social science research*, New Delhi: Sage, chapters as necessary,

Guy, M.E., Newman, M.A., & Mastracci, S.H. (2008). *Emotional labor: Putting the service in public service*. Armonk, NY: M.E. Sharpe, chapters 1, 4, 5 and 6.

Haslam, C. Neale, A. and Johal, S. (2000) *Economics in a Business Context*, London: Thompson Learning, chapters 2 and 5

- Hochschild, A.R. (1983). *The managed heart: Commercialization of human feeling*. Berkeley, CA: University of California Press.
- Jasper, M. (2006) *Personal Development, Reflection and Decision-Making*, Oxford: Blackwell, chapters 1 and 2
- Krause, E. (1996) *Death of the guilds: professions, states, and the advance of capitalism, 1930 to the present*, New Haven: Yale University Press, chapters 1 and 8.
- Leicht, K.T. and Fennell, M.L. (2001) *Professional Work: a sociological approach*, Maiden: Blackwell, chapter 1
- Molly, G. (2008) Interactions in Expert Service Work Demonstrating Professionalism in Personal Training. *Journal of Contemporary Ethnography*, 37,1, 108-131.
- Neal, M., & Morgan, J. (2000). The professionalization of everyone? A comparative study of the development of the professions in the United Kingdom and Germany. *European sociological review*, 16(1), 9-26.
- Noordegraaf, M. (2011) Risky business: how professionals and professional fields (must) deal with organizational issues, *Organization Studies*, 32 (10), 1349-1371
- Ritzer, G. (2004). *The McDonaldization of society*. Thousand Oaks, CA: Sage.
- Sui, H.F & Ku, A. (2008) *Hong Kong Mobile: Making a Global Population*, Hong Kong University Press, chapters 8, 9 and 12.
- Tobias, R. (2003) Continuing professional education and professionalization: travelling without a map or compass? *International Journal of Lifelong Education*, 22, 445-456.
- Tsui A. and Lai. K (2009) *Professional practices of human resource management in Hong Kong: linking HRM to organizational success*, Hong Kong: HKUP, chapters 1 and 15
- Volmer, H. and Mills, D. (eds.) (1966) *Professionalization*, H. Volmer and D. Mills (eds.) New Jersey: Prentice Hall, chapters as necessary
- Wilensky, H. L. (1964) The professionalization of everyone? *American journal of sociology*, 70, pp. 137-158.
- Wiley, C. (1995) Re-examining Professional Certification in Human Resource Management, *Human Resource Management*, Vol. 34, Number 2, Pp. 269

**Online Resources:**

The Council of Hong Kong Professionals <http://www.copa.hk/>

Education and Manpower Bureau, Hong Kong SAR Government(Qualifications Framework) <http://www.hkqf.gov.hk/>

The Hong Kong Coalition of Professional Services <http://www.cps.hk/>

Service & Support Professionals Association (SSPA) <http://www.tsia.com/>