

MGT4237: CURRENT TOPICS IN HUMAN RESOURCE MANAGEMENT

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Current Topics in Human Resource Management

Subject Code

MGT - Management

Course Number

4237

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

MGT3217 Human Resources Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to:

- Expose students to the latest issues in the business environment, changes of expectation on HR professionals, and provide them with an understanding of the implications of different topics on the management of human resource.
- Expose students to the elements of the HR practice with an emphasis on the most pressing concerns of today and of the strategic concerns of tomorrow.
- At both transactional and strategic levels, it provides opportunities that will enable students to build on their knowledge and competency of HRM in a manner that will deliver higher value human resource services, and provoke examination of different perspectives.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Examine in an open, innovative manner about the contemporary issues, debates and the changes of expectation related to human resource management as a profession in Hong Kong and/or selected location/industry such as the PRC.		x	x	x
2 Discover and evaluate the implications of current and future economic, legislative, technological, social and organization development on human resource management, and the likely transformation, solutions and/or reactions.		x	x	x
3 Apply the fundamental theories and concepts learned in the foundation HRM course(s).		x	x	
4 Discover various options and alternatives that human resource manager would face and undertake in their job endeavors.		x	x	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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	To introduce theories, principles, concepts in the context of human resources that enable students in discovering new insights on HR theories and practices.	1, 2
2	Readings	Book chapters and/or articles will be assigned for individual reading to enhance knowledge discovery.	1, 2
3	Exercises, Case analyses and group discussion	In-class exercises and case studies will be used for a practical understanding of the lecture materials. The case analyses and group discussion involve a great deal of discovery and innovative solutioning for the selected topic of HRM throughout the process.	1, 2, 3, 4
4	Writing	The term paper requests students to analyze HR-related issues from different perspectives in an innovative style, and to comment others' arguments in a critical way.	3, 4

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Case Analysis and Discussion (group based)	1, 2, 3, 4	10
2	Written report on the group project (group based)	1, 2, 3, 4	30
3	Presentation of the group project (group based)	1, 2, 3, 4	10
4	Class Participation (individual based)	1, 2, 3, 4	10

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

1. Assessment Criteria for the Case Analysis and Discussion

Excellent (A+, A, A-)

As in B, but with innovative and highly justifiable recommendations. The group could apply the principles learnt in the case to a new or unfamiliar real-life context.

Good (B+, B, B-)

The group could facilitate active discussion among the class members on key issues in the case. The group could lead the class to understand HRM concepts relevant to the case. The recommendations are well justified.

Fair (C+, C, C-)

The group could stimulate some discussion among the class members. The group could answer the case questions logically but little application of the HRM concepts learnt. Some justifications of recommendations are given.

Marginal (D)

The analyses are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor answers to the case questions with weak justification of recommendations.

Failure (F)

Poor analyses with no consistency in logics, no application of HR concepts and theories, omitting critical issues, and poor recommendations.

Assessment Task

2. Assessment Criteria for the Written Report on the Group Project

Excellent (A+, A, A-)

Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution. Points stated are practical, with support of data, analysis, logics, and demonstration of business acumen. As in B, but original, going well beyond standard resources/ references, stating a point of view in ones own voice. Summary leads to a practical and original conclusion. As in B, but uses unusual references to bolster an original argument.

Good (B+, B, B-)

As in C, but shows what past work has done/not done, demonstrating logical progression to the topic. Most/all relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, uses appropriate structure to resolve issues with convincing arguments and discussion. Summary is balanced leading to well reasoned conclusion with likely financial and business outcome. References are comprehensive, showing care in researching the issue, correct formatting.

Fair (C+, C, C-)

Describes topic, refers to relevant work and what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution. Summary recognizes differences but unable to resolve them, without convincing conclusion, or jumps to conclusion. Evidence of some search skills; standard references in mostly correct formatting.

Marginal (D)

Writes / Presents enough to describe what the topic is about. Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references. Summary is a list of either pros or cons leading to a lopsided conclusion. Very little evidence of research skills and relevant conceptual framework

Failure (F)

Unacceptable writing, questionable content coverage, absence of relevant data/facts, zero use of HR concepts, and poor recommendations.

Assessment Task

3. Assessment Criteria for the Presentation of the Group Project

Excellent (A+, A, A-)

A faultlessly structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact. Substantial amount of analysis and research done on the topic. Some thought-provoking questions were addressed to the audience. Excellent answers to the questions at the end of the presentation.

Good (B+, B, B-)

A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact. Good evidence that analysis and research has been done. A few thought-provoking questions were addressed to the audience. Good answers to the questions asked at the end of the presentation.

Fair (C+, C, C-)

Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Some evidence that analysis and research has been done. Fair answers to the questions asked at the end of the presentation.

Marginal (D)

Presentation structure barely coherent and presentation skills bordering on the unacceptable. Very weak audience impact. Little research and analysis done on the topic. Poor answers to the questions asked at the end of the presentation.

Failure (F)

Unacceptable presentation style, lack of preparation, reading word by word from the notes or the computer screen, and no interaction with audience.

Assessment Task

4. Assessment Criteria for Class Participation

Criterion

Preparation

Excellent (A+, A, A-)

Student is almost always prepared for class with relevant class materials.

Good (B+, B, B-)

Student is frequently prepared for class with relevant class materials.

Fair (C+, C, C-)

Student is occasionally prepared for class with relevant class materials.

Marginal (D)

Student is almost never prepared for class with relevant class materials.

Failure (F)

Never prepared for class discussion, no sharing of views, and attend less than 80% of classes.

Assessment Task

4. Assessment Criteria for Class Participation

Criterion

Punctuality

Excellent (A+, A, A-)

Student is almost always punctual and attends full-time.

Good (B+, B, B-)

Student is frequently punctual and attends full-time.

Fair (C+, C, C-)

Student is occasionally late to class and leaves early.

Marginal (D)

Student is almost always late to class and leaves early.

Assessment Task

4. Assessment Criteria for Class Participation

Criterion

Engagement

Excellent (A+, A, A-)

Student almost always contributes to class by offering ideas and asking questions more than once per class.

Good (B+, B, B-)

Student frequently contributes to class by offering ideas and asking questions once per class.

Fair (C+, C, C-)

Student occasionally contributes to class by offering ideas and asking questions.

Marginal (D)

Student almost never contributes to class by offering ideas and asking questions.

Assessment Task

5. Assessment Criteria for the essay-type/case studies Exam Questions

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Part III Other Information**Keyword Syllabus**

Current Challenges for HRM
 Assessment Centre
 Managing Generation Y
 Work-life Balance
 Strategic HRM
 Globalization and Diversity
 Talent Management

Reading List**Compulsory Readings**

Title	
1	Wilkinson, A., Redman, T., & Dundon, T. (2016). Contemporary human resource management: Text and cases. (5th Ed.). Pearson.

Additional Readings

Title	
1	Brown, V. R., & Vaughn, E. D. (2011). The writing on the (Facebook) wall: the use of social networking sites in hiring decisions. <i>Journal of Business Psychology</i> , 26, 219-225.
2	Deal, J. J., Altman, D. G., & Rogelberg, S. G. (2010). Millennials at work: What we know and what we need to do (if anything). <i>Journal of Business Psychology</i> , 25, 191-199.
3	Marchington, M., & Grugulis, I. (2000). "Best practice" human resource management: perfect opportunity or dangerous illusion? <i>International Journal of Human Resource Management</i> , 11, 1104-1124.
4	Schmidt, C. (2011). The battle for China's talent. <i>Harvard Business Review</i> , March 2011, 25-27.
5	Tsui, A.P.Y., & Lai, K.T. (2009). Professional practices of human resource management in Hong Kong: Linking HRM to Organizational Success. Hong Kong University Press.
6	Ulrich, D. (1998). A new mandate for human resources. <i>Harvard Business Review</i> , January-February, 1988, 125-134.
7	The state of work-life balance in HK Survey by Community Business (2012)
8	Human Resources. The official journal of the Hong Kong Institute of Human Resource Management. Thomson Reuters.
9	Online Resources: To be provided by instructor when appropriate