

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2016/2017**

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**Part I Course Overview**

**Course Title:** Corporate Training in Business Practices

**Course Code:** EN2713

**Course Duration:** One Semester

**Credit Units:** 3 credits

**Level:** B3

**Proposed Area:**  Arts and Humanities  
(for GE courses only)  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** None  
(Course Code and Title)

**Precursors:** None  
(Course Code and Title)

**Equivalent Courses:** None  
(Course Code and Title)

**Exclusive Courses:** None  
(Course Code and Title)

## Part II Course Details

### 1. Abstract

*(A 150-word description about the course)*

The course aims to explore the principles underpinning the field of English language based corporate training in terms of why, how and when it is used in a variety of local, regional and global business contexts by professional in-house trainers or outside consultants and how this has evolved over time in response to changing business needs and practices. Students will be introduced to the role of the trainer and the trainee, in addition to understanding what corporate training is, and its relationship to learning, education and development. In addition, students will examine in a holistic sense how English language based corporate training is initiated, organised, positioned, delivered, implemented and evaluated across the lifecycle of a business based training programme in order to enhance generic business practices. Students will evaluate the use of corporate training approaches to proactively and reactively remedy business problems and how to sustain and apply the learning experience beyond the training programme to align it with stakeholder needs and organisational goals.

### 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.	Explain the baseline concepts required to implement corporate training principles for business practices in the 21st century			✓	
2.	Identify the role of the trainer, the training need, and related stakeholders of the corporate training process		✓		
3.	Critically evaluate proactive and reactive applications of corporate training and its systematic implementation in business contexts			✓	✓
4.	Analyse the lifecycle of a training programme from planning and inception, to implementation and evaluation		✓	✓	✓
5.	Recognise best practice and sustainability in corporate training for specific business purposes		✓	✓	
		100%			

\* If weighting is assigned to CILOs, they should add up to 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	4	5		
Lectures	Lectures will introduce students to the main concepts underlying the principles of corporate training for business practice throughout the semester.	✓	✓					Throughout the semester
Problem based learning activities	A series of in-class, group-based and group-led tutorial exercises throughout the semester will enable students to apply the theories and concepts relating to corporate training concepts for business practices as covered in the lectures and prescribed readings. The interactive tutorial sessions will enable students to discuss these corporate training concepts more subjectively and with application for business purposes. Students will be given opportunities to apply understanding of these issues in practice.		✓	✓	✓	✓		Throughout the semester
Case Study Approach	In-class, individual and group analysis of corporate training case studies with guided comprehension questions will enable students to become aware of how corporate training is aligned with business practices for small, medium and large scale enterprises locally and globally. Activities enable students to apply knowledge from the course.	✓	✓	✓				Weeks 4-12
Methodology in action activities	Students will be asked to identify a relevant corporate training scenario in response to a business problem using a range of methodologies covered in lectures, readings and practised in tutorial sessions. Activities enable students to apply knowledge from the course.			✓	✓	✓		Weeks 3-11
Group Project	Students working in small groups to a maximum of four per group will be required to apply selected corporate training theories they have learned in the course to design a corporate training programme in response to organisational needs. The programme is designed after a critical analysis of the needs organization.	✓	✓	✓	✓	✓		Weeks 4-13

#### 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	4	5	6		
Continuous Assessment: <u>100</u> %								
Case study analysis	✓	✓					25%	Individual students will submit a critical analysis of a case study.
Group Project		✓	✓	✓	✓		30%	Students working in small groups will create a specific corporate training programme in response to an organisational issue. Student' s understanding of key issues in corporate training and their ability in applying these in in writing the programme is assessed
Group Project Presentation		✓	✓	✓	✓		15%	Students arranged in small groups will be asked to present their corporate training programme.
Critical Analysis Essay						✓	25%	This mini-presentation will be critically peer-assessed from a training delivery perspective.
Class Attendance Mark							5%	
							100%	

\* The weightings should add up to 100%.

## 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)
1. Case Study Analysis		Shows full understanding of main concepts of corporate training and their application to business practices. All relevant information is included in discussion and analysis of case concepts. The concepts are comprehensively analyzed and explained. The purpose of the analysis of concepts is completely achieved.	The main concepts are competently discussed and applied. The information included in discussion and analysis of concepts is sufficient. The concepts sufficiently analyzed and explained. The purpose of the conceptual analysis is achieved.	The concepts selected for analysis are sufficient and partially applied. Only partial information is included in discussion and analysis of concepts. Only partial analysis of concepts provided. The purpose of the conceptual analysis is partially achieved.	The concepts selected for analysis are sketchy and inadequate. Incomplete information is included in discussion and analysis of concepts. The conceptual analysis is not informative or comprehensive. The purpose of the conceptual analysis is not adequately achieved.	The concepts selected for analysis are highly inadequate. Very limited or inaccurate data is incorporated in conceptual analysis. The analysis is not at all comprehensible. The purpose of the conceptual analysis are not achieved in any way.
2. Group Project Report		The report was extremely well organised. Content was fully comprehensive covering all relevant aspects of the corporate training for business practices syllabus to solve the identified organisational problems. Excellent grasp of subject matter. Excellent quality of written English.	The report was well organised. Content was comprehensive covering most relevant aspects of the corporate training for business practices syllabus to solve the identified organisational problems. Good grasp of subject matter. Good quality of written English.	The report was adequately organised. Content was adequate covering some relevant aspects of the corporate training for business practices syllabus to solve the identified organisational problems. Fair grasp of subject matter. Fair quality of written English.	The report was poorly organised but sufficient. Content was sufficient covering only a few relevant aspects of the corporate training for business practices syllabus to solve the identified organisational problems. Low grasp of subject matter. Low quality of written English.	The report was badly organised and inadequate for task. Content was very poor covering very few or no relevant aspects of the corporate training for business practices syllabus to solve the identified organisational problems. Unacceptable quality of written English.

3. Group Project Presentation (peer assessed)		Presentation was extremely well organised, very informative and very well researched covering all necessary information. Delivery was very clear with highly appropriate voice tone and completely professional body language. The presentation was totally audience focussed and completely aligned with their needs. Evidence of excellent team work with all members contributing equally. Time management was excellent. Excellent quality of written English.	Presentation was well organised, informative and well researched covering all necessary information. Delivery was clear with appropriate voice tone and professional body language. The presentation was audience focussed and aligned with their needs. Evidence of good team work with all members contributing equally. Time management was good. Good quality of written English.	Presentation was adequately organised, quite informative and adequately researched, covering most of the necessary information. Delivery was reasonable clear with reasonably appropriate voice tone and average professional body language. The presentation was reasonably audience focussed, and adequately aligned with their needs. Evidence of adequate team work with all members contributing reasonably equally. Time management was fair. Fair quality of written English.	Presentation was poorly organised, not very informative and poorly researched and did not cover all necessary information. Delivery was not consistently clear with evidence of inappropriate voice tone and lack of professional body language at times. The presentation was not very audience focussed and did not clearly understand their needs. Not always much evidence of team work and all members did not appear to contribute equally. Time management was largely poor. Poor quality of written English.	Presentation was very badly organised, uninformative and badly researched, covering none of the necessary information. Delivery was totally inaudible with appropriate voice tone and professional body language were used. The presentation was not all audience focussed and failed to clearly understand their needs. There was no evidence of team work at all and no evidence of all members contributing equally. Time management was very poor. Unacceptable quality of written English.
4. Critical Analysis Essay		The essay was very well presented and argued, with excellent evidence of original analytical thinking, excellent synthesis of claim and supporting evidence drawn from critical reflection. Evidence of extensive	The essay was well presented and argued with good evidence of original analytical thinking, reasonable synthesis of claim and supporting evidence drawn	The essay was reasonably well presented and argued with a reasonable level of original analytical thinking, adequate synthesis of claim and supporting evidence drawn	The essay was poorly presented and not very well argued with not much there was little evidence of original analytical thinking, and not much reasonable synthesis of claim and supporting evidence	The essay was badly presented and failed to argue the case with no reasonable evidence of original analytical thinking at all, there was no evidence at all of any reasonable synthesis of claim and supporting evidence

		subject knowledge base was excellent. Excellent quality of written English.	from critical reflection. Good evidence of subject knowledge base. Good quality of written English.	from critical reflection. Some evidence of subject knowledge base. Adequate quality of written English.	drawn from critical reflection. Poor evidence of subject knowledge base. Poor quality of written English.	drawn from critical reflection. No evidence of subject knowledge base at all. Unacceptable quality of written English.
5. Attendance	5% - Attended all classes. 2% - Absent from 3 classes. 0% - Absent from more than 3 classes.					

## **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.)*

Corporate Training, Training and Business Practices, Organisational Learning, Organisational Education, Change Management, Organisational Culture, Human Resource Management, Evaluation of Training, Performance Indicators, Communication Management, Auditing Training, Training Stakeholders.

### **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.)*

*Course Textbooks:*

*Buckley, R. and Caple, J. (2007) *The Theory & Practice of Training*. Kogan Page: London and Philadelphia.*

*Hackett, P. (1997) *Introduction to Training*. Institute of Personnel and Development: London*

#### **2.2 Additional Readings**

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

*Basarab, D. J. (1992) *The training evaluation process: a practical approach to evaluating corporate training programs*. Kluwer Academic: Boston.*

*Brown, S. M. and Seidner, C. J. (eds.) (1998) *Evaluating corporate training: models and issues*. Kluwer Academic Publishers: Boston.*

*Conway, C. and Conway K. (2005) *The Trainer's Tool Kit*. AMACOM: New York, Tokyo.*

*Haskell, R. E. (1998) *Reengineering corporate training: intellectual capital and transfer of learning*. Quorum: Westport, Conn.*

*Hussey, D. E. (1987) *Management training and corporate strategy: how to improve competitive performance*. Oxford: Pergamon*

*Mulder, M., Nijhof, W. J. and Brinkerhoff, R. O. (eds.) (1995) *Corporate training for effective performance*. Kluwer Academic Publishers: Boston.*

*Rothwell, W. J., Lindholm, J. E., Wallick, W. G. (2003) *What CEOs expect from corporate training: building workplace learning and performance initiatives that advance organizational goals*. AMACOM: New York, London.*

*Selmer, J. (2003) *The parent corporate context and cross-cultural training of business expatriates*. Business Research Centre, School of Business, Hong Kong Baptist University: Hong Kong.*

*Zielinski, D. (ed.) (1996) *Basic training: the language of corporate education- an abridged encyclopedia from Training Magazine*. Lakewood Books: Minneapolis, MN*