

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Management**  
**with effect from Semester A 2021/22**

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**Part I Course Overview**

**Course Title:** Interactive Skills Workshop for Business

**Course Code:** MGT3302

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B3

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**  
*(for GE courses only)*

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* 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 <sup>#</sup>	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%.

<sup>#</sup> 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	
Lectures, class discussion, experiential activities	Lectures will cover the key concepts on interactive skills. Experiential activities will be used to reinforce the key	✓	✓	✓	

	concepts. Class discussion will allow students to self-reflect and to learn from their peers.				
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**4. Assessment Tasks/Activities (ATs)**

*(ATs are designed to assess how well the students achieve the CIOs.)*

Assessment Tasks/Activities	CILO No.			Weighting*	Remarks
	1	2	3		
<b>Continuous Assessment: 100%</b>					
<u>A Persuasive Presentation in the Business World</u>  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.	✓	✓		<b>25%</b>	
Individual Presentation  Students will be asked to conduct a short TED-talk style presentation.	✓	✓		<b>20%</b>	
Individual Learning Portfolio  The purpose of this assignment is to motivate students to reflect on their learning experience on a regular basis and/or to develop a personalized action plan for improving interactive skills discussed in the course. Learning logs, reflection papers, and action plan will be included in the portfolio.	✓	✓	✓	<b>40%</b>	
In-class discussion  In-class discussion 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.	✓	✓		<b>15%</b>	
<b>Examination: 0%</b>					

\* The weightings should add up to 100%.

100%
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## 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-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
<p><b>1. A Persuasive Presentation in the Business World</b></p> <p><b>2. Individual Presentation</b></p>	<p>1. Verbal and non-verbal skills in presentation; clarity of the main message; quality of analysis; clarity of evidence provided</p> <p>2. Verbal and non-verbal skills in presentation; clarity of the main message; quality of analysis; clarity of evidence provided</p>	<p>An almost faultlessly structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact. The main message is very clear to the target audience. Substantial amount of analysis and research done on</p>	<p>A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact. The main message is clear to the target audience. Good evidence that analysis and research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>	<p>Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. The main message is a bit vague to the audience. Some evidence that analysis and research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>	<p>Presentation structure barely coherent and presentation skills bordering on the unacceptable. Audience impact almost nil. The audience is confused about the main message. Little research and analysis done on the topic. Little evidence that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</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 topic. Very little evidence that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>

		the topic. Clear evidence that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.				
<b>3. Individual Learning Portfolio</b>	Openness in self-reflection; comprehensiveness of the personalized action plan; evidence on additional reading; writing skills	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 proficiency is demonstrated.	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 taken, potential barriers are given.	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 on the topic concerned. The	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 writing is poor. Very little evidence on 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 poor. Extremely little evidence on the

		Specific and sufficient evidence on the existing profile of interactive skills is attached.	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.	writing barely communicates the ideas across. Little evidence on the existing profile of interactive skills is attached.	existing profile of interactive skills is attached.	existing profile of interactive skills is attached.
<b>4. In-class discussion</b>	Contributing constructive ideas in the class; asking questions; punctuality in attending classes	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. Student is almost always punctual and attends full-	Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking questions once per class on average.	Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions.	Student is almost always late to class and leaves early. Student almost never contributes to class by offering ideas and asking questions.	Student is always late to class and leaves early. Student never contributes to class by offering ideas and asking questions.

		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. (2018). <i>Interpersonal skills in organization</i> , 6th 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 <sup>th</sup> ed. Pearson New Jersey.
2.	Sloan Review of Management, Harvard Business Review