THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Bachelor of Social Science Education (Honours) (Greater China Studies)

Programme QF Level : 5

Course Title : Managing Human Resources in the Public and Private Sector in Greater China Region

Course Code : GCS3023

Department : Social Sciences and Policy Studies

Credit Points : 3

Contact Hours : 39

Pre-requisite(s) : Nil

Medium of Instruction : EMI

Course Level : 3

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Part II

The University's 4Cs Learning Framework 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 attributes embodied in the 4Cs.

The 4Cs are:
- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

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. Synopsis

The aim of this course is to provide students with the knowledge and skills that can be used to effectively manage human resources to achieve organizational goals. This course aims to consider the issues involved in the strategy and practice of human resource management in the context of the changing world of work. Specific HRM strategies focused around staffing, training and development, communication, management change, emotional labor and forecasting and planning will be explored both theoretically and in an applied sense in the context of business and government organizations. The course will enable students to examine and analyze the key concepts, core issues, principles and processes of human resource management in the public and private sectors, with special application to the public sector of Hong Kong and the Greater China Region. The students will be able to apply the concepts and theories to analyze human resource management issues and the challenges facing the public sector and private sector. The course will also help to develop research and presentation skills through a supervised group project.

2. Course Intended Learning Outcomes (CILO$_s$)
Upon completion of this course, students will be able to:

CILO$_1$ Explore and differentiate the underlying values of managing human resources in public administration and private management.

CILO$_2$ Apply and relate the principles and theories of human resource management to the public and private sectors of Hong Kong and Greater China

CILO$_3$ Analyze and develop the factors affecting human resource management in the Hong Kong and Greater China public and private sectors

CILO$_4$ Conduct independent research on a topic related to human resource management on a group basis.

CILO$_5$ Communicate critically the findings and analysis of the group research project both orally and in writing.

3. Content, CILOS and Teaching & Learning Activities

	Course Content	CILOs	Suggested Teaching & Learning Activities
a.	Examine the key concepts, core issues, principles and processes in public human resource management	*CILO1,2,3,4,5*	• Readings: Students are expected to read the lecture notes and key references before or after each lecture.
b.	Inspect functions of Human Resource Management- Planning, Acquisition, Development and Sanction.	*CILO1,2,3,4,5*	• Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references. • Group Presentation: Analyse and debate on key issues and

c.	Explain the changing nature of Human Resource Management focusing on the public sector, private sector, social enterprises and the NGOs.	*CILO1,2,3,4,5*	concerns in the field of human resource management and generate new ideas on selected topics in which they will conduct research and analysis. • Group Essay: Extend and develop the theme of the group's oral presentation. • Quiz: A short quiz to ensure transfer and understanding of learning.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group Project Group Presentation: Students will work as a member of a small group / team to develop answers / perspectives on assigned projects imbued with sufficient flexibility to facilitate creative student adaptation; locate relevant information; evaluate, organize & synthesize materials; present ideas to the class in a clear, concise; and stimulating way; engage with classmates in answering questions and discussing presentation topics. Group Essay: Students have to compose in a group essay approximately 3,000-word based on their group presentation. This supports to appraise the student's analytic and interpretive ability to apply relevant theories, concepts, and skills to the issue of human resource management.	45%	*CILO1-5*
(b) **Quiz:** Students will have to face a short test at end. This supports to appraise the student's understanding and actual transfer of learning.	40%	*CILO1-5*
(c) **Class Discussion and Participation:** Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion. The case study presentation will also be assessed.	15%	*CILO1-5*

5. Required Text(s)

Nil

6. Recommended Readings

(1) Armstrong, M. (2006) *A Handbook of HRM practice,* 10th edn, London: Kogan Page (Electronic copy available).

(2) Beardwell J. and Clayton, T. (2007) 5th ed. Human Resource Management – A contemporary approach.

(3) Boxall, P., Purcell, J. and Wright, P. (2007) *Oxford Handbook of Human Resource Management*, Oxford: Oxford University Press, Chapter 2 (the development of HRM in a historical and international context)

(4) Boyne, George. (2002). Public and Private Management: What's the Difference. *Journal of Management Studies*, 39(1), 97-122.

(5) Brooks, I. (2004) *The international business environment,* Harlow: Financial Times Prentice Hall

(6) Burns, J. P., (2004) *Government Capacity and the Hong Kong Civil Service* (China: Oxford University Press.

(7) Chan, R. and Wang, Y. (2009) Promoting the Employment of Senior Citizens in Taiwan and Hong Kong, *The Journal of Comparative Asian Development*, 8, 1, 1-24

(8) Cheung, Anthony, (1999) "Moving Into Performance Pay for Hong Kong Civil Servants: Conceptualization and Implementation Problems" *Public Administration and Policy*, Vol. 8, no. 2, pp. 9-22.

(9) Cheung, S. (2009) Human resource management strategies and practices in Hong Kong research report 2008, HK Burns, J. P., *Government Capacity and the Hong Kong Civil Service* (China: Oxford University Press, 2004).

(10) Dessler, G (2014) *Human Resource Management* (14th ed.) (NJ: Prentice Hall).

(11) Higgins, P. and Frame, P. (2008) "The Context of HRM – Economic, Social, Technological and Ethical", in Muller-Camen, M., Croucher, R. and Leigh S. (eds.) *Human Resource Management: A Case Study Approach,* London: Chartered Institute for Personnel and Development (CIPD)

(12) Klingner, Donald, John Nalbandian and Jared Llorens. (2010) *Public Personnel Management: Contexts and Strategies.* 6th ed. New Jersey: Prentice-Hall, Chapter 6 (Pay and Compensation).

(13) Noe, R.A.(2010), *Employee Training and Development*, McGraw Hill International Edition.

(14) Noe, R.A., Hollenbeck, J.R., Gerhart, B., Wright, P.M. (2014) *Human Resource management: Gaining a Competitive Advantage.* (9th ed.)Boston, MA: McGraw-Hill/Irwin.

(15) Rainey, Hal G. and Young H. Chun. (2005). Public and Private Management Compared. In *The Oxford Handbook of Public Management,* Ewan Ferlie, Laurence E. Lynn, and Christopher Pollitt, eds., 72-102. Oxford: Oxford University Press.

7. Related Web Resources

(1) Armstrong, Michael, *A Handbook of Human Resource Management Practice,* London; Philadelphia: Kogan Page, 2006.

(2) OECD, *Managing conflict of interest in the public service: OECD guidelines and overview*, OECD: Paris: 2003.

(3) Hong Kong Standing Commission on Civil Service Salaries and Conditions of Service, *Consultation Paper on the Review of Civil Service Pay Policy and System*

<http://www.jsscs.gov.hk/en/publications/tf/consult/consultpaper.htm>; *Progress Report 2002* < http://www.jsscs.gov.hk/reports/en/41/index.htm>

(4) Civil Service Bureau, HKSAR Government
<http://www.csb.gov.hk/english/admin/conduct/137.html>

(5) Hong Kong Police Force, HKSAR Government <http://www.info.gov.hk/police/hkp-home/english/recruitment/index.htm>

(6) Civil Service Bureau, HKSAR government: Civil Service Reform
http://www.csb.gov.hk/english/csr/9.html

(7) Efficiency Unit, HKSAR Government http://www.eu.gov.hk/eindex.html

(8) CSB guide on staff relations
http://www.csb.gov.hk/english/publication/files/sr_guide_e.pdf

(9) CSB guide on motivation http://www.csb.gov.hk/hkgcsb/hrm/e-motivation/e-motivation-index.htm

(10) Institute of HRM http://www.hkihrm.org/ihrm_eng/index.asp

(11) Society for Human Resource Management http://www.shrm.org

(12) Civil Service College Singapore. https://www.cscollege.gov.sg

8. Related Journals

Asia Pacific Journal of Human Resources
International Journal of Human Resource Management
Review of Public Personnel Administration
Human Resource Development Quarterly
Human Resource Development Review
International Journal of Training and Development
Journal of Management
Journal of Management Development
Management Development Review

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

Newspaper articles, policy papers and video-clips on relevant issues.

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