

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Education
Programme QF Level : 6
Course Title : Critical Issues in Human Resource Development
Course Code : IBS6161
Department : Social Sciences
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction: English
Course Level : 6

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 will provide participants the opportunity to examine critical issues in human resource development (HRD) as a tool for enabling organisations to maximize effectiveness and efficiency through manpower development. Participants will be guided in investigating the foundations of HRD in learning, the current and emerging ideas related to HRD roles, process and functions, and the selected HRD practices in terms of employee socialisation and orientation, individual career development, and management development. The key trends on HRD – including the increased emphasis of strategic perspective on HRD, use of new technology, and HRD programmes for culturally diverse employees – will also be explored.

2. **Course Intended Learning Outcomes (CILOs)**

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

CILO₁ : Understand the nature and importance of HRD in modern organisations.

CILO₂ : Examine the key issues in the major domains of HRD.

CILO₃ : Critically review the latest trends in HRD.

CILO₄ : Apply their understanding in analysing the HRD activities in their own working contexts.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The nature and importance of HRD: its roles and functions	<i>CILO₁</i>	Lecture, group discussion, case study, literature review
Theories and issues related to learning and HRD	<i>CILO_{1,2}</i>	Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, reflection and sharing
Issues related to training needs analysis	<i>CILO_{1,2,3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, 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, literature review, hands-on-practice, online searching, reflection and sharing
Issues related to transfer of training and development	<i>CILO_{1,2,3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, reflection and sharing
Other issues related to HRD: (1) career development and (2) management development	<i>CILO_{3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, literature review, 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	40%	<i>CILO_{1, 2,3}</i>

the problems and issues, their causes, as well as to propose possible solutions.		
b. A Group Project. Participants are required to complete a group project approved by the lecturer. They are required to choose an organisation and recommend how to improve the practice of the organisation with respect to an approved topic.	40%	<i>CILO</i> _{1,2,4}
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

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.

Elliott, C. and Turnbull, S. (2005). *Critical Thinking in Human Resource Development*. London: Routledge.

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

Harrison, R. and Kessels, R. (2004). *Human Resource Development in a Knowledge Economy: An Organisational View*. Basingstoke, UK: 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.

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.

Swanson, R.A. and Holton, E.F. (2009). *Foundations of Human Resource Development* (2nd ed.). San Francisco, Calif.: Berrett-Koehler.

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://www.astd.org>)

Centre for Advanced Human Resource Studies

(<http://www.ilr.cornell.edu/depts/cahrs/>)

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 Management

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.

10. Others
Nil