

**City University of Hong Kong**

**Information on a Course  
offered by Department of Public Policy  
with effect from Semester A in 2014/15**

---

---

**Part I**

Course Title:	Managing Organizations and People
Course Code:	POL5301
Course Duration:	One semester
No. of Credit Units:	2
Level:	P5
Medium of Instruction:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

## Part II

### 1. Course Aims:

This course aims to critically engage students with contemporary issues and developments in human resource management (HRM) and organisational behaviour (OB). Adopting a rigorous multi-disciplinary and cross-cultural approach the course will require students to discover, analyse and contribute to providing creative solutions for specific HRM and OB issues related to Hong Kong and mainland China.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon successful completion of this course, students should be able to:*

No.	CILOs	Weighting (if applicable)
1.	Apply key HRM and OB theories to critical people management issues in Hong Kong and mainland China.	
2.	Demonstrate multi-disciplinary and cross-cultural awareness of the foundational knowledge of contemporary HRM and OB issues	
3.	Discover, analyse and contribute to developing creative solutions for specific HRM and OB issues in Hong Kong and mainland China.	
4.	Collaborate with peers to prepare, conduct and critique group research on a cutting-edge topic traversing the HRM and OB disciplines.	
5.	Critically reflect on their own organisational engagement with HRM practice	

### 3. Teaching and learning Activities (TLAs)

*(designed to facilitate students' achievement of the CILOs)*

CILO No	TLAs	Hours/week (if applicable)
CILO 1,2,3,5	<b>Workshops</b> - presentation of theories, concepts and ideas based on academic literature (including course readings). Course lecturer responds to questions raised by students attending the workshops and facilitates discussion and class exercises.	18 total
CILO 1,2,3,5	<b>Blackboard</b> - PowerPoint slides to support workshops posted for students to download.	N/A
CILO All	<b>Independent reading</b> - Readings contained in Course handbook to be read by every student. <ul style="list-style-type: none"> <li>The focus of the readings is guided by accompanying worksheets that highlight important concepts and give students an opportunity to apply ideas to the domestic and international contexts.</li> </ul>	This will vary from student to student: average: 4-5 hours per week
CILO 1,2,3,4	<b>Group presentations:</b> Students will <ul style="list-style-type: none"> <li>work as a member of a small group / team to develop answers / perspectives on assigned projects imbued with sufficient flexibility to facilitate creative student adaptation;</li> <li>locate relevant information; evaluate, organize &amp; synthesize materials; present ideas to the class in a clear, concise; and stimulating way; engage with classmates in answering questions and discussing presentation topics.</li> </ul>	10 hours allocated for presentations (excluding preparation)
CILO 1,2,4,5	<b>Workshop-related worksheets</b> <ul style="list-style-type: none"> <li>Students encouraged to complete bespoke worksheet exercises constructively aligned to workshop content to reinforce and expand learning and exam and coursework preparation</li> </ul>	1-2 hours per lecture session

#### 4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

Students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

ILO No	Weighting	Remarks
1, 2, 3, 4	15%	<b>Group presentation:</b> Students have to construct the main ideas of their creatively tailored research topic and answer questions raised in class. The tutor will comment on the strengths and weaknesses of the students' presentations helping them to re-organize their arguments and give suggestions for improvement in writing-up the term paper. The presentation has to be appropriately referenced and footnoted.
1,2,3	35%	<b>Individual paper:</b> Students build upon the comments raised in their group presentations to focus upon the relevant points through providing examples, analysing, synthesizing, appraising and reflecting on their own and other students' inputs and support the main argument with facts, examples and illustrations from current issues in Hong Kong and mainland China. The paper has to be appropriately referenced and footnoted.
1, 2, 5	50%	<b>End-of-course examination:</b> 3 hour closed book examination designed for students to demonstrate their critical-reflective knowledge about the theories, ideas, and concepts covered in the workshops, assigned readings, worksheets and presentation discussions.

#### 5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+	High standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.
A	Highly innovative ideas and critical attitude in discovering, analysing and contributing to the development of creative solutions for specific HRM and OB issues in Hong Kong and mainland China.
A-	Strong demonstration of cross-disciplinary, comparative and cultural awareness of the foundational knowledge of contemporary HRM and OB issues Excellent research and communication skills to organize and generate new perspectives orally and in written papers.
B+	Fairly standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.
B	Fairly innovative ideas and critical attitude in discovering, analysing and contributing to the development of creative solutions for specific HRM and OB issues in Hong Kong and mainland China.
B-	Fairly good demonstration of cross-disciplinary, comparative and cultural awareness of the foundational knowledge of contemporary HRM and OB issues Good research and communication skills to organize and generate new perspectives orally and in written papers.
C+	Rudimentary standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.
C	Little innovative ideas and critical attitude in discovering, analysing and contributing to the development of creative solutions for specific HRM and OB issues in Hong Kong and mainland China.
C-	Weak demonstration of cross-disciplinary, comparative and cultural awareness of the foundational knowledge of contemporary HRM and OB issues. Basic research and communication skills to organize and generate new perspectives orally and in written papers.

D	<p>Poor standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.</p> <p>Very little innovative ideas and critical attitude in discovering, analysing and contributing to the development of creative solutions for specific HRM and OB issues in Hong Kong and mainland China.</p> <p>Very little demonstration of cross-disciplinary, comparative and cultural awareness of the foundational knowledge of contemporary HRM and OB issues.</p> <p>Weak research and communication skills to organize and generate new perspectives orally and in written papers.</p>
F	<p>Almost no standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.</p> <p>No innovative ideas and critical attitude in discovering, analysing and contributing to the development of creative solutions for specific HRM and OB issues in Hong Kong and mainland China.</p> <p>Almost no demonstration of cross-disciplinary, comparative and cultural awareness of the foundational knowledge of contemporary HRM and OB issues.</p> <p>Very inadequate research and communication skills to organize and generate new perspectives orally and in written papers.</p>

### Part III

#### Keyword Syllabus:

The development of Human Resources Management (HRM), HRM in the public and private sectors, the organisational, environmental and institutional environment of HRM, management and professionalism, organizational culture and change; employee motivation; public sector performance management; the producer-user interface in a Chinese context; customer-orientated bureaucracy; employee voice; the learning and development of employees.

#### Recommended Reading:

Balogun, J. and Hope-Hailey, V. (2004) *Exploring strategic change*, London: Prentice Hall

Beardwell J. and Clayton, T. (2007) *Human Resource Management – A contemporary approach*, London: Prentice Hall

Boxall, P., Purcell, J. and Wright, P. (2007) *Oxford Handbook of Human Resource Management*, Oxford: Oxford University Press;

Bond, M. (ed) (2010) *The Oxford handbook of Chinese psychology*, Oxford: Oxford University Press

Cutler, T. and Waine, B. (1997) *Managing the Welfare State: Text and Sourcebook*, Oxford: Berg

DiMaggio, P. and Powell W. (1983) The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields *American Sociological Review*, 48, 2 pp. 147-160

Muller-Camen, M., Croucher, R. and Leigh, S. (eds.) *Human Resource Management: A Case Study Approach*, London: Chartered Institute for Personnel and Development

Mullins, L. (2010) *Management and Organisational Behaviour*, Harlow: Financial Times, Prentice Hall

Scott, I. (2010) *The Public Sector in Hong Kong*, London: Eurospan

Senior, B. and Fleming, J. (2006) *Organizational Change* 3rd ed, London: Financial Times

Tsui A. and Lai. K (2009) *Professional practices of human resource management in Hong Kong: linking HRM to organizational success*, Hong Kong: Hong Kong University Press,