

FB6311: STRATEGIC HUMAN RESOURCES MANAGEMENT

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Strategic Human Resources Management

Subject Code

FB - College of Business (FB)

Course Number

6311

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

FB5304 Management and Organizational Behavior

Equivalent Courses

MGT6311 Human Capital Management

Exclusive Courses

MGT5316 Human Resources Management

MGT6314 Global Human Resources Management

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and explain the major functional activities within human resource management.	x	x	
2	Apply the principles of HRM in analyzing problems and identifying potential solutions, and make use of current knowledge of best-practice.	x	x	x
3	Apply the principles of HRM in order to be a more effective manager of subordinates.		x	x
4	Identify the appropriate HRM policies and actions needed to implement organizational strategies.		x	

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Readings	Students will read from a list of articles, select to incorporate both seminal HR articles and current topics.	1, 2, 3, 4
2	Lecture	Students will engage in lecture to explain key concepts and examples, concentrating upon upon the logic and rationale of HR practice.	1 ½ hour / week

3	Discussion exercises	Students will participate in 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.	3, 4	1 ½ hour / week
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?	
1	In-class exercises	1, 2, 3, 4	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.	Yes
2	Critical Incident Analysis	1, 2, 3, 4	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.	No

3	Strategic Analysis of organization's HR system	1, 2, 3, 4	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.	No
4	Critical Self-Evaluation and Learning Plan	3	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.	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

In-class exercises (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

1,1 Clearly ARTICULATE ideas and suggestions

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Critical Incident Analysis (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

2.1 ABILITY to APPLY key analytical tools

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Critical Incident Analysis (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

2,.2 ABILITY to COMMUNICATE key findings and recommendations

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Strategic Analysis of organization' s HR system (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

3.1 ABILITY to EXPLAIN and USE fundamental concepts, principles, and models.

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Critical self-evaluation and Learning Plan (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

4.1 ABILITY to APPLY key concepts from class to prior experiences and REFLECT upon self growth

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

In-class exercises (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

1,1 Clearly ARTICULATE ideas and suggestions

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Moderate

Failure

(F) Not even reaching marginal levels

Assessment Task

Critical Incident Analysis (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

2.1 ABILITY to APPLY key analytical tools

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Moderate

Failure

(F) Not even reaching marginal levels

Assessment Task

Critical Incident Analysis (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

2,.2 ABILITY to COMMUNICATE key findings and recommendations

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Moderate

Failure

(F) Not even reaching marginal levels

Assessment Task

Strategic Analysis of organization' s HR system (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

3.1 ABILITY to EXPLAIN and USE fundamental concepts, principles, and models.

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Moderate

Failure

(F) Not even reaching marginal levels

Assessment Task

Critical self-evaluation and Learning Plan (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

4.1 ABILITY to APPLY key concepts from class to prior experiences and REFLECT upon self growth

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Moderate

Failure

(F) Not even reaching marginal levels

Part III Other Information

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.

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
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.