ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD
(Department of Business Administration)

TRAINING & DEVELOPMENT (MBA-819)

SEMESTER: AUTUMN, 2013

CHECKLIST

This packet comprises the following material:

1.   Text Book
2.   Assignment No. 1 & 2
3.   Course Outline
4.   Assignment Forms (2 sets)
5.   Schedule for Submitting the Assignments

In this packet, if you find anything missing out of the above-mentioned material, please contact at the address given below: -

    The Mailing Officer,
    Mailing Section, Block # 28,
    Allama Iqbal Open University,
    Sector H/8, Islamabad.
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Beenish Ehsan
Course Coordinator

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of Business Administration)

Course: Training and Development (819)   **Semester: Autumn, 2013**
Level: MBA   **Total Marks: 100**
Pass Marks: 40

ASSIGNMENT No. 1

Q. 1   What are the sources of learning for managers? Also explain the conditions for effective management development.   **(20)**

Q. 2   Explain the following with examples:
   i.   Simulation
   ii.   Action learning
   iii. Self development
   iv.   Case method   **(5+5+5+5)**

Q. 3   Define training needs assessment and discuss tools and techniques used for training needs assessment.   **(20)**

Q. 4   Discuss the programs for making most of experiential learning and explain the importance of monitoring training program.   **(20)**

Q. 5   How would you differentiate between training and development? Also discuss the theories of learning.   **(20)**

GUIDELINES FOR ASSIGNMENT No. 1
You should look upon the assignments as a test of knowledge, management skills, and communication skills. When you write an assignment answer, you are indicating your knowledge to the teacher:

- Your level of understanding of the subject;
- How clearly you think;
- How well you can reflect on your knowledge & experience;
- How well you can use your knowledge in solving problems, explaining situations, and describing organizations and management;
- How professional you are, and how much care and attention you give to what you do.

To answer a question effectively, address the question directly, bring important related issues into the discussion, refer to sources, and indicate how principles from the course materials apply. You must also be able to identify important problems and implications arising from the answer.

For citing references, writing bibliographies, and formatting the assignment, APA format should be followed.

ASSIGNMENT No. 2
(Units 1-9)

Total Marks: 100   **Pass Marks: 40**

This assignment is a research-oriented activity. You are required to obtain information from a business/commercial organization and prepare a report of about 1000 words on the topic allotted to you to be submitted to your teacher for evaluation.

You are required to select one of the following topics according to the last digit of your roll number. For example, if your roll number is P-3427180 then you will select topic # 0 (the last digit): -

Topics:
0)   Types of training
1)   Management development
2)   Training need assessment
3)   Factors affecting selection of training method
4)   Learning organization
5)   Group training
6)   Changing business environment
7)   Experiential learning
8)   Designing Training Programs
9)   Open and distance learning

The report should follow the following format:
1)   Title page
2)   Acknowledgements
3)   An abstract (one page summary of the paper)
4)   Table of contents
5)   Introduction to the topic (brief history & significance of topic assigned)
6)   Practical study of the organization (with respect to the topic)
7)   Data collection methods
8)   SWOT analysis (strengths, weaknesses, opportunities & threats) relevant to the topic assigned
9)   Conclusion (one page brief covering important aspects of your report)
10)   Recommendations (specific recommendations relevant to topic assigned)
11)   References (as per APA format)

12) Annexes (if any)

GUIDELINES FOR ASSIGNMENT No. 2:
- 1.5 line spacing
- Use headers and subheads throughout all sections
- Organization of ideas
- Writing skills (spelling, grammar, punctuation)
- Professionalism (readability and general appearance)
- Do more than repeat the text
- Express a point of view and defend it.

WORKSHOPS
The workshop presentations provide students opportunity to express their communication skills, knowledge & understanding of concepts learned during practical study assigned in assignment # 2.

You should use transparencies and any other material for effective presentation. The transparencies are not the presentation, but only a tool; the presentation is the combination of the transparencies and your speech. Workshop presentation transparencies should only be in typed format.

The transparencies should follow the following format:
1) Title page
2) An abstract (one page summary of the paper)
3) Introduction to the topic (brief history & significance of topic assigned)
4) Practical study of the organization (with respect to the topic)
5) Data collection methods
6) SWOT analysis (strengths, weaknesses, opportunities & threats) relevant to the topic assigned
7) Conclusion (one page brief covering important aspects of your report)
8) Recommendations (specific recommendations relevant to topic assigned)

GUIDELINES FOR WORKSHOP PRESENTATION:
- Make eye contact and react to the audience. Don't read from the transparencies or from report, and don't look too much at the transparencies (occasional glances are acceptable to help in recalling the topic to cover).
- A 15-minute presentation can be practiced several times in advance, so do that until you are confident enough. Some people also use a mirror when rehearsing as a substitute for an audience.

WEIGHTAGE OF THEORY & PRACTICAL ASPECTS IN ASSIGNMENT # 2 & WORKSHOP PRESENTATIONS
Assignment # 2 & workshop presentations are evaluated on the basis of theory & its applicability. The weightage of each aspect would be:
Theory: 60%
Applicability (practical study of the organization):   40%

COURSE OUTLINE

Unit 1 Management Development in Perspective
    1.1   Managers and their Competencies:
          1.1.1   Role of Managers
          1.1.2   Functions of Managers
          1.1.3   Managerial Competence and Changes in Business Practice
    1.2   Learning of Managers
          1.2.1   Learning from Real Work
          1.2.2   Learning as an Individual Activity
          1.2.3   Definition of Learning: Theories of Learning
          1.2.4   Application of Learning Cycle and Learning Styles
          1.2.5   People Who Help Development
          1.2.6   Improving Processes of Learning
    1.3   Concepts and Components of Training and Development:
          1.3.1   Formal Education and Training Methods
          1.3.2   Conditions for Effective Management Development
          1.3.3   From Fragmented Training to a Learning Organization

Unit 2 Management Development Cycle
    2.1   Problem Identification and Training Needs Assessment:
          2.1.1   General Concepts and Dimensions for Needs Assessment
          2.1.2   Result-Oriented Needs-Assessment Process
          2.1.3   Generic Approaches to Needs Assessment
          2.1.4   Tools and Techniques for Needs Assessment
          2.1.5   Needs-Assessment
          2.1.6   Rating Techniques
    2.2   Training Program Design:
          2.2.1   Main Elements of Program Design
          2.2.2   Program Logistics

Unit 3 Program Implementation, Evaluation & Follow-Up
    3.1   Program Implementation, Monitoring and Follow-Up
          3.1.1   Planning Program Implementation
          3.1.2   Preparing and Organizing Program Activities
          3.1.3   Executing Program
    3.2   Evaluate Training
    3.3   General Approaches to Evaluation
    3.4   Focus of Training and Evaluation
    3.5   Data Collection Methods

Unit 4 Self-Development Methods, Experiential & Action Learning
    4.1   Self-Development Methods:
        4.1.1   Self-Development Defined
        4.1.2   Evolution of Management Self-Development and Issues for Future
        4.1.3   Development of Self
        4.1.4   Process of Self-Development
        4.1.5   Self-Development Methods
    4.2   Experiential and Action Learning:
        4.2.1   Defining Process of Experiential and Action Learning
        4.2.2   Approaches to Experiential Learning
        4.2.3   From Approaches to Methods
        4.2.4   Programs for Making Most of Experiential Learning

Unit 5 Group Work, Discussion, Simulation, Case, Lectures & Presentation Methods
    5.1   Group Work & Discussion Methods:
        5.1.1   Group Processes: Principles and Features
        5.1.2   The Elements of Group Training
        5.1.3   Group Work Methods
    5.2   Simulation Methods:
        5.2.1   Simulation: Definition and Features
        5.2.2   Main Objectives of Simulation
        5.2.3   Merits of Using Simulations
        5.2.4   Criteria of Successful Simulations
        5.2.5   Different Aspects of Simulations
        5.2.6   Major Forms of Simulation
    5.3   Case Method:
        5.3.1   Case Method Components and Problem-Solving
        5.3.2   Types of Cases
        5.3.3   Case Methods: Advantages & Disadvantages
    5.4   Lectures & Presentation Methods
        5.4.1   Lecture Method
        5.4.2   Elements of Lecture Process

Unit 6 Communication Technologies
    6.1   Basic Visual Aids
    6.2   Managers and Technology
    6.3   Technologically Delivered Input in Traditional Courses
    6.4   Technological Delivery of Complete Courses and Packages
    6.5   Factors Affecting Selection of Training Methods

Recommended Books:
- Prokopenko, J. (2010). *Management Development: A Guide for the Profession.* UK: McGraw Hill.
- Moskowitz, M. (2008). *A Practical Guide to Training and Development.* UK: McGraw Hill.
- Steve, (2010). *Handbook of Training and Development.* USA: Blackwell.

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