City University of Hong Kong

Information on a Course
offered by Department of Management
with effect from Semester A in 2013 / 2014

Part I

Course Title: ___Training and Development_____

Course Code: _____MGT4207_____

Course Duration: ____One Semester_____

No. of Credit Units:__3_____

Level: _____B4_____

Prerequisites: *(Course Code and Title)* ___FB2300_/ CB2300_____

Precursors: *(Course Code and Title)* _____NIL_____

Equivalent Courses: *(Course Code and Title)* NIL_____

Exclusive Courses: *(Course Code and Title)*__NIL_____

Part II

1.   Course Aims:

- 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.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
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	Nil
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	Nil
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	Nil
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	Nil

3. Teaching and learning Activities (TLAs)
(designed to facilitate students' achievement of the CILOs)

ILO No	TLAs	Hours/week (if applicable)
CILO 1	**Lectures and knowledge sharing** of actual training materials which are available from the blackboard	
CILO 2	**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.	
CILO 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 solutioning throughout the process.	
CILO 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
(designed to assess how well the students achieve the CILOs)

Coursework : 60%

Examination : 40%

ILO No	Type of assessment tasks/activities
CILO 1	Final Examination; In testing students understanding of declarative knowledge
CILO 2	Final Examination: In testing students understanding of declarative knowledge
CILO 3	Teams would need to prepare 1. A participant workbook 2. A training workshop
CILO 4	The training group project

5.   Grading of Student Achievements:

Please refer to Appendix A for description and grading of assessment tasks.

Part III

Keyword Syllabus:

Defining T&D; Adult learning and it's 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.

Recommended Readings:

Text Book:
Noe, R. A. (2010). *Employee Training & Development*, McGraw-Hill, 6th Edition.

Recommended Readings:
Blanchard, P.N., Thacker, J.W. (2003). *Effective Training; System, Strategies and Practices*. New Jersey: Prentice Hall.

O'Connor, B.N., Bronner, M., Delaney, C. (2002). *Training for Organizations*. USA: South-Western Educational Publishing.

Supplementary Readings:
Argyris, C. (2001). *On Organizational Learning*. Oxford: Blackwell.

Burgoyne, J., Reynolds, M. (1997).   *Management Learning: Integrating Perspectives in Theory and Practice*. London: Sage.

Davenport, T. H., Prusak, L. (2000). *Working Knowledge: How Organizations Manage What They Know*. Boston: Harvard Business School Press.

Easterby-Smith, M., Burgoyne, J., Araujo, L. (1999).   *Organizational Learning and the Learning Organization: Developments in Theory and Practice*. London: Sage.

Garrick, J. (1998). *Informal Learning in the Workplace: Unmasking Human Resource Development*. New York: Routledge.

Kaagan, S.S. (1999).   *Leadership Games: Experiential Learning for Organizational Development*. California: Sage.

Moingeon, B., Edmondson, A. (1998). *Organizational Learning and Competitive Advantage*. London:Sage.

O'Connor, J., Seymour, J. (1994). *Training with NLP: Skills for Trainers, Managers and Communicators*. London: Thorsons.

Raelin, J. A. (2000) *Work-Based Learning – The New Frontier of Management Development*. New Jersey: Prentice Hall.

Rylatt, A. (2000). *Learning Unlimited: Practical Strategies for Transforming Learning in the Workplace of the 21st Century*. New South Wales: Business + Publishing.

Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of The Learning Organization*. New York: Doubleday.
Sveiby, K. E. (1997) The New Organizational Wealth. San Francisco: Berrett-Koehler.

Tobin, D. R. (1998). The Knowledge-Enabled Organization – Moving from "Training" to "Learning" to Meet Business Goals. New York: AMACOM.

Wexley, K. N., Latham, G. P. (2002). *Developing and Training Human Resources in Organizations*. New Jersey: Prentice Hall.

Online Resources:

Blackboard

<div align="center">**Appendix A: Description and Grading of Assessment Tasks**</div>

As mentioned in Section 5, the assessed activities will consist of a hands-on practice of running a large-scale training workshop, and a semester-end written examination. These are described below along with grading of assessment tasks.

Training and Development in Practice (50%)

1. A Participant Workbook – Deadline = Week 9
2. The Training Session – Deadline = depends on allocation (Week 10-12)

The Workbook should include the following items:

- A cover page
- Table of Content
- Key Points / Notes from Power Points
- Spaces for Notes Taking
- Work Sheets for Exercise and Games
- References

*The workbook should be made available to all participants during the "training session".
*All hard copies of your transparencies, logistics of games and activities should be made available to the instructor.

The Training Session should show the following qualities:

- A professional workshop with the industry standards
- It comes with participant activities (hands-on) to enhance learning and reflection
- It drives discovery and promotes inquiries during the workshop
- It must have after-workshop assessment by the participants

Written Examination (40%)

At the end of the semester, students will take a written examination for two hours. The examination will consist of two sections: (a) essays and (b) multiple-choice questions.

Essays (50%)
Section A will contain essay-type questions for selection. Students' answers will be assessed according to the criteria set in Table 1.

Multiple-Choice Questions (50%)
Section B will contain questions based on all the learning materials from the course. Students will be required to answer all the questions.

Assessing Class Contribution (10%)

Criteria	0	1	2	3	4
Punctuality	Student is **always** late to class and/or leaves early.	Student is **almost always** late to class and/or leaves early.	Student is **occasionally** late to class and/or leaves early.	Student is **frequently** punctual and attends full-time.	Student is **almost always** punctual and attends full-time.
Engagement (requires and incorporates preparation for class)	Student **never** contributes to class by offering ideas and asking questions.	Student **almost never** contributes to class by offering ideas and asking questions.	Student **occasionally** contributes to class by offering ideas and asking questions.	Student **frequently** contributes to class by offering ideas and asking questions **once** per class.	Student **almost always** contributes to class by offering ideas and asking questions **more than once** per class.
Behavior	Student **always** displays disruptive or disturbing behavior during class.	Student **almost always** displays disruptive or disturbing behavior during class.	Student **occasionally** displays disruptive or disturbing behavior during class.	Student **frequently** displays facilitative behavior during class.	Student **almost always** displays facilitative behavior during class.

Scale: A+ = 95%+; A = 90% to 94%; A- = 85% to 89%; B+ = 80% to 84%; B = 75% to 79%; B- = 70% to 74%; C+ = 65% to 69%; C = 60% to 64%; C- = 55% to 59%; D = 50% to 54%; F = 0% to 49

source: Adapted from Tang Catherine & Biggs John, "Developing Grading Criteria for ILOs". Seminar presented at City University of Hong Kong, February 6, 2006.

Academic Regulation 8 -- Grading of Courses

8.1   Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of original thinking that excels in discovery; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of grasp of subject, some evidence of critical capacity and analytic ability, with innovative quality; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	2.3 2.0 1.7	Adequate:	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	0.0	Failure:	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
P		Pass:	"Pass" in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.
<u>Operational Grades</u>			
IP	In Progress	An IP grade is shown where students will register in subsequent Semesters to complete the assessment of the course.	
I	Incomplete	A grade of incomplete may be granted (1) where there are extenuating circumstances that have prevented a student from completing required work, or attending the examination; (2) at the discretion of the Assessment Panel. Where an "I" grade is assigned, the Assessment Panel will approve a schedule for the completion of work, or a supplementary examination. An "I" grade will be converted into a "F" grade four weeks after the "I" grade is first reported to the Academic Regulations and Records Office, unless an alternative grade has been assigned.	
S	Dissertation Submitted	In a dissertation-type course, an S grade is assigned by the Course Examiner when a student's dissertation has been submitted for assessment.	
X		Assigned when a student is permitted to drop the course after the normal drop date.	

8.2   Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, or X do not earn credit units.

8.3   Grades of P, I, IP, S and X are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under AR11.3.

8.4   Grades of P, I, IP, S and X are not counted in the calculation of a student's SGPA.

Table 1: Assessing and Grading Essay Type Examination Questions

Failure F 0.0	Marginal D 1.0	Adequate C- C C+ 1.7 2.0 2.3	Good B- B B+ 2.7 3.0 3.3	Excellent A- A A+ 3.7 4.0 4.3
Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.	Sufficient familiarity with the subject matter to enable the student to progress.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	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.	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.

Source. Adapted from Registrar's Office, "The Assessment of Students under the Credit Unit System". Hong Kong: City University of Hong Kong, December 1997.

Table 2: Assessing and Grading Training Workshop

Marginal D 1.0	Adequate C- C C+ 1.7 2.0 2.3	Good B- B B+ 2.7 3.0 3.3	Excellent A- A A+ 3.7 4.0 4.3
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.	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.	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.	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.

Source: Adapted from Tang Catherine & Biggs John, "Developing Grading Criteria for ILOs". Seminar presented at City University of Hong Kong, February 6, 2006.

Table 3: Assessing and Grading Training Workbook

Marginal D 1.0	Adequate C- C C+ 1.7 2.0 2.3	Good B- B B+ 2.7 3.0 3.3	Excellent A- A A+ 3.7 4.0 4.3
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.	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.	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.	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.

Source: Adapted from Tang Catherine, "Seminar on Assessment and Grading in OBTL", presented at City University of Hong Kong, March 9-10, 2006.