

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Final Report (2015-16)

Report due 31 December 2016

Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure
mmcd@cuhk.edu.hk

PART I

Project title: Self-Learning Kit in Enhancing Ten Managerial Skills

Principal supervisor: Joyce IUN (Dr)

Department / Unit: Management/Faculty of Business Administration

Project duration: From January 2016 to December 2016

Date report submitted: December 28, 2016

1. Project objectives

To become competent at any skill, students are required to: 1) understand the skill conceptually; 2) practice the skill; 3) obtain feedback on how well performing the skill; and 4) integrate and practice the skill into day-to-day behavior. With the self-learning modules developed in this project, students are able to understand the key behaviors to apply a managerial skill and self-assess their skill level before joining the 3-hour class. More time is available for students to practice the skill through video- and written-case study, modeling exercises and role plays. Through skill practicing, students obtain feedback on how well they perform the skill from lecturer and classmates. This project is on track to meet the objectives.

2. Process, outcomes or deliverables

Up to end of December, 2016. All ten modules are completed with satisfaction:

Module 1) Knowing yourself: Creating your self-awareness profile

1. A set of eight self-awareness assessment Excel worksheets
2. Annotated slides to introduce the importance of personal and interpersonal skills for leaders
3. A 2-page self-awareness profile for two job-interview exercises in class

Module 2) Self-management: Clarifying values, setting goals, and planning

1. 'Am I a good planner?' self-assessment Excel worksheet
2. Annotated slides to introduce the 'First Thing First Model' and concepts of terminal and instrumental values.

3. Discussion Topic 'Born good or evil?'

Module 3) Self-management: Understanding emotional intelligence

1. 'Emotional Intelligence' self-assessment Excel worksheet
2. Annotated slides to introduce four domains of Emotional Intelligence
3. Discussion Topic 'How would you react if you hear Joyce says this in class?'

Module 4) Communicating: Sending effective messages

1. 'What are your message sending habits?' self-assessment Excel worksheet
2. Annotated slides to introduce the concepts of communication and key behaviors in sending effective messages
3. Video link to 'Clinton's speech to the nation' to prepare students for in-class exercise
4. Discussion Topic 'Guess what Johnny does every day at work?'

Module 5) Communicating: Active listening

1. 'What are your listening habits?' self-assessment Excel worksheet
2. Annotated slides to introduce the concepts of active listening and key behaviors in active listening
3. Video link to 'Use your body to convey power'
4. Discussion Topic 'Bumping into your dear friend over lunch break.'

Module 6) Communicating: Providing feedback

1. 'What's your feedback style?' self-assessment Excel worksheet
2. Annotated slides to introduce the concepts of positive and negative feedback and key behaviors in providing feedback
3. Link to Word document 'Too late to let go?', a written case for in-class discussion
4. Discussion Topic 'What do you say if I offer you chicken feet?'

Module 7) Motivating: Goal-setting for others

1. 'How well can you set goals for others?' self-assessment Excel worksheet
2. Annotated slides to introduce the five basic rules of effective goal-setting
3. Discussion Topic 'How would you deal with poor Ed?'

Module 8) Motivating: Coaching and counselling

1. 'How is your helping skill?' self-assessment Excel worksheet
2. Annotated slides to introduce the concepts of coaching, counselling and mentoring
3. Link to Word document 'Coach or Counsel?' for in-class discussion

Module 9) Motivating: Delegating to others

1. 'How to delegate?' self-assessment Excel worksheet

2. Annotated slides to introduce the concept of empowering people through 4-step delegation and key behaviors in delegation skill
3. Discussion Topic 'Is this delegation'

Module 10) Leading: Persuading others

1. 'How's your oral persuasion?' self-assessment Excel worksheet
2. Annotated slides to introduce concepts of four tactics to improve/inhibit persuasive results and key behaviors in persuasion skill

These ten modules are designed for an upper elective Management course, MGNT 4080 (Managerial Skills for Modern Managers), which is offered in Term 2, 2016-17 as assigned by the Department of Management. This course has been a popular elective course among local and international students. All ten modules will be fully implemented in Term 2, 2016-17. There are going to be 55 students in the class.

3. Evaluation Plan

All ten modules will be fully implemented in Term 2, 2016-17 in MGNT 4080 (Managerial Skills for Modern Managers). Upon completion of this final report, CTE scores, targeted student users' satisfaction and assessment of graded assignments are not available for analysis.

The first module was tested with a group of 36 students in MGNT 3010D (Organizational Behavior). They all responded positively to the contents being conveniently available on-line. In particular, students found the self-assessment Excel worksheet useful and efficient in assessing their personality traits. In addition, ten students were invited to test-use Module 5 (Communicating: Active Listening) and provide their audio-visual feedback on flipped-learning experiences. These ten students were offered to 'selfie' their audio-visual feedback with an iPad provided by the teacher. However, they prefer to use their own electronic equipment which they feel more convenient. This is also an indicator that 'convenience' is important for our students. In addition, they were asked to fill out a questionnaire to check their satisfaction level with the learning module.

Q1:

Do you think it is useful for the University teachers to develop on-line learning materials like the ones you have experienced?

Students were given a scale of five ranging from 1 (not useful at all) to 5 (very useful). The mean score for Q1 was 3.9.

Q2:

Do you think it is useful to assess your 'Active Listening Skill' by completing the Excel

worksheet and preview the powerpoint file on 'Active Listening' before you attend the 3-hour lecturing on 'Learning how to actively listen'?

Students were given a scale of five ranging from 1(not useful at all) to 5 (very useful). The mean score for Q2 was 4.1.

Q3:

Do you think it is useful to 'review' the powerpoint materials again when you are preparing for a written test?

Students were given a scale of five ranging from 1 (not useful at all) to 5 (very useful). The mean score for Q3 was 4.4.

For the first three questions, students seem to respond positively to flipped-teaching. They generally think it is useful for teachers to develop on-line learning materials. They also indicate pre-viewing and reviewing the materials useful. Consistently to the student responses from my prior flipped-teaching project, students find reviewing more useful than pre-viewing. It may be related to the examination driven custom among our students.

Q4:

What e-learning materials would you suggest the teacher to develop in the future?

Among this small sample, students reported they prefer short videos, ungraded online tests and graded discussion forums. Their preference seems to be consistent to my prior project's finding.

Q5: What class activities would you like after your completion of online learning?

Among this small sample, students reported they prefer scenario discussion, role playing, videos, games and experience sharing by guest speakers. Their preference seems to be consistent to my prior project's finding except experience sharing by guest speakers.

Q6: Would you prefer a course with similar e-learning materials?

This is a simple 'yes' or 'no' question. All of the students in this small sample reported 'yes'.

Students in this sample also produced 'selfie' audio-visual feedback. A DVD is enclosed with this report to record their audio-visual feedback. Overall, they agreed that self-assessment Excel worksheet is helpful for them to recognize their potential weakness in a particular managerial skill. They also agreed that annotated powerpoint slides are an useful toolset before and after class attendance. Most of them agreed that videos are the most effective tool to help them understand the concepts. Although students in this sample applauded e-learning, they pointed out it they do not prefer to have on-line assessment. However, they prefer to have face-to-face discussion, games in classroom, in-depth reflection and spontaneous feedback from teacher in class meetings. More conclusive results are to be confirmed after

full implementation of flipped teaching after T2, 2016-17.

4. Dissemination, diffusion and impact

The ten modules are stored in Office 365's One Drive available for teachers who are interested to use in teaching.

As the full implementation of these ten modules is taking place in January 2017, I plan to provide seminar in our Department, Faculty and/or Teaching Expo after the semester ends in April 2017. By then, more fruitful experiences can be reflected and shared realistically.

Module 1 was pilot-tested in MGNT 3010D (Organizational Behavior) in T1, 2016-17 with satisfaction. In fact, in a written assignment, five out of thirty-six students voluntarily reflected their satisfaction to assess their personality traits with the self-assessment Excel worksheet in Module 1.

As I am teaching both undergraduate and post-graduate courses, like MGNT 2040 (Human Resources Management, an elective course for HRM students) and MGNT 6110W (Organizational Behavior, a required MBA course), I find some of the modules re suitable for these two courses. For MGNT 6110W, Module 3 is suitable for the week of "Emotions at work", Module 8 -10 are suitable for the weeks of "Leading to win." For MGNT 2040, Module 3 is good for the week of "How can HR make a difference?" and Module 6 is good for the week of "How to measure staff performance?"

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 92,134
Funds secured from other sources (please specify _____)	\$ _____
Total:	\$ <u>92,134</u>

Expenditure:

Item	Budget as per application	Expenditure	Balance
Student helpers	20,900.00	19,800.00	1,100.00
iPadPro, 128 GB with wifi	7,288.00	7,142.00	146.00
Apple pencil for iPad Pro	788.00	788.00	0.00
Smart Keyboard for iPad Pro	1,348.00	1,348.00	0.00
Supermarket coupons	1,000.00	1,000.00	0.00
Relief Teacher	60,000.00	60,000.00	0.00
Total:	91,324.00	90,078.00	1,246.00

PART III

Lessons learnt from the project

With the help of the student helpers to tackle technological issues, preparation of ten modules of self-assessment Excel worksheets and annotated slides was relatively smooth in this project. The remaining two challenges are how to assess flipped-learning and what activities to engage students in classroom in T2, 2016-17 while the project is in full implementation.

As flipped teaching is a relatively new concept to the students who are used to passive learning, i.e., lecturing and sampled works. The essence of flipped teaching promoted proactive learning and engagement prior and during the class hours, which literally asks students to step out of their comfort zone. Should students not welcome such challenge, they are to reflect in their CTE. When I firstly implemented my prior flipped-teaching project 'Flipping an Introductory Management Course' in T1, 2016-16, my CTE results were not satisfactory. I had 110 students in two classes. 12/110 students provided written feedback on CTE. Mostly, they said e-learning materials being overwhelming, especially the graded discussion forums. Whether our Department and Faculty are willing to understand and support teachers who are implementing flipped-teaching in a trial and error process remains uncertain.

As the University promotes e-learning and flipped-teaching vigorously, more and more teachers require students to engage in e-learning activities. Whether students may feel

frustrated by the overwhelming e-learning activities in addition to regular contact hours remain an unanswered question. In the long run, our University may need to consider the mode and extent of incorporating e-learning activities.

PART IV

Information for public access

Ten learning modules are developed for MGNT 4080 (Managerial Skills for Modern Managers), an upper elective management subject. These ten modules 'flip' both skill assessment and skill concept learning to online mode. Skill assessment is an Excel worksheet which contains a questionnaire, followed by an interpretation. The concept learning part is a mini-lecture in annotated powerpoint slides which provide students with a basic understanding of a particular managerial skill. Several mini-lectures are embedded with video links to youtube and TED Talks as references and examples.

These ten modules help students self-assess their skill level and self-learn key concepts before they come to class. More class time is allowed for intensive and in-depth skill practicing, such as role-playing, case discussion and modelling exercise. These ten modules are:

Module 1) Knowing Yourself: Creating Your Self-Awareness Profile

Module 2) Self-Management: Clarifying Values, Setting Goals and Planning

Module 3) Self-Management: Understanding Emotional Intelligence

Module 4) Communicating: Sending Effective Messages

Module 5) Communicating: Active Listening

Module 6) Communicating: Providing Feedback

Module 7) Motivating: Goal Setting for Others

Module 8) Motivating: Coaching and Counselling

Module 9) Motivating: Delegating to Others

Module 10) Leading: Persuading Others

1. Keywords

Please provide five keywords (in the order of most relevant to your project to least relevant) to describe your micro-modules/pedagogies adopted.

(Most relevant) Keyword 1: convenience

Keyword 2: usefulness

Keyword 3: truthfulness

Keyword 4: engagement

(Least relevant) Keyword 5: intensity

2. Summary

Please provide information, if any, in the following tables, and provide the details in Part I.

Table 1: Publicly accessible online resources (if any)
(a) Project website: MGNT 4080's Blackboard, CUHK
(b) Webpage(s):
(c) Tools / Services:
(d) Pedagogical Uses: Flipped-teaching
(e) Others (please specify):

Table 2: Resources accessible to a target group of students (if any)			
<i>If resources (e.g. software) have been developed for a target group of students (e.g. in a course, in a department) to gain access through specific platforms (e.g. Blackboard, facebook), please specify.</i>			
<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
MGNT 3010	1 st term, 2016-17	36	Blackboard
MGNT 4080	2 nd term 2016-17	55	Blackboard
Table 3: Presentation (if any)			Number
<i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i>			
(a) In workshop/retreat within your unit (e.g. department, faculty)			<i>one</i>
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)			
(c) In CUHK ExPo jointly organized by CLEAR and ITSC			<i>one</i>
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)			
(e) In international conference			
(f) Others (please specify)			

Table 4: Publication (if any)	
<i>Please classify each piece of publication into one and only one of the following categories</i>	Number
(a) Project CD/DVD	<i>1</i>
(b) Project leaflet	
(c) Project booklet	
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	
(e) Conference proceeding	
(f) A chapter in a book accessible internationally	
(g) A paper in a referred journal	
(h) Others (please specify)	

3. A one-page brief write up

This is my second e-learning project to develop flipped-teaching materials. These two projects aim at flipping a portion of lecturing materials, mainly management concepts, which require students to pre-study certain basic concepts before joining class discussion and activities. Both projects were completed with satisfaction.

The first project was implemented twice up to T1, 2016-17 in a trial and error manner. In general, students found the materials useful for previewing before class and reviewing for examination. In my second trial in T1, 2016-17, I tracked the statistical usage on Blackboard and found that local students utilized the e-learning materials less frequently than students from China Mainland. Yet, students reported higher grades, e.g., A, studied the e-learning files more frequently than the students who reported lower grades. Such preliminary findings are encouraging for teachers who may have doubts about the effectiveness of flipped-teaching.

Learning from two flipped-teaching projects, I gather that students welcome e-learning materials which are brief, visual, colorful and interesting. Catching up with technological changes is challenging on one hand. On the other hand, designing flipped-teaching contents arousing student engagement, redesigning in-class activities and assessing flipped-learning effectiveness are equally challenging for teachers who are interested to implement flipped-teaching.

Please find my video being shared in the following link on One Drive:

https://go.cuhk-my.sharepoint.com/personal/joyceiun_cuhk_edu_hk/_layouts/15/guestaccess.aspx?guestaccess_token=%2fTyp2h3UQjsxCmFPQk27qH99NGDNC2TgdjmBMu%2fHhSE%3d&docid=1a3931923e1324bfda369489900ef0a5d&rev=1