

City University of Hong Kong
Course Syllabus

offered by College of Business
with effect from Semester A 2015 / 2016

Part I Course Overview

Course Title:	Career Coaching and Business Mentoring
Course Code:	FB6705
Course Duration:	Year-long
Credit Units:	1
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	NIL
Precursors: <i>(Course Code and Title)</i>	NIL
Equivalent Courses: <i>(Course Code and Title)</i>	NIL
Exclusive Courses: <i>(Course Code and Title)</i>	NIL

Part II Course Details

1. Abstract

The aims of this course are to help MBA students to obtain more real business experience in terms of broadening their minds, enhancing their capability, building their social network, and developing their careers through professional coaching, advices, and insights by successful business leaders. Priority will be given to day-class MBA students.

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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate knowledge of how executive business persons run their real business organizations.	40%	X	X	
2.	Exercise good communication and interpersonal skills in interacting with representatives of business organizations for carrying out activities at work.	30%	X	X	
3.	Enhance personal career competitiveness.	30%	X	X	X
...					
		100%			

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				
1	Business ideas, philosophies, and practices are explained through mini seminars and discussion of business organizations.	X	X	X				
2	Learning through interacting with business mentors and career coach for developing students' confidence in communicating with senior	X	X	X				

	business professionals, and to exercise good communication and interpersonal skills in interacting with representatives of business organizations.							
3	Conducting individual self-reflection of learning from business mentors and career coach, and applying what they learned from toward their career development progression throughout the course period.	X	X	X				
...								

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3					
Continuous Assessment: 100%								
Contribution in the course	2	2	1				20%	1: Minor focus on ILO; 2: Main focus on the ILO; Assessed on a Pass/Fail basis
Mentor's assessment	1	2	1				30%	
Individual self-reflection report	2	2	2				50%	
Examination: _____% (duration: _____, if applicable)							100%	

Contribution in the course (20%)

Learning best occurs through active participation which is highly encouraged in this Business Mentoring Scheme. Contribution in the Scheme will be evaluated on two dimensions: (1) active engagement and (2) quality of contribution on discussions with career coach and business mentors. Indicators of active engagement include regular visit of the mentors' companies, and taking the initiative in raising questions and issues in the discussions career coach and business mentors. Quality of contribution will be evaluated by the relevance and usefulness of students' comments in the discussions.

Mentor's assessment (30%)

Mentors will assess students on their overall individual achievement during the period of Business Mentoring Scheme. The assessment will be focused on whether students have broadened their minds, enhanced their capability, built their social network, and developed their potential capabilities for their careers.

Individual self-reflection report (50%)

The individual report will be assessed in terms of their self-reflection of their learning from business mentors and career coach, their appraisal of their mentors' business ideas, philosophies, and practices, and applying what they learned from toward their career development progression throughout the course period.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Pass (P)	Failure (F)
Contribution in the course	Demonstration of evidence of active engagement include regular visit of the mentors' companies, and taking the initiative in raising questions and issues in the discussions with career coach and business mentors	Able to demonstrate sufficient evidence of active engagement mentioned in the criterion column	Unable to demonstrate sufficient evidence of active engagement mentioned in the criterion column
	Demonstration of sufficient quality of contribution on discussions with career coach and business mentors in terms of relevance and usefulness of students' comments in the discussions.	Able to demonstrate sufficient quality of contribution on discussions mentioned in the criterion column	Unable to demonstrate sufficient quality of contribution on discussions mentioned in the criterion column
Mentor's assessment	Student's ability to broaden their minds, enhance their capability, build their social network, and develop their potential capabilities for their careers	Able to demonstrate sufficient level of ability mentioned in the criterion column	Unable to demonstrate sufficient level of ability mentioned in the criterion column
Individual self-reflection report	Student's ability to self-reflect their learning from business mentors and career coach	Able to demonstrate sufficient level of ability mentioned in the criterion column	Unable to demonstrate sufficient level of ability mentioned in the criterion column
	Student's ability to appraise their mentors' business ideas, philosophies and practices, and evaluate how executive business persons run their real business organizations	Able to demonstrate sufficient level of ability mentioned in the criterion column	Unable to demonstrate sufficient level of ability mentioned in the criterion column
	Student's ability to design and develop their career progression by applying what they have learned from the course	Able to demonstrate sufficient level of ability mentioned in the criterion column	Unable to demonstrate sufficient level of ability mentioned in the criterion column

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.)

Keep students abreast of the latest development of mentors' companies information and business practices.

Reference will also be made, where appropriate, of contemporary locally or regionally based research in the field.

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.	NIL
2.	
3.	
...	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	NIL
2.	
3.	
...	