

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2016 /17**

Part I Course Overview

Course Title: Talent Management: Learning and Development

Course Code: MGT4309

Course Duration: One Semester

Credit Units: 3

Level: B4

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) FB2300 or CB2300 Management

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) MGT4207 Training and Development

Part II Course Details

1. Abstract

(A 150-word description about the course)

- To prepare and develop students for a career in talent management.
- To develop students' understanding and knowledge of learning theories and approaches, and prepare their skills in administrating 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 the relationship with self-development and organisational development.
- To demonstrate core training techniques and methods, explore the factors that contribute to successful training in talent management, and the criteria and methods in assessing the multiple objectives of staff development activities.
- To alert students to the practical dilemmas of staff development in changing organizations, and to identify issues which are essential in gaining management support.

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.	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - 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.	<p>Intellectual Skills:</p> <ul style="list-style-type: none"> - Apply training and development knowledge in an innovative manner to support organization goals 	Nil	✓	✓	✓

	<ul style="list-style-type: none"> - 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 				
3.	Practical Skills: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	✓	✓	✓

* If weighting is assigned to CILOs, they should add up to 100%.

100%

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
Lectures and knowledge sharing	Lectures and knowledge sharing of actual training materials which are available	✓				

	from the blackboard					
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.		✓			
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 thinking throughout the process.			✓		
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 are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CIL O No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 60%						
Training and Development in Practice			✓	✓	50%	<ol style="list-style-type: none"> 1. A Participant Workbook & Training Proposal – Deadline = Week 9 2. The Training Session – Deadline = depends on allocation (Week 10-12) <p>The Workbook should include the following items:</p> <ul style="list-style-type: none"> • A cover page • Table of Content • Key Points / Notes from Power Points • Spaces for Notes Taking • Work Sheets for Exercise and Games • References

					<p>*The workbook should be made available to all participants during the “training session”.</p> <p>*All hard copies of your transparencies, logistics of games and activities should be made available to the instructor.</p> <p>The Training Session should show the following qualities:</p> <ul style="list-style-type: none"> • 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
Class Contribution					10%
Examination: 40% (duration: 2 hours , if applicable)					
Written Examination	✓	✓			<p>40%</p> <p>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.</p> <p><i>Essays (50%)</i></p> <p>Section A will contain essay-type questions for selection. Students’ answers will be assessed according to the criteria set in Table 1.</p> <p><i>Multiple-Choice Questions (50%)</i></p> <p>Section B will contain questions based on all the learning materials from the course. Students will be required to answer all the questions.</p>
					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. Assessing and Grading Essay Type Examination Questions		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.	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.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.
2. Assessing and Grading Training Workshop		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	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.	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	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.	

		real-life contexts.		solutions or recommendations.		
3. Assessing and Grading Training Workbook		<p>Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution and discovery.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

4. Assessing and Grading 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.

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.)

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.

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.	Noe, R. A. (2013). <i>Employee Training & Development</i> , McGraw-Hill, 6th Edition.
2.	Recommended Readings: Berger, L. A., & Berger, D. R. (2011). <i>The Talent Management Handbook: Creating a Sustainable Competitive Advantage by Selecting, Developing, and Promoting the Best People</i> (2nd ed.). New York: McGraw-Hill. Blanchard, P.N., Thacker, J.W. (2007). <i>Effective Training; System, Strategies and Practices</i> . New Jersey: Prentice Hall.

2.2 Additional Readings

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

1.	Argyris, C. (2001). <i>On Organizational Learning</i> . Oxford: Blackwell.
2.	Burgoyne, J., Reynolds, M. (1997). <i>Management Learning: Integrating Perspectives in Theory and Practice</i> . London: Sage.
3.	Davenport, T. H., Prusak, L. (2000). <i>Working Knowledge: How Organizations Manage What They Know</i> . Boston: Harvard Business School Press.
4.	Easterby-Smith, M., Burgoyne, J., Araujo, L. (1999). <i>Organizational Learning and the Learning Organization: Developments in Theory and Practice</i> . London: Sage.
5.	Garrick, J. (1998). <i>Informal Learning in the Workplace: Unmasking Human Resource Development</i> . New York: Routledge.
6.	Kaagan, S.S. (1999). <i>Leadership Games: Experiential Learning for Organizational Development</i> . California: Sage.
7.	Moingeon, B., Edmondson, A. (1998). <i>Organizational Learning and Competitive Advantage</i> . London: Sage.
8.	O'Connor, J., Seymour, J. (1994). <i>Training with NLP: Skills for Trainers, Managers and Communicators</i> . London: Thorsons.
9.	Raelin, J. A. (2000) <i>Work-Based Learning – The New Frontier of Management Development</i> . New Jersey: Prentice Hall.
10.	Rylatt, A. (2000). <i>Learning Unlimited: Practical Strategies for Transforming Learning</i>

	<i>in the Workplace of the 21st Century.</i> New South Wales: Business + Publishing.
11.	Senge, P. M. (1990). <i>The Fifth Discipline: The Art and Practice of The Learning Organization.</i> New York: Doubleday.
12.	Sveiby, K. E. (1997) <i>The New Organizational Wealth.</i> San Francisco: Berrett-Koehler.
13.	Tobin, D. R. (1998). <i>The Knowledge-Enabled Organization – Moving from “Training” to “Learning” to Meet Business Goals.</i> New York: AMACOM.
14.	Wexley, K. N., Latham, G. P. (2002). <i>Developing and Training Human Resources in Organizations.</i> New Jersey: Prentice Hall.