

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : PGDE (PVE)
Programme QF Level : 6
Course Title : Human Resource Development
Course Code : IBS5143
Department : Social Sciences
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction: CMI
Course Level : 5

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course provides participants the opportunity to examine trends and issues surrounding workforce demand and human resource development (HRD). This examination will help participants to develop a critical understanding on how the HRD meets the workforce demand within an organisational setting. Therefore, this course aims to examine the growing field of human resource development (HRD) and its role in meeting the workforce demand.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁: Examine and critically reflect on current issues in workforce demand.
- CILO₂: Examine the roles of HRD in meeting the workforce demand in organisations.
- CILO₃: Apply theories of HRD to human competence development.
- CILO₄: Develop knowledge of theory and practice in response to the ever-changing workforce demand.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The nature and importance of HRD: its roles and functions in developing human competence	<i>CILO₁</i>	Lecture, literature review
Theories and issues related to learning and HRD	<i>CILO_{1,3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, literature review, reflection and sharing
Issues related to training needs analysis and both local and global workforce demand	<i>CILO_{1,2,3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, hands-on-practice, reflection and sharing
Issues related to the HRD processes: (1) assessment of learning and training design, and (2) implementation and evaluation	<i>CILO_{1,2,3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, hands-on-practice, reflection and sharing

Issues related to transfer of training and development	<i>CILO</i> _{1,2,3,4}	Lecture, group discussion, case study, literature review, online searching, reflection and sharing
Other issues related to HRD: (1) career development and (2) management development	<i>CILO</i> _{1,2,3,4}	Lecture, group discussion, case study, hands-on-practice, online searching, reflection and sharing

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. An Individual Assignment. Participants are required to study a topic approved by the lecturer, with appropriate review and application of relevant concepts and theories. They should provide an analysis of the problems and issues, reflection on their causes, as well as to propose possible solutions (1,500-2,000 words).	40%	<i>CILO</i> _{1,2,3,4}
b. A Group Project. Participants are required to complete a group project approved by the lecturer. They are required to choose an organisation to reflect and recommend how to improve the practice of the organisation with respect to an approved topic (2,000-2,500 words).	40%	<i>CILO</i> _{1,2,3,4}
c. Participation in other activities, such as discussion, presentation and self-directed study, assigned by the lecturer.	20%	<i>CILO</i> _{1, 2,3,4}

5. Required Text(s)

DeSimone, R.L. and Werner, J.M. (2012). *Human Resource Development* (6th ed.). *International Edition*. Cengage South-Western.

6. Recommended Readings

- Bhattacharyya, D.K.. (2015). *Training and Development: Theories and Applications*. Los Angeles: SAGE Publications.
- Chalofsky, N. E., Rocco, T. S., & Morris, M. L. (2014). *Handbook of Human Resource Development*. Wiley Blackwell.
- Delahaye, B. (2011). *Human Resource Development: Managing Learning and Knowledge Capital*. Prahran: Tilde University Press.
- Dessler, G. (2011). *Human Resource Management* (12th ed.). Upper Saddle River, N.J.: Prentice Hall.
- Gibb, S. (2011). *Human Resource Development: Foundations, Process, Contexts*. New York: Palgrave Macmillan.
- Grugulis, I. (2007). *Skills, Training and Human Resource Development: A Critical Text*. New York: Palgrave Macmillan
- Hughes, C., and Byrd, M. (2015). *Managing Human Resource Development Programs: Current Issues and Evolving Trends*. Palgrave Macmillan.
- Knowles, M.S., Holton, E.F., and Swanson, R.A. (2011). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (7th ed.). London: Elsevier Inc.
- McDonald, K. and Hite, L. (2015). *Career Development: A Human Resource Development Perspective*. Taylor and Francis.
- McGuire, D. and Jorgensen, K.M. (Eds). (2011). *Human Resource Development: Theory and Practice*. London: SAGE.
- Noe, R.A. (2009). *Employee Training and Development* (5th ed.). Boston, MA.: McGraw-Hill/Irwin.
- Schmidt, S.W. (2010). *Case Studies and Activities in Adult Education and Human Resource Development*. Charlotte, N.C.: Information Age Publication.
- Sims, R.R. (2006). *Human Resource Development: Today and Tomorrow*. Greenwich, CN.: Information Age.
- Werner, J.M. and DeSimone, R.L. (2012). *Human Resource Development* (6th ed.). Mason OH.: Thomson South-Western.
- 葉春生、張添來 (2001) , 《跨世紀的人力資源管理與開發》, 香港, 三聯書店 (香港) 有限公司。
- 葉俊偉/譯 (2005) , 《人力資源發展》, 台北市, 五南圖書出版股份有限公司。
- 簡貞玉/譯 (2007) , 《員工訓練與能力發展》, 台北市, 五南圖書出版股份有限公司。
- 高彥鳴、梁永基(2008) , 《培訓: 由零開始》, 香港, 香港城市大學出版社。

7. Related Web Resources

American Society for Training and Development (<http://astdnefl.org/>)
Centre for Advanced Human Resource Studies
(<https://hbswk.hbs.edu/archive/center-for-advanced-human-resource-studies>)
Hong Kong Institute of Human Resource Management (<http://www.hkihrm.org>)
Hong Kong Productivity Council (<http://www.hkpc.org/>)
Society for Human Resource Management (<http://www.shrm.org>)

8. Related Journals

Education and Training

Human Resource Development Quarterly

Human Resource Development Review

International Journal of Training and Development

Journal of European Industrial Training

Journal of Vocation Education and Training

Journal of Management Development

Management Development Review

Training and Development

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

May 2020