

Subject Description Form

Subject Code	MM3131
Subject Title	Training and Development
Credit Value	3
Level	3
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: Management and Organisation (MM2021) or equivalent
Role and Purposes	This subject provides skills and knowledge in organizing training and development for employees in organizations, a key area of HRM, and demonstrates the contributions of training and development to personal and organizational effectiveness.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. explain the role of training and development in organizations. b. assess training and development needs, design, deliver and administer training programmes, and evaluate training and development programme effectiveness. (BBA Outcome 9) c. discuss current issues facing training and development professionals. (BBA Outcomes 2 & 4)
Subject Synopsis/ Indicative Syllabus	<p>The Role of Training and Development in an Organization</p> <p>Link between learning, education, and training and development; Relationship between training and other human resource functions; Evaluation of the contributions of training and development in improving organizational performance.</p> <p>Theories of Learning</p> <p>The learning process; The learning curve; The learning styles; Writing learning and behavioral objectives; Definitions and criteria for good learning objectives.</p> <p>Assessment of Training and Development needs</p> <p>The systematic approach to training and development; The needs assessment process: organizational analysis, person analysis, and task analysis; Methods of Training Needs Assessment.</p> <p>Training Methods and Techniques</p> <p>Selecting different methods of training, including on-the-job versus off-the-job, lectures, role plays, and case studies; Choosing different training aids, including training packages, programmed instruction, computer-aided instruction, simulators, models, audio-visual techniques, distance learning; Preparing PowerPoint and making presentation.</p> <p>Administration of Training Activities</p> <p>Preparing a Trainer's Guide, Costing a training budget; Establishing a Training Center; Selecting a training provider.</p> <p>Evaluation of Training Activities</p> <p>Transfer to Learning; Reasons for training evaluation; The evaluation process; The Four-Level Model: Reaction, Learning, Behavior, and Results.</p>

	<p>Management Development</p> <p>The importance of management development; Methods of management development; Succession planning.</p> <p>Current Issues in Training and Development</p> <p>Training and development in Hong Kong; The role of HKSAR Government; Legal issues; Cross-cultural preparation; Use of new technology; Outsource training.</p>																																											
<p>Teaching/Learning Methodology</p>	<p>The lectures will present basic concepts in training and development while the seminars will make use of the experiential exercises and case studies to make the students have a better understanding of the issues.</p>																																											
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="424 573 1445 999"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment</td> <td>50%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Individual Assignment</td> <td>30%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group Assignment</td> <td>20%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in <u>BOTH</u> the Continuous Assessment and Examination components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p> <ul style="list-style-type: none"> ▪ The Individual Assignment is used to examine the presentation skills of students and their skills in preparing PowerPoint. ▪ The Group Assignment is designed to help students to learn as a group and put the concepts learned in real life practice. ▪ Examination is used to test if students master the basic concepts of training and development explained in the lectures and seminars. <p>Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	Continuous Assessment	50%					1. Individual Assignment	30%			✓	✓	2. Group Assignment	20%		✓	✓	✓	Examination	50%	✓	✓	✓	✓	Total	100 %				
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Examination	50%	✓	✓	✓	✓																																							
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<p>Student Study Effort Required</p>	<p>Class contact:</p>																																											
	<ul style="list-style-type: none"> ▪ Lectures 		<p>26Hrs.</p>																																									
	<ul style="list-style-type: none"> ▪ Seminars 		<p>13Hrs.</p>																																									
	<p>Other student study effort:</p>																																											
	<ul style="list-style-type: none"> ▪ Preparation for Individual Assignment 		<p>39 Hrs.</p>																																									
	<ul style="list-style-type: none"> ▪ Preparation for Group Assignment 		<p>39 Hrs.</p>																																									
	<p>Total student study effort</p>		<p>117Hrs.</p>																																									

Reading List and References

Recommended Textbook

Blanchard, N.P. and Thacker, J. (2013). *Effective Training*, 5th ed., Pearson.

Reference Books

Noe, R.A. (2010). *Employee Training and Development*, 5th ed., McGraw-Hill.

O'Connor, B.N., Bronner, M. and Delaney, C. (2002). *Training for Organizations*, 2nd ed., South-Western/Thomson Learning.

Rae, L. (1994). *How to Design and Introduce Trainer Development Programmes*, Kogan Page.

Journal Articles

Chan, S.C.H. and Mak, W.M. (2010). The use of learning styles questionnaire in Macao, *Industrial and Commercial Training*, 42(1): 41-46.

Chiu, W., Thompson, D., Mak, W.M. and Lo, K.L. (1999). Re-thinking training needs analysis: A proposed framework for literature review, *Personnel Review*, 28(1/2): 77-90.

Dries, N., Vantilborgh, T. and Pepermans, R., (2012). The role of learning agility and career variety in the identification and development of high potential employees, *Personnel Review*, 41(3): 340-358.

Frost, D.E. and Wallingford, V. (2013). Experiential learning for developing managers: A practical model, *Journal of Management Development*, 32(7): 765-767.

Gitsham, M. (2012). Experiential learning for leadership and sustainability at IBM and HSBC, *Journal of Management Development*, 31(3): 298-307.

Mak, W.M. (1999). Developing enterprise managers in China, *Education + Training*, 41(6/7): 319-324.

Mak, W.M. (2001). How Chinese managers really learn? *Euro Asia Journal of Management*, Issue 22, pp. 97-110.

Paglis, L.L. (2012). A review of managerial skills training in the classroom, *Journal of Management Education*, 37(4): 472-498.

Saks, A.M., Tamkin, P. and Lewis, P. (2011). Management training and development, *International Journal of Training and Development*, 15(3): 179-183.

Schyns, B., Tymon, A., Kiefer, T. and Kerschreiter, R. (2012). New ways to leadership development: A picture paints a thousand words, *Management Learning*, 44(1): 11-24.

Varela, O., Burke, M. and Michel, N., (2013). The development of managerial skills in MBA programs: a reconsideration of learning goals and assessment procedures, *Journal of Management Development*, 32(4): 435-452.

Xing, Y. and Sims, D. (2011). Leadership, Daoist Wu Wei and reflexivity: Flow, self-protection and excuse in Chinese bank managers' leadership practice, *Management Learning*, 43(1): 97-112.