

GE1216: LOVING WORK, WORKING TO LOVE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Loving Work, Working to Love

Subject Code

GE - Gateway Education

Course Number

1216

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

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, fulfilment, and feelings of connection that can motivate people to potentially do great work that transforms society. 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 mental 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 provide students a broad, intellectual understanding of a set of shared, interdisciplinary concepts and theories, including theories of well-being, happiness, motivation, engagement, attachment, attraction, commitment, and connection 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 contexts; 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, coworker, subordinate, and supervisor relationships at work and different types of non-work relationships.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the common concepts and theories associated with work and love;	30		x	
2	Apply relevant concepts and theories to analyse the processes and dynamics underlying the development of capabilities to work and love;	25		x	x
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		x	
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	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	Learning through assigned readings	Students will receive guidance on their readings and research, as well as acquire knowledge of the shared concepts (e.g., motivation) and theories (e.g., attachment theory) of work and love.	1, 2, 3, 4	2
2	Learning in class discussions & lectures	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. In the lectures, students will discover their passion and calling. Students will be asked to look for signs throughout the semester what reveals to you as sources of meaning, pleasure, and strength.	1, 2, 3, 4	1
3	Learning using real-world cases & exercises	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 and love work in different organizational and social/cultural contexts.	2, 3, 4	1

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	In-class discussion · In-class discussion is assessed throughout the course meeting time in different forms, such as participation in the class exercises, group discussions, and voluntary sharing of individual or group comments.	1, 2, 3, 4	20	-	No
2	Individual Self-reflection Report · Throughout the semester, students need to write down two self-reflective writings, critically reviewing past experiences regarding love and work/learning, providing a statement of what they have learned from the lectures, exercises, and other materials, detailing areas where they need to improve, and outlining steps that they would take to exert strengths and overcome limitations.	1, 2, 3, 4	30	-	No

3	Team Project · Students will learn to work in teams through performing a topic reading sharing and presenting a team case study. The team work will also test students' ability to understand and apply concepts and theories to analyze the processes and dynamics underlying the development of capabilities to work and love. · For topic reading sharing, readings will be provided to students to facilitate their understanding of the key topics. This task will assess students' ability to process, synthesize and present information they absorb from classic readings effectively as a team. · For the team project presentation, some example topics are the nature and development of trust, commitment in work or work relationships, emotions experienced in the workplace, etc. Student working in teams then research and analyze the topic question by viewing cultural artifacts, such as movies, TV shows, news articles, business cases and practices, etc. In the presentation, student teams	2, 3, 4	50	-	No
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

In-class discussion

Criterion

Students need to participate actively in in-class activities such as case study, discussion, and exercises designed to facilitate their understanding of knowledge taught in class. In-class discussion is assessed throughout the course meeting time in different forms, including participation in the class exercises, group discussions, and voluntary sharing of individual or group comments.

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

Student has rarely contributed in discussion. Student is frequently late to class or leaves early.

Failure (F)

Student has never or almost never contributed in discussion. Student is almost always late to class or leaves early.

Assessment Task

Individual Self-reflection Report

Criterion

Throughout the semester, students need to write down two self-reflective writings, critically reviewing past experience regarding love and work/learning, providing a statement of what they have learned from the lectures, exercises, and other materials, detailing areas where they need to improve, and outlining steps that they would take to exert strengths and overcome limitations.

Excellent (A+, A, A-)

As in Good 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 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.

Good (B+, B, B-)

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-structured assignment with conclusions properly grounded in the arguments and convincingly justified.

Fair (C+, C, C-)

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. Assignment structure needs improvement.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

Team project

Criterion

This project will assess students' ability to understand and apply concepts and theories to analyze the processes and dynamics underlying the development of capabilities to work and love . Students will work in groups, prepare and deliver presentations on selected topics. Students are required to search information for the topics from multiple information sources to discuss and exemplify the topics. Some example topics are the nature and development of trust, commitment in work or work relationships, emotions experienced in the workplace, etc.

Excellent (A+, A, A-)

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 Good 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. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management

Good (B+, B, B-)

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 eye-contact with audience, verbal delivery, visual aids and time management

Fair (C+, C, C-)

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 delivery, visual aids and time management

Marginal (D)

Presents enough to describe what the key issues are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensive and lacking in balance. Unsatisfactory presentation skills including poor eye-contact with audience, verbal delivery, visual aids and time management

Failure (F)

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

Part III Other Information

Keyword Syllabus

Passion; calling; purpose/goals; commitment; engagement; motivation; happiness; satisfaction; emotions; emotional intelligence; communication; interaction; workplace relationships; trust; attachment; connection; theories of love (triangular); needs hierarchy; work-life balance; psychological well-being (PWB).

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	Hougaard, R. and Carter, J. (2018). The mind of the leader: How to lead yourself, your people, and Your Organization for Extraordinary Results. Harvard Business Review Press.
2	Zichy, S. and Bidou, A. (2017). Career match: Connecting who you are with what you'll love to do. McGraw-Hill.
3	Allen, P. (2017). How to find work you love: The ethical careers guide. No Nonsense Life/New Internationalist.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

2, 3

PILO 3: Demonstrate critical thinking skills

2, 3

PILO 4: Interpret information and numerical data

1, 2, 3, 4

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

4

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

1, 2, 3, 4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Individual Self-reflection Report.