

MGT4309: TALENT MANAGEMENT: LEARNING AND DEVELOPMENT

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Talent Management: Learning and Development

Subject Code

MGT - Management

Course Number

4309

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 or CB2300 Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

MGT4207 Training and Development

Part II Course Details

Abstract

- 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.

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	x	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	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	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	x	x
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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	Seminar/Lecture	Concepts and knowledge of strategic training, career development and management, needs assessment, traditional & technology-based learning theories, training program design and evaluation.	1, 2	
2	Case study, readings, classworks and assignments	Reading materials including reference books, journal, and press articles related are provided to students to facilitate self-directed learning.	1, 2, 3	
3	In-class activities	In-class activities and practices will be arranged to students to assess students' grasp of knowledge taught in class.	1, 2, 3	

4	Group Project	Group project aims to strengthen students' abilities of summarizing, reasoning and presenting. Students are required to form a team & to extend the group discussion outcomes and to present their findings in class. By working in teams, students can develop team work skills together with abilities in leadership, problem solving and project management perspectives.	1, 2, 3, 4	
5	Examination	Examination will be arranged to assess students' understanding and ability to apply subject-related knowledge learned in class, textbooks and required reading materials.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class activities: Students need to participate actively in in-class activities such as case study, discussion, and exercises designed to facilitate their understanding of knowledge taught in class.	1, 2, 4	15	
2	Interim revision exercises: Students will be assessed about theories, concepts and knowledge of strategic training and development through take home exercises and essays.	1, 2, 3	15	

3	Group project: Students will work in groups, prepare written report and presentations on selected training and development topics. Students are required to support their arguments through from multiple academic and business information source.	1, 2, 3, 4	30	
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Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

1. In-class activities

Criterion

1.1 Ability to identify current & future training development issues within different types of organization.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. Central training and development issues are not defined appropriately or completely and/or misunderstanding of the issues.

Assessment Task

1. In-class activities

Criterion

1.2 Ability to evaluate critically the applications and limitations of learning theories, concepts & methods.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. Incomplete evaluation with applications and limitations are not adequately explored.

Assessment Task

1. In-class activities

Criterion

1.3 Ability to attend class on-time, prepare well, learn and contribute as an active learner and a productive team player in class activities.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. Student fails to attend class the majority of the time, and/or very inactive learner & contributor with minimal preparation, and/or displays uncooperative or disruptive behaviour in class.

Assessment Task

2. Group project and presentations (for written project: 2.1-2.5)

Criterion

2.1 Ability to critically evaluate training and development issues and its contemporary relevance.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. The submitted work demonstrates Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature.

Assessment Task

2. Group project and presentations (for written project: 2.1-2.5)

Criterion

2.2 Ability to integrate models and conceptual frameworks into analysis and recommendations.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. There is serious lack of relevant application of concepts learnt from this course.

Assessment Task

2. Group project and presentations (for written project: 2.1-2.5)

Criterion

2.3 Ability to offer well-grounded arguments supported with valid, relevant additional research conducted from an extensive variety of reputable business and academic sources.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. Arguments offered are mostly unconvincing and/or with incomprehensive summary.

Assessment Task

2. Group project and presentations (for written project: 2.1-2.5)

Criterion

2.4 Ability to master the required style of referencing in both in-text citations and reference list.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. The report includes minimal / no in-text citations and/or a reference list or the report follows a referencing style that does not comply with the required format.

Assessment Task

2. Group project and presentations (for written project: 2.1-2.5)

Criterion

2.5 Ability to offer original works with mastery of academic terminologies and English writing proficiency.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. The submitted work contains substantial plagiarized content from other sources and/or points are directly copied from case notes, textbooks or other sources without the use of quotation marks. Substantial content of work is not original works of students (including direct copy-and-paste from translation software). The work is incomprehensible with numerous amount of distracting grammatical and syntax errors in English writing.

Assessment Task

2. Group project and presentations (for group presentation: 2.6-2.9)

Criterion

2.6 Ability to introduce, organize and develop the topic interestingly and effectively in presentation.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. Presentation is disorganized or incomplete or unable to meet the minimal requirements (in terms of content and/or referencing) and/or with poor time management.

Assessment Task

2. Group project and presentations (for group presentation: 2.6-2.9)

Criterion

2.7 Ability to engage and involve audience with interesting and originality approach.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. Student is reading text instead of presenting; poor presentation skills including lack of eye-contact with audience.

Assessment Task

2. Group project and presentations (for group presentation: 2.6-2.9)

Criterion

2.8 Ability to deliver fluent and expressive presentation with appropriate level of voice, clarity and pace.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. The presentation is incomprehensible with substantial amount of distracting grammatical and syntax errors in verbal English.

Assessment Task

2. Group project and presentations (for group presentation: 2.6-2.9)

Criterion

2.9 Ability to design professional outlook of presentation materials mastery of visual aids and right balance of information and graphics.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. There is minimal use of effective visual aids.

Assessment Task

3. Interim revision exercises

Criterion

3.1 Ability to organize and synthesize with superior grasp of the subject matter with strong evidence of extensive knowledge base and original thinking.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature.

Assessment Task

3. Interim revision exercises

Criterion

3.2 Ability to answer the specific central question that was asked and maintains focus with in-depth applications of models & concepts learnt.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. Does not answer the specific central question and/or with minimal evidence of applications of concepts learnt.

Assessment Task

3. Interim revision exercises

Criterion

3.3 Ability to present all information clearly and concisely and in an organized manner with mastery of academic terminologies and English writing proficiency.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. The work lacks any recognizable organization and/or contains enough distracting grammatical/syntax error to make it substantially incomprehensible.

Assessment Task

3. Interim revision exercises

Criterion

3.4 Ability to offer well-grounded arguments with valid, relevant additional research conducted from an extensive variety of reputable business and academic sources

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. There is minimal evidence of research conducted. Arguments offered are mostly unconvincing and/or with incomprehensive summary.

Assessment Task

3. Interim revision exercises

Criterion

3.5 Ability to offer original works with mastery of academic terminologies and English writing proficiency.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. The submitted work contains substantial plagiarized content from other sources and/or points are directly copied from case notes, textbooks or other sources without the use of quotation marks / in-text citations. Substantial content of work is not original works of students (including direct copy-and-paste from translation software). The work is incomprehensible with numerous amount of distracting grammatical and syntax errors in English writing.

Assessment Task

4. Examination

Criterion

4.1 Ability to illustrate exemplary understanding of the course material by thoroughly and correctly addressing the relevant content.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Inability to achieve marginal pass level. Little evidence of familiarity with the subject matter.

Assessment Task

4. Examination

Criterion

4.2 Ability to answer the specific central question that was asked and maintains focus with in-depth applications of models & concepts learnt.

Failure (F)

Inability to achieve marginal pass level. Does not answer the specific central question and/or with minimal evidence of applications of concepts learnt.

Assessment Task

4. Examination

Criterion

4.3 Ability to present all information clearly and concisely and in an organized manner (where necessary or useful); able to substantiate points with several accurate and original examples.

Failure (F)

Inability to achieve marginal pass level. The work lacks any recognizable organization and/or contains enough distracting grammatical/syntax error to make it substantially incomprehensible.

Assessment Task

4. Examination

Criterion

4.4 Ability to offer original works with mastery of academic terminologies and English writing proficiency.

Failure (F)

The work is incomprehensible with numerous amount of distracting grammatical and syntax errors in English writing.

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. (2020). Employee Training & Development, McGraw-Hill, 8th Edition.
2	Recommended Readings: Berger, L. A., & Berger, D. R. (2017). The Talent Management Handbook: Creating a Sustainable Competitive Advantage by Selecting, Developing, and Promoting the Best People (3rd ed.). New York: McGraw-Hill. Blanchard, P.N., Thacker, J.W. (2013). Effective Training; System, Strategies and Practices (5th edition). New Jersey: Prentice Hall.

Additional Readings

Title	
1	Argyris, C. (2001). On Organizational Learning. Oxford: Blackwell.
2	Burgoyne, J., Reynolds, M. (1997). Management Learning: Integrating Perspectives in Theory and Practice. London: Sage.
3	Davenport, T. H., Prusak, L. (2000). Working Knowledge: How Organizations Manage What They Know. Boston: Harvard Business School Press.
4	Easterby-Smith, M., Burgoyne, J., Araujo, L. (1999). Organizational Learning and the Learning Organization: Developments in Theory and Practice. London: Sage.
5	Garrick, J. (1998). Informal Learning in the Workplace: Unmasking Human Resource Development. New York: Routledge.
6	Kaagan, S.S. (1999). Leadership Games: Experiential Learning for Organizational Development. California: Sage.
7	Moingeon, B., Edmondson, A. (1998). Organizational Learning and Competitive Advantage. London: Sage.
8	O' Connor, J., Seymour, J. (1994). Training with NLP: Skills for Trainers, Managers and Communicators. London: Thorsons.
9	Raelin, J. A. (2000) Work-Based Learning – The New Frontier of Management Development. New Jersey: Prentice Hall.
10	Rylatt, A. (2000). Learning Unlimited: Practical Strategies for Transforming Learning in the Workplace of the 21st Century. New South Wales: Business + Publishing.
11	Senge, P. M. (1990). The Fifth Discipline: The Art and Practice of The Learning Organization. New York: Doubleday.
12	Sveiby, K. E. (1997) The New Organizational Wealth. San Francisco: Berrett-Koehler.
13	Tobin, D. R. (1998). The Knowledge-Enabled Organization – Moving from “Training” to “Learning” to Meet Business Goals. New York: AMACOM.
14	Wexley, K. N., Latham, G. P. (2002). Developing and Training Human Resources in Organizations. New Jersey: Prentice Hall.