

# [Subject description form](https://assignbuster.com/subject-description-form/)

[Education](https://assignbuster.com/essay-subjects/education/), [Learning](https://assignbuster.com/essay-subjects/education/learning/)

Subject Description Form | Subject Code | MM2053 | | Subject Title | Business Skills Development | | Credit Value | 3 | | Level | 2 | | Pre-requisite/ Co-requisite/ | Exclusion: MM2052 Personal Skills Development | | Exclusion | | | Role and Purposes | This subject contributes to the achievement of the BBA Outcomes by developing students’ verbal communication skills in | | | English (Outcome 1). It identifies and invokes mechanisms for the stimulation of creative thinking in the business | | | setting (Outcome 4). It also enables students to carry out and act upon self-appraisal and reflective thinking in a | | | variety of areas such as creativity, teamwork and learning to learn (Outcome 8). In addition, it helps students | | | conceptualize and act upon the group and individual dynamics that exist within organizations (Outcome 11). | | Subject Learning Outcomes | Upon completion of the subject, students will be able to: | | | Invoke methods for the stimulation of creative thinking (Outcome 4); | | |(re)-appraise their own approach to learning, and to propose actions for improvement, where necessary (Outcome 8); | | | appraise themselves in respect of oral presentations, teamwork, creative problem-solving and self-appraisal (Outcomes 1 &| | | 11); | | | make more effective verbal presentations in English. | | Subject Synopsis / Indicative | Aims and Objectives (including Hong Kong employers’ expectations of business graduates). Student competencies identified| | Syllabus | by the Faculty of Business. Working in teams. Creativity. Problem solving and critical thinking. Work relations. | | | Goal setting. Continuous life-long learning. Meeting skills. Influencing others. Verbal communications. Oral | | | presentations. | | | The purpose of this subject is to develop students’ soft skills in business settings with particular emphasis on those | | | that are not naturally well developed in the more conventional course modules. The relative weighting given to the | | | different skills to be developed may vary as the content and teaching approaches are evaluated, and as the needs of Hong | | | Kong employers are better articulated. | | Teaching/Learning Methodology | This subject will adopt an experiential learning approach, including learning activities, group discussion, debate, and | | | oral presentation, through sessions held in weekly workshops. | | Assessment Methods in Alignment | | | with Intended Learning Outcomes | Specific assessment methods/tasks | | |% weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | a. | | | b. | | | c. | | | d. | | | | | | Continuous Assessment | | | 100% | | | | | | | | | | | | | | | | | | Class Participation and Punctuality | | | 15% | | | | | | | | |( | | | | | | | | | Group Assignment | | | 25% | | |( | | | | | |( | | | | | | | | | English Presentation hosted by ELC | | | 25% | | | | | | | | |( | | |( | | | | | | Individual Assignment | | | 25% | | | | | |( | | |( | | | | | | | | | Peer Appraisal | | | 10% | | | | | | | | |( | | | | | | | | | Total | | | 100 % | | | | | |\*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer. | | | To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components. | | | | | | Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various | | | methods are designed to ensure that all students taking this subject — | | | Consider the important business related skills/issues covered in the workshops and learning events/activities; | | | Actively participate in the discussion of the issues and appreciate various perspectives; | | | Acknowledge that different skills may be adopted flexibly to deal with interpersonal / intrapersonal matters in business;| | | Practise teamwork and participate in presenting the group’s views on the question to be presented; | | | Experience intragroup peer evaluation ratings used for performance appraisal. | | | Feedback is given to students immediately following the class activities and all students are invited to join the | | | discussions. | | Student Study Effort Expected | Class contact: | | | | Workshop activities | 42 Hrs. | | | Other student study effort: | | | | Preparation for workshops/activities | 28 Hrs. | | | Preparation for assignments | 42 Hrs. | | | Total student study effort | 112 Hrs. | | Reading List and References | Reference reading | | | | | | Robbins, S. P. and Hunsaker, P. L., Training in Interpersonal Skills: Tips for Managing People at Work, 4th ed., Prentice | | | Hall, 2006. | | | | | | Pedler, M., Burgoyne, J. and Boydell, T., A Manager’s Guide to Self-Development, 5th ed., McGraw-hill, 2007. |