

# MGT4207: TRAINING AND DEVELOPMENT

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## Effective Term

Semester A 2025/26

## 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

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	Describe and explain the process of training and development and how it contributes in achieving organization objectives.	x		
2	Apply quantitative and qualitative methodologies innovatively in training and development.	x	x	
3	Plan, design and execute a training program in a flexible & innovative style.		x	x
4	Reflect upon the process of becoming a professional trainer and keep updating the profile; 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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and knowledge sharing	Students will engage in discussion of training materials which are available from Canvas.	1

2	Lectures, case study and group discussion	Students will discover new insights in relating theories with practice. In class demonstrations, videos will also be supplemented.	2	
3	A training project (group)	Students will deliver a training session/ workshop to their classmates (the participants). The preparation work involves a great deal of discovery and innovative solution throughout the process.	3	
4	A training project (group)	Students will transfer knowledge into a near reality setting for learning experience.	4	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
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	<p>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</p>	No
2	In-Class Discussion	1	10	-	No

**Continuous Assessment (%)**

60

**Examination (%)**

40

**Examination Duration (Hours)**

2

**Assessment Rubrics (AR)**

**Assessment Task**

1. Training Workshop

**Excellent (A+, A, A-)**

As in B, but with higher degree of originality and discovery and evidence of a professional training workshop. 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 training workshop. Good coverage with relevant and accurate support. A clear view of how various aspects of the workshop integrate to serve an unified purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified, often innovatively.

**Fair (C+, C, C-)**

The evidence presents an adequate training workshop. However, there is little evidence of an integration of activities to serve a clear purpose. Fair justification of solutions or recommendations.

**Marginal (D)**

Individual training activities are relevant, but are isolated. Demonstration of understanding in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations.

**Failure (F)**

The training workshop is hardly relevant and accurate. Demonstration of understanding in an unacceptable way. Poor coverage, no justification of solutions or recommendations.

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**Assessment Task**

2. In-class Discussion

**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.

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**Assessment Task**

## 3. Examination

**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. Employee Training & Development (latest edition), McGraw-Hill.

**Additional Readings**

Title	
1	Recommended Readings: Blanchard, P.N., Thacker, J.W. & Cosby, D., Effective Training: System, Strategies and Practices (latest edition). New Jersey: Prentice Hall.