**Foreword**

To support teachers in adopting different learning and teaching strategies to deliver the Business Management module of the Business, Accounting and Financial Studies curriculum, the Technology Education Section of Curriculum Development Institute, Education Bureau developed this series of learning and teaching resource materials to provide a wide range of learning and teaching activities for teachers’ reference.

This series of resource materials covers six topics of the Business Management Module. Each topic is compiled with guiding notes for teachers, explanatory notes on concepts, reference, suggested reading, and student worksheets, etc.

The resource materials suggest real life examples for conducting the learning and teaching activities. The URL listed in the resources are up-to-date as at 2 Nov 2018. Teachers are advised to update any information adopted in the materials where necessary.

Activity-based Resources for BAFS Topic 1: Analysing Training & Development Activities

Business Management Module

Human Resources Management

**Activity-based Resources for Business. Accounting and Financial Studies**

Business Management Module -- Human Resource Management

***Topic 1: Analysing Training and Development Activities***

**Guiding Notes for Teachers**

**1. Learning Objectives**

After the activities, students are able to:

* demonstrate knowledge on human resources management
* collect and analyse information related to training and development activities
* explain the objectives of training and development programmes
* suggest various on-the-job and off-the-job training methods
* compare different types of training and development methods
* evaluate the effectiveness of training and development activities
* apply communication skill to work as a group and present findings

**2. Students’ Prior Knowledge**

*Compulsory Part:*

* Role and importance of human resources management as one of the key business functions

*Elective Part:*

* Objectives of training and development activities
* On-the-job and off-the-job training and development methods
* Evaluation of effectiveness of training and development activities

**3. Description of Activities**

**Warm-up exercise**: Ask students to list the objectives of training and development activities/ programmes provided by companies.

***3.1 Case study on training & development activities***

***Activity 1(A): Selection of company to study***

Ask students to form into groups of 5-6. Each group should select one listed company/well-known company to study and explain why they are interested in studying the selected company. Write down their choice on Student Worksheet 1 (SW 1) and provide reason(s) for their option.

Teacher invites students to share their views on the objectives of training and development and then guide them to select one listed or a well-known company such as an airline, a bank and a hotel chain as it is easier for students to collect information from large and well-known companies.

***Activity 1(B): Decide the area(s) to study and state the required data/information***

Each group should visit the selected company’s website and determine the specific area(s) they are interested to explore. Students should then identify the required data/information to study. Write down the finalised topic/study area and the required data/information on SW 1.

Students in groups can focus on different types of training and development activities provided by their selected company. They can also study the contributions of the training and development activities and evaluate their effectiveness towards the development of a quality workforce. To widen students’ exposure, they are encouraged to select diverse topics on training and development to study and share their findings in class at the end. Here are some examples for reference:

1. Learning and development at Disneyland

<http://hkdl.disneycareers.com/en/working-here/learning-development/>

1. International Management Programmes at HSBC

<http://www.hsbc.com/careers/why-hsbc/learning-and-development>

1. Pilot Training Programmes at Cathay Pacific

<http://www.cathaypacific.com/cx/en_HK/about-us/careers/jobs-in-the-air/pilots.html>

***Activity 2 (A): Data information collection***

There are two main types of data, (1) primary and (2) secondary. Students can obtain data/information from these two sources.

*Primary data:* conduct a simple questionnaire survey or a short interview with the personnel at the selected company.

*Secondary data:* visit and study the company website and read relevant news on the training and development activities for the selected company.

Each group should write down the sources of data and record what they have collected on SW 1.

***Activity 2(B): Report writing and oral presentation***

After collecting and analysing the data/information with regard to the variety, effectiveness and sufficiency of training and development activities, each group is required to write up a brief report and conduct a 10-minute oral presentation to share what they have observed and learnt from the case study.

Students in groups should write down their discussion points and the flow of the oral presentation on SW 2. They can follow the suggested report format on SW 2. The report as well as the presentation should include but not limited to a brief description of their selected company, the industry nature, major findings, contributions of training and development activities to the company’s mission and goals, etc. Students are encouraged to use multimedia resources such as PowerPoint, video, graphics or other forms wherever appropriate. Feedback will be given to students upon their completion of presentation.

***Activity 3: Extended activity***

Students can further study a company from a totally different industry, compare their training and development activities to find out their similarities and differences as well as good practices, from which students will be able to identify the fundamental elements of training and development activities as well as their uniqueness in different industries. Students should put their findings and conclusion on SW 3.

***3.2 Student Worksheets***

Students will be given **three** worksheets to facilitate their learning when carrying out the activities designed for the topic. The aim of the worksheets is to guide students to complete the activities in a systematic manner, reflect students’ learning and help students organise and consolidate ideas/concepts. Teachers can facilitate in-class discussions and provide guidance whenever necessary. Teachers are also advised to collect students’ worksheets to check their understanding and progress, and give them feedback to enhance their learning.

***Worksheet 1 -------------------------***

***Activity 1(A)***

* Start with group discussion asking students to select one company for their study on training and development activities/programmes. Students are required to write down the company name and industry nature. The choice can be based on students’ interest, ease of collecting information, industry nature, students’ personal network, etc.

***Activity 1(B)***

* Finalise the scope of study on training and development activities/programmes of students’ selected company, examples include:
* identification of on-the-job and off-the-job training methods at Disneyland
* comparison on different types of training and development methods
* employees’ feedback on training and development activities at HSBC
* contribution of training and development activities at HSBC
* e-learning at Cathay Pacific or pilot training at Cathay Pacific
* evaluating effectiveness of training towards the development of a quality workforce at a hotel

#### Identify the required data and information to be collected

***Activity 2(A)***

#### Develop sources of data/information

#### Propose one or a combination of data/information collection methods with justification. Common methods include:

* studying company website and annual report
* newspapers
* conducting focus group interview with employees at the chosen company
* survey questionnaire

#### Record data/information

***Worksheet 2 -------------------------***

***Activity 2(B)***

* Discuss major findings, solicit comments from other group members and draw a preliminary summary/conclusion

#### Outline the flow of oral presentation, e.g. suggested parts and structure of the presentation

#### State limitations of the study such as limited sample size, incomplete information due to time constraints, industry-specific factors that make generalisation difficult, etc.

#### Check quality of data/information in terms of timeliness, coverage, reliability, accuracy, etc.

#### Apply critical thinking or analytical skills to summarise the findings such as:

* A list of on-the-job training and off-the-job training methods with respective training objectives
* A table stating the similarities and differences of two or more training and development methods in terms of mode, ways of learning, duration, trainees’ participation
* Review trainees’ feedback and identify the strengths/weaknesses of the training and development programmes
* Advantages of e-learning or application of technology in developing e-learning
* Alignment of company mission/strategies with the content of training and development activities/programmes
* Study the feedback from existing employees, their learning experience and benefits from training and development programmes

#### If appropriate, add information to their presentation such as a short transcript on interview, sample of questionnaire, etc.

***Worksheet 3 -------------------------***

***Activity 3***

* Students can select a company from a totally different industry to further study and find how their training and development activities are different
* Use the same data collection method as adopted in ***Activity 2(A)*** to collect relevant data for this extended activity
* Study and compare the data, discuss major findings, solicit comments from other group members and draw a preliminary summary/conclusion. Examples of findings may include:
* Company policy on training and development
* Purposes of training and development
* Types of training and development activities
* Frequency of training and development activities
* Levels of employees involvement
* Feedback from employees/trainees
* Match mission and meet company goals/objectives
* Identify the similarities or/and differences, as well as good practices

***3.3 Report Writing and Oral Presentation***

After collecting and analysing the information, each group is required to write a two-page report on SW 2 and give a 10-minute oral presentation, followed by a 5-minute question-and-answer session. Students are advised to use multimedia resources such as PowerPoint, video, graphics or other forms wherever appropriate. They are also encouraged to raise questions and give feedback on other groups’ presentation.

***3.4 Assessment Criteria***

Teachers can assess students’ performance and give them overall feedback according to the following major criteria:

* oral presentation (flow, content, audio-visual effect, time control, cooperation)
* quality of worksheets
* understanding and application of business knowledge
* analytical skills
* performance on Q & A, etc.

**4. Schedule of Work**

|  |  |  |  |
| --- | --- | --- | --- |
| **Process of Activity** | **Student Worksheet** | **In/Outside Class** | **Time Required** |
| ***Pre-lesson exercise*** * List the objectives of training and development
 | -- | In-class/ Home assignment | -- |
| ***Introduction of activity**** Teacher invites students to share views on objectives of training and development
 | -- | In-class | 10 minutes  |
| ***Activity 1(A)*** * Students in groups are required to select a company to study its training and development activities
 | *SW 1* | In-class | 15 minutes  |
| ***Activity 1 (B) – Group discussion*** * Do a web search in group to decide the specific area(s) to study and state the required data/ information for discussion and analysis
* Propose appropriate data/information collection methods for the group’s study
 | *SW 1* | In-class  | 20 minutes  |
| ***Activity 2(A)*** ***– Data/information collection and analysis*** * Each group should collect data/information according to the proposed methods
* Record the collected data/information
 | *SW 1* | In/Outside class | 25 minutes |
| ***Activity 2(B)*** – ***Group Discussion*** * Discuss and analyse the findings
* Prepare a 2-page written report and outline the flow of a 10-minute oral presentation
 | *SW 2* | In/Outside class | 25 minutes |
| ***Activity2(B)**** Oral presentation
 | *SW 2* | In-class | 60 minutes |
| ***Activity 3 – Extended Activity*** * Each group selects a company from a totally different industry to further study
* Follow the format and data/information collection method in **Activity 1 & 2** to collect related data/information of this company and identify the similarities, differences and good practices
 | *SW 3* | In/Outside class | 20 minutes |
| ***Topic summary*** * Teacher wraps up with reference to Notes in ***Appendix A***
 | *Appendix A* | In-class | 10 minutes |
| ***Further reading*** * Suggestions are provided in ***Appendix B***
 | *Appendix B* | In/Outside class  | -- |

**Appendix A**

**Notes on Concepts Covered and Applied in this topic**

***1. Role of human resources management (HRM)***

* HRM is a specialised function that includes all the activities involved in acquiring, developing, and maintainingan organisation’s human resources.
* It is concerned with planning how to obtain employees, oversee their training, evaluate them, and compensate them.
1. ***Objectives of training and development include:***
* implementing a new policy/strategy
* upgrading and enhancing employees’ skills and abilities
* changing an organisation’s culture
* meeting changes in the external environment, e.g. technological advancement
* helping to remedy substandard job performance
* preparing employees for advancing to positions of higher responsibility
* personal growth and motivation

***3. Examples of on-the-job and off-the-job training methods***

|  |  |
| --- | --- |
| Examples of on-the-job methods:* internship
* coaching
* job rotation
* apprenticeship
 | Examples of off-the-job methods:* e-learning
* classroom teaching
* seminars
* workshops
* role-play
 |

***4. Comparison on different types of training and development methods***

*Criteria for comparison:*

* cost effectiveness
* relevance
* ease of transfer of learning
* opportunities for participation during learning
* feedback to trainees
* practice opportunities

***5. Evaluation of effectiveness of training and development activities***

* Assessments are required to judge on the quality of the programmes against the objectives set for each training and development plan. Evidence needs to be collected to check the effectiveness of training and development activities.
* According to Kirkpatrick’s model of evaluation, training and development activities can be evaluated on 4 levels:
* *Reaction level*: trainees’ satisfaction and enjoyment, usually checked by using a questionnaire and interview
* *Learning level*: knowledge and skill acquired, usually checked by pencil-and-paper test and observation
* *Behaviour level*: changes in attitudes, motivation and behavior, usually checked by observation and performance appraisal
* *Organisation level:* ultimate impact on organisations, usually evaluated by data collected on sales, customer complaints, productivity, profit, etc.

**Appendix B**

**Reference and Suggested Reading**

1. Boove, C. L. and Thill, J. V. (2015), *Business in Action (Chapter 11)*, 7th edition, USA: Pearson
2. Dessler, G. (2015). *Human Resource Management (Chapter 8)*, 14th edition, USA: Pearson N.J.: Pearson Prentice Hall
3. Noe, R. A. , Hollenbeck, J. R., Gerhart, B. and Wright, O. M. (2016), *Fundamentals of Human Resource Management (Chapter 7 & 8)*, 6th edition, Singapore: McGraw-Hill