

**City University of Hong Kong  
Course Syllabus**

offered by Department of Management  
with effect from Semester A in 2017 / 2018

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**Part I Course Overview**

**Course Title:** Strategic Human Resources Management

**Course Code:** FB6311

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** P6

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) FB5304 Management and Organizational Behavior

**Equivalent Courses:**  
(Course Code and Title) MGT 6311 Human Capital Management

**Exclusive Courses:**  
(Course Code and Title) MGT 5316 Human Resources Management  
MGT 6314 Global Human Resources Management

## Part II Course Details

### 1. Abstract

This course aims to

- To introduce Human Resource Management as a tool for the implementation of organizational strategy
- To develop students that have the ability to predict the effects of management actions and policies upon employee behaviors and performance.
- To develop students that have the ability to analyze organizational objectives and problems, and to determine the appropriate human resource management responses.

### 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.	Describe and explain the major functional activities within human resource management.	--	✓	✓	
2.	Apply the principles of HRM in analyzing problems and identifying potential solutions, and make use of current knowledge of best-practice.	--	✓	✓	✓
3.	To be able to apply the principles of HRM in order to be a more effective manager of subordinates.	--		✓	✓
4.	To be able to identify the appropriate HRM policies and actions needed to implement organizational strategies.	--		✓	
		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			

1. Readings	Students read from a list of articles, select to incorporate both seminal HR articles and current topics.	x	x	x	x			
2. Lecture	The first half of each class is devoted to lecture to explain key concepts and examples, concentrating upon upon the logic and rationale of HR practice.	x	x	x	x			1 ½ hour / week
3. Discussion exercises	The second half of each class is devoted to group discussion exercises. Each group is given a different exercise illustrating different elements of the topic of that class. Each group then presents and discusses their ideas before the entire class. As a entire class, the way in which the separate presentations are related is then discussed.			x	x			1 ½ hour / week

#### 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			
Continuous Assessment: 100 %							
In-class exercises	x	x	x	x		15%	The discussion exercises provide the initial point at which feedback can be given to students regarding their mastery of topics given in class. Students are informed that assessment is based not upon the correctness of their discussions, but rather upon their active engagement and participation in the discussions.
Critical Incident Analysis	x	x	x	x		35%	Students focus upon a single personnel incident, positive or negative, that they have observed in their working experience. They examine that single incident, identifying factors leading to that incident, and describing and evaluating the outcomes resulting from that incident.
Strategic Analysis of organization's HR system	x	x	x	x		35%	Focusing upon a single job which is clearly related to the organization's strategic position,

							students conduct a strategic analysis of the way in which that job is managed. The paper focuses upon describing the ways, both formally and informally, that the job is managed, analyzes the reasons why the job is managed that way and analyzes the outcomes resulting from those management practices. Finally, the results of those management practices are evaluated in terms of attainment of the strategic objectives of the organization.	
Critical Self-Evaluation and Learning Plan			x				15%	At the end of the module, students complete a critical self-evaluation of their strengths and weaknesses as a manager of people. When areas of weakness are identified, students must create a specific action plan detailing ways in which these weaknesses can be overcome.
Examination: 0 % (duration: , if applicable)								

100%

## 5. Assessment Rubrics

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

*Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class exercises	1,1 Clearly ARTICULATE ideas and suggestions	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Critical Incident Analysis	2.1 ABILITY to APPLY key analytical tools	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2,2 ABILITY to COMMUNICATE key findings and recommendations	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Strategic Analysis of organization's HR system	4.1 ABILITY to EXPLAIN and USE fundamental concepts, principles, and models.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Critical self-evaluation and Learning Plan	3.1 ABILITY to APPLY key concepts from class to prior experiences and REFLECT upon self growth	High	Significant	Moderate	Basic	Not even reaching marginal levels

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

#### 1. Keyword Syllabus

Human Resource Management is not just an administrative matter. Instead, the successful implementation of organizational strategy requires an attention to the work performed by organizational members. Strategic HRM focuses upon identifying specific management and employment practices that will enhance the organization's ability to achieve strategic success. In addition, as a successful manager, it is necessary to develop the ability to direct and manage subordinate performance in ways that contribute to success.

#### 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.	Nil
2.	
3.	

##### 2.2 Additional Readings

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

1.	Hammonds, Keith H. (2005). Why we Hate HR. <i>Fast Company</i> , 97, 40-47.
2.	Pfeffer, Jeffrey. (2005). Producing Sustainable Competitive Advantage Through the Effective Management of People. <i>Academy of Management Executive</i> , 19(4), 95-106.
3.	Campion, Michael A., Troy V. Mumford, Frederick P. Morgeson, & Jennifer D. Nahrgang. (2005). Work Redesign: Eight Obstacles and Opportunities. <i>Human Resource Management</i> , 44(4), 367-390.
4.	Bowen, David E., Gerald E. Ledford, Jr., & Barry R. Nathan. (1991). Hiring for the Organization, Not the Job. <i>Academy of Management Executive</i> , 5(4), 35-51.
5.	Olian, Judy, Cathy C. Durham, Amy L. Kristof, Kenneth G. Brown, Richard M. Pierce, & Linda Kunder. (1998). Designing Management Training and Development for Competitive Advantage: Lessons from the Best. <i>Human Resource Planning</i> , 21(1), 20-31.
6.	Beatty, Richard W. (1989). Competitive Human Resource Advantage Through the Strategic Management of Performance. <i>Human Resource Planning</i> , 12(3), 179-194.
7.	Cannon, Mark D., & Robert Witherspoon. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. <i>Academy of Management Executive</i> , 19(2), 120-194.
8.	Pfeffer, Jeffrey. (1998). Six Dangerous Myths About Pay. <i>Harvard Business Review</i> , 76(3), 109-119.

9.	Luthans, Fred, & Alexander D Stajkovic. (1999). Reinforce for performance: The need to go beyond pay and even rewards. <i>Academy of Management Executive</i> , 13(2), 49-57.
10.	Mitchell, Terence R., Brooks C. Holtom, & Thomas W. Lee. (2001). How to Keep your Best Employees: Developing an Effective Retention Policy. <i>Academy of Management Executive</i> , 15(4), 96-199.
11.	Lui, Cecilia. (2006). How Best Employers Retain Talent in China. <i>China Staff</i> , 12(6), 6-7.
12.	Mendenhall, Mark E., Robert J. Jensen, J. Stewart Black, & Hal B. Gregersen. (2003). Human Resource Management Challenges in the Age of Globalization. <i>Organizational Dynamics</i> , 32(3), 261-274.
13.	Kotter, John P. (2007). Leading Change: Why Transformation Efforts Fail. <i>Harvard Business Review</i> , 85(1), 96-103.
14.	Worley, Christopher G. & Edward E. Lawler. (2006). Designing Organizations That Are Built to Change. <i>MIT Sloan Management Review</i> , 48(1), 19-23.
15.	Kayworth, Timothy & Dorothy Leidner. (2000). The Global Virtual Manager: A Prescription for Success. <i>European Management Journal</i> , 18(2), 183-194.