

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Master of Public Policy and Management
<b>Programme QF Level</b>	: 6
<b>Course Title</b>	: Human Resource Management
<b>Course Code</b>	: PPG6011
<b>Department/Unit</b>	: Department of Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 aims to critically engage students with contemporary issues and developments in human resource management (HRM). Adopting a diverse multi-disciplinary, cross-cultural and comparative approach the course will require students to discover, analyse and contribute to providing creative solutions for specific HRM issues and enable applicants to examine the key concepts, core issues, principles and processes in HRM; discover the principles and theories of HRM particularly in the public sector; apply the concepts and theories to analyse HRM issues and the challenges facing the public sector today. The course expects to discuss the HRM practices in a number of Asian countries to demonstrate an understanding on how the public sector reforms have impacted the principles and processes of HR issues.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub>* : Discover the underlying values of public administration in managing human resources.
- CILO<sub>2</sub>* : Apply and relate the principles and theories of HRM to the public sector.
- CILO<sub>3</sub>* : Analyse and develop the antecedents affecting HRM in the public sector.
- CILO<sub>4</sub>* : Collaborate with peers to prepare, conduct and critique group research on cutting-edge topics on HRM.
- CILO<sub>5</sub>* : 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
Human Resource Management in the public and private sectors.	<i>CILO<sub>1-5</sub></i>	<ul style="list-style-type: none"><li>➤ Readings: Students are expected to read the lecture notes and key references before or after each lecture.</li><li>➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references.</li><li>➤ Group Presentation: Analyse and debate on key issues and concerns in the field of human resource management and generate new ideas on selected topics in which they will conduct research and analysis.</li><li>➤ Group Essay: Extend and develop the theme of the group's oral presentation.</li></ul>
Theories and issues related to learning and HRD.	<i>CILO<sub>1-5</sub></i>	
Functions of Human Resource Management-Planning, Acquisition, Development and Sanction.	<i>CILO<sub>1-5</sub></i>	
Leadership, Institutional Change and Conflict Resolution in Human Resource Management.	<i>CILO<sub>1-5</sub></i>	

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p><b>(a) Group Project</b></p> <p>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 &amp; synthesize materials; present ideas to the class in a clear, concise; and stimulating way; engage with classmates in answering questions and discussing presentation topics. Students will then be required to compose 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.</p>	40%	<i>CILO<sub>1-5</sub></i>
<p><b>(b) Quiz</b></p> <p>Students will have to face a short test at end. This supports to appraise the student's understanding and actual transfer of learning.</p>	40%	<i>CILO<sub>1-5</sub></i>
<p><b>(c) Class Discussion/Participation and Case Study</b></p> <p>Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.</p> <p>Students will work in groups to present the case study. The case study will be deliberated in class in which the context, the actors and participants, and the issues/problems/ challenges and opportunities should be addressed. Each presentation should include several features, such as - (1) briefly review the facts of the case; (2) expose the theoretical elements and framework associated with the case; (3) present the recommendations and/or strategy developed and their potential implications; (4) engage in a discussion with the rest of the class.</p>	20%	<i>CILO<sub>1-5</sub></i>

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Noe, R.A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2014). *Human resource management: Gaining a competitive advantage*. (9<sup>th</sup> ed.). Boston, MA.: McGraw-Hill/Irwin.

## 7. Recommended Readings

Burns, J. P. (2004). *Government capacity and the Hong Kong civil service*. China: Oxford University Press.

Chan, A., Mak, W-M., & Bannister, B. (2002). *Managing human resources in Hong Kong*. Hong Kong: Thompson.

Condrey, S. E., & Perry, J. L. (Eds.). *Handbook of human resource management in government*. San Francisco, CA: Jossey-Bass.

Dessler, G. (2014). *Human resource management*. (14<sup>th</sup> ed.). NJ: Prentice Hall.

Dessler, G., & Tan, C. H. (2009). *Human resource management: An Asianperspective* (2<sup>nd</sup> ed.). Australia: Pearson.

Dresang, D. *Public personnel management and public policy*. (3<sup>rd</sup> ed.). N. Y.: Longman.

Hays, S. W., & Kearney, R. C. (Eds.). *Public Personnel Administration: Problems and Prospects* (New Jersey: Prentice Hall, 2003).

Klingner, D., Nalbandian, J., & Llorens, J. J. (2010). *Public personnel management: Contexts and strategies*. (6<sup>th</sup> ed.). New Jersey: Prentice-Hall.

Noe, R. A. (2009). *Employee training and development*. (5<sup>th</sup> ed.). Boston, MA.: McGraw-Hill/Irwin.

Starling, G. (2008). *Managing the public sector* (8<sup>th</sup> ed.). Belmont, CA: Thomson Wadsworth.

Stone, R. J. (2008). *Managing human resources: An Asian perspective*. Wiley Publication.

Tessema, M. T., Soeters, J. L., & Ngoma, A. (2009). Decentralization of HR functions: Lessons from the Singapore civil service. *Review of Public Personnel Administration*, 29(2), 168-188.

William P. A., Kacmar, K. M., & Perrewé P. L. (2002). *Human resource management: A strategic approach*. Fort Worth: Harcourt College Publishers.

## 8. Related Web Resources

- Civil Service Bureau, HKSAR government: Civil Service Reform ( <https://www.csb.gov.hk/english/admin/csr/9.html>)
- Digital Policy Office, HKSAR Government ( <https://www.digitalpolicy.gov.hk/en/index.html> )
- CSB guide on staff relations: ( [https://www.csb.gov.hk/english/admin/relations/files/common/sr\\_guide\\_e.pdf](https://www.csb.gov.hk/english/admin/relations/files/common/sr_guide_e.pdf))
- CSB guide on motivation ( [https://www.csb.gov.hk/english/publications\\_stat/publication/files/Staff\\_motivation\\_e.pdf](https://www.csb.gov.hk/english/publications_stat/publication/files/Staff_motivation_e.pdf))
- Institute of HRM ( <https://www.hkihrm.org/main.php>)
- Society for Human Resource Management ( <http://www.shrm.org>)
- Civil Service College Singapore ( <https://www.cscollege.gov.sg>)

## 9. 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*  
*Training and Development*

## 10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* ( <https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

*Updated as of 16 July 2025*