

City University of Hong Kong
Course Syllabus

offered by Department of Public Policy
with effect from Semester B 2017/18

Part I Course Overview

Course Title: Managing Organizations and People

Course Code: POL5301A

Course Duration: One Semester

Credit Units: 2

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

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)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Become acquainted with main theories, arguments, concepts, and issues in HRM and OB.		√	√	
2.	Evaluate critically the extent to which key HRM and OB theories can be applied to the contexts of Hong Kong and mainland China.		√	√	√
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		√	√	√
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Workshops	Presentation of theories, concepts and ideas based on academic literature and/or case studies (including course readings). Course lecturer responds to questions raised by students attending the workshops and facilitates discussion and class exercises.	√	√	√		√	20 hours in total
Canvas	PowerPoint slides to support workshops posted for students to download.	√	√	√		√	N/A
Independent reading	Readings contained in the course outline to be read by every student.	√	√	√	√	√	This will vary from student to student: average: 4-5 hours per week
Group presentations	Students will <ul style="list-style-type: none"> 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; locate relevant information; evaluate, organize & synthesize materials; present ideas to the class in a clear, concise; and stimulating way; engage with classmates in answering questions and discussing presentation topics. 	√	√	√	√		6 hours allocated for presentations (excluding preparation)

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 60%							
Group presentation and term paper	√	√	√	√		20%	Students have to construct the main ideas of their creatively tailored research topic and answer questions raised in class. The lecturer 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 term paper has to be appropriately referenced.
Reflective reports	√	√	√		√	40%	These reports are designed for students to demonstrate their critical-reflective knowledge about the theories, ideas, and concepts covered in the workshops, assigned readings, and presentation discussions. These reports have to be appropriately referenced.
End-of-course examination	√	√			√	40%	2 hour closed book examination designed for students to comprehensively demonstrate their knowledge of HRM and OB developed through all teaching and learning activities of this course.
Examination: 40% (duration:2 hours, if applicable)						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Group Presentation and Term Papers		A+: High standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.	B+: Fairly standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.	C+: Rudimentary standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.	Poor standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.	Almost no standard of being able to recall define, explain and relate key concepts derived from the HRM and OB disciplines.
Reflective Reports		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.	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.	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.	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.	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.
End-of-course Examination		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 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-: 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.	Very little demonstration of cross-disciplinary, comparative and cultural awareness of the foundational knowledge of contemporary HRM and OB issues. Weak research and communication skills to organize and generate new perspectives orally and in written papers.	Almost no demonstration of cross-disciplinary, comparative and cultural awareness of the foundational knowledge of contemporary HRM and OB issues. Very inadequate research and communication skills to organize and generate new perspectives orally and in written papers.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1. Balogun, J. and Hope-Hailey, V. (2004) *Exploring strategic change*, London: Prentice Hall
2. Beardwell J. and Clayton, T. (2007) *Human Resource Management – A contemporary approach*, London: Prentice Hall
3. Boxall, P., Purcell, J. and Wright, P. (2007) *Oxford Handbook of Human Resource Management*, Oxford: Oxford University Press;
4. Bond, M. (ed) (2010) *The Oxford handbook of Chinese psychology*, Oxford: Oxford University Press
5. Cutler, T. and Waine, B. (1997) *Managing the Welfare State: Text and Sourcebook*, Oxford: Berg
6. 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
7. Muller-Camen, M., Croucher, R. and Leigh, S. (eds.) *Human Resource Management: A Case Study Approach*, London: Chartered Institute for Personnel and Development
8. Mullins, L. (2010) *Management and Organisational Behaviour*, Harlow: Financial Times, Prentice Hall
9. Scott, I. (2010) *The Public Sector in Hong Kong*, London: Eurospan
10. Senior, B. and Fleming, J. (2006) *Organizational Change* 3rd ed, London: Financial Times
11. 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,

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)