

MGT4207: TRAINING AND DEVELOPMENT

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Training and Development

Subject Code

MGT - Management

Course Number

4207

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

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

FB2300 / CB2300 Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

MGT4309 Training Management: Learning & Development

Part II Course Details

Abstract

- To prepare and develop students for a career in training and development.
- To develop students' understanding and knowledge of learning theories and approaches, and their skills in facilitating effective training activities.
- To examine the training and development functions, and the roles of a training professional.
- To explore and evaluate the various methods of management development, and its relationships with self-development and organization development.
- To demonstrate the training techniques and methods, the factors which contribute to successful training, and the criteria and methods in assessing the multiple objectives of staff development activities.
- To alert students the practical dilemmas of staff development in changing organizations, and to identify issues which are essential in gaining the management support.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Knowledge and Understanding: Describe the process of training and development and how it contributes in achieving organization objectives; Explain the various methodology of conducting training, training need analysis and training evaluation; Discuss the patterns of various learning theories and how does it affect the learning process; Identify the various ways on conducting an employee development program that will enhance the organization talent management and succession planning process.		x		
2	Intellectual Skills: Apply training and development knowledge in an innovative manner to support organization goals; Formulate a training and development program for the organization, flexibly with all possible solutions; Apply quantitative and qualitative methodologies innovatively in conducting a training need analysis; Synthesize the appropriate training methods in conducting a training program and ways to enhance the transfer of learning.		x	x	
3	Practical Skills: Conduct a training need analysis with a mindset of discovery in action; Plan, design and execute a training program in a flexible, innovative style; Conduct training evaluation using the appropriate techniques and procedures.			x	x
4	Transferable Skills: Plan and manage a training program; Obtain, analyze and apply information from a variety of sources in designing a training program; Reflect upon the process of becoming a professional trainer and keep updating the profile; Be able to work as a team and interact with others in executing a training program.				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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and knowledge sharing	Lectures and knowledge sharing of actual training materials which are available from the blackboard.	1	
2	Lectures, case study and group discussion.	Lectures, case study and group discussion. They are designed to enable students to discover new insights in relating theories with practice. In class demonstrations, videos will also be supplemented.	2	
3	A training project (group)	Students are required to deliver a training session / workshop to their classmates (the participants) on the topic, which is assigned to them. The preparation work involves a great deal of discovery and innovative solution throughout the process.	3	
4	A training project (group)	The objective of the project is to facilitate the creation or transfer of knowledge into a near reality setting for learning experience.	4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	<p>Training and Development in Practice.</p> <p>Team would need to prepare: A participant workbook; A training workshop</p> <p>The Training group project.</p>	3, 4	50	The Training Session – Deadline = depends on allocation (Week 10-12)The Training Session should show the following qualities:A professional workshop with the industry standardsIt comes with participant activities (hands-on) to enhance learning and reflectionIt drives discovery and promotes inquiries during the workshopIt must have after-workshop assessment by the participants
2	Class Contribution	1	10	

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

1. Training Workbook

Excellent (A+, A, A-)

Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution and discovery.As in B, but original, going well beyond standard resources/ references, stating a point of view in one’ s own voice, being noted as conducive to creative views. Summary leads to a surprise or original conclusion generating new issues. As in B, but uses unusual references to bolster an original argument.

Good (B+, B, B-)

As in C, but shows what past work has done/not done, demonstrating logical progression to the topic. Most/all relevant points are drawn from prevalent models or conceptual frameworks, lists both pros and cons where necessary, uses appropriate/innovative structure to resolve issues with convincing arguments and discussion. Summary is balanced leading to well reasoned conclusion. References are comprehensive, showing care in researching the issue, correct formatting.

Fair (C+, C, C-)

Describes topic, refers to relevant work and what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution. Summary recognizes differences but unable to resolve them, weak conclusion, or jumps to conclusion. Evidence of some search skills; standard references in mostly correct formatting.

Marginal (D)

Writes enough to describe what the topic is about. Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references. Summary is a list of either pros or cons leading to a lopsided conclusion. Very little evidence of library skills, incorrect formatting.

Failure (F)

Writes not enough to describe what the topic is about. Little relevant points descriptive in nature. Uses few mainstream references. Summary is not logical leading to a conclusion. Limited evidence of library skills, incorrect formatting.

Assessment Task

2. Training Workshop

Excellent (A+, A, A-)

As in B, but with higher degree of originality and discovery and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.

Good (B+, B, B-)

The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified, often innovatively.

Fair (C+, C, C-)

The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.

Marginal (D)

Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations.

Failure (F)

Little evidence is relevant and accurate. Demonstration of understanding in a unacceptable way. Poor coverage, no originality, no justification of solutions or recommendations.

Assessment Task

3. Class Contribution

Criterion

Punctuality

Excellent (A+, A, A-)

Student is almost always punctual and attends full-time.

Good (B+, B, B-)

Student is frequently punctual and attends full-time.

Fair (C+, C, C-)

Student is occasionally late to class and/or leaves early.

Marginal (D)

Student is almost always late to class and/or leaves early.

Failure (F)

Student is always late to class and/or leaves early.

Assessment Task

3. Class Contribution

Criterion

Engagement(requires and incorporates preparation for class)

Excellent (A+, A, A-)

Student almost always contributes to class by offering ideas and asking questions more than once per class.

Good (B+, B, B-)

Student frequently contributes to class by offering ideas and asking questions once per class.

Fair (C+, C, C-)

Student occasionally contributes to class by offering ideas and asking questions.

Marginal (D)

Student almost never contributes to class by offering ideas and asking questions.

Failure (F)

Student never contributes to class by offering ideas and asking questions.

Assessment Task

3. Class Contribution

Criterion

Behavior

Excellent (A+, A, A-)

Student almost always displays facilitative behavior during class.

Good (B+, B, B-)

Student frequently displays facilitative behavior during class.

Fair (C+, C, C-)

Student occasionally displays disruptive or disturbing behavior during class.

Marginal (D)

Student almost always displays disruptive or disturbing behavior during class.

Failure (F)

Student always displays disruptive or disturbing behavior during class.

Assessment Task

4. Essay Type Examination Questions

Excellent (A+, A, A-)

Strong evidence of original thinking with discovery; highly conducive to creative views; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability, with innovative quality; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Part III Other Information

Keyword Syllabus

Defining T&D; Adult learning and its implication on T&D; The training function within the organization; Assessing T&D needs; Designing training programmes; Issues in management development; Management development activities; Evaluating the T&D; Managing the training function; Emerging Trends and Issues for training and development.

Reading List**Compulsory Readings**

Title	
1	Noe, R. A. (2010). Employee Training & Development, McGraw-Hill, 6th Edition.

Additional Readings

Title	
1	Recommended Readings: Blanchard, P.N., Thacker, J.W. (2003). Effective Training; System, Strategies and Practices. New Jersey: Prentice Hall.
2	O' Connor, B.N., Bronner, M., Delaney, C. (2002). Training for Organizations. USA: South-Western Educational Publishing.