

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Human Resource Management
Course Code	: PPG6011
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
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 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:

- CILO₁* : Discover the underlying values of public administration in managing human resources.
- CILO₂* : Apply and relate the principles and theories of HRM to the public sector.
- CILO₃* : Analyse and develop the antecedents affecting HRM in the public sector.
- CILO₄* : Collaborate with peers to prepare, conduct and critique group research on cutting-edge topics on HRM.
- CILO₅* : 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>CILO₁₋₅</i>	➤ Readings: Students are expected to read the lecture notes and key references before or after each lecture. ➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references. ➤ 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. ➤ Group Essay: Extend and develop the theme of the group's oral presentation.
Theories and issues related to learning and HRD.	<i>CILO₁₋₅</i>	
Functions of Human Resource Management-Planning, Acquisition, Development and Sanction.	<i>CILO₁₋₅</i>	
Leadership, Institutional Change and Conflict Resolution in Human Resource Management.	<i>CILO₁₋₅</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group Assessment Tasks i. Group Presentation (15%) Students will work as a member of a small group/team to develop answers/perspectives on assigned projects imbued with sufficient	40%	<i>CILO₁₋₅</i>

flexibility to facilitate creative student adaptation; locate relevant information; evaluate, organize, and synthesize materials; present ideas to the class in a clear, concise; and stimulating way; engage with classmates in answering questions and discussing presentation topics. ii. Group Essay/Report (25%) After the group presentation, students in the same group/team will be required to compose a group essay of approximately 3,000 words based on their group presentation. This supports appraising the student's analytic and interpretive ability to apply relevant theories, concepts, and skills to the issue of human resource management.		
(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%	<i>CILO₁₋₅</i>
(c) Class Discussion/Participation and Case Study Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion. The marks allocated to the individual student for class discussion/participation are 15%. 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 reviewing the facts of the case; (2) exposing the theoretical elements and framework associated with the case; (3) presenting the recommendations and/or strategy developed and their potential implications; (4) engaging in a discussion with the rest of the class. 5% of the marks is allocated to the group's performance in the case study presentation.	20%	<i>CILO₁₋₅</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)

Armstrong, M., & Taylor, S. (2023). *Armstrong's Handbook of Human Resource Management Practice: A Guide to the Theory and Practice of People Management* (16th Edition.). Kogan Page.

Mondy, R.W. & Martocchio, J.J. (2016). *Human resource management* (14th Edition). Boston: Pearson.

Noe, R.A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2019). *Human resource management: Gaining a competitive advantage*. (11th ed.). Boston, MA.: McGraw-Hill/Irwin.

7. Recommended Readings

Blackman, D. A. (2021). *Handbook on Performance Management in the Public Sector* (D. Blackman, Ed.; 1st ed.). Edward Elgar Publishing.

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

Butakhieo, N., Rawat, S., Vyas, A., & Vyas, L. (2026). Healthcare Professionals' Work Motivation in Crisis Settings: A Mixed-Methods Study From India. *Public Administration and Development*, 1–15. <https://doi.org/10.1002/pad.70077>.

Butakhieo, N. & Vyas, L. (2026). Assessing the impact of remote working on the work–life balance of Hong Kong employees: a comparative study of caregivers and non-caregivers. *Evidence-based HRM: a Global Forum for Empirical Scholarship*, ahead-of-print. <https://doi.org/10.1108/EBHRM-12-2025-0590>

Dessler, G. (2020). *Human resource management* (16th Edition, Global Edition.). Pearson Education Limited.

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

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

Ndebele, N., Shava, E., & IGI Global, publisher. (2024). *Digital transformation in public sector human resource management* (N. Ndebele & E. Shava, Eds.). IGI Global.

Niemczynowicz, A. (2023). *Managing Generation Z: motivation, engagement and loyalty* (A. Niemczynowicz, R. A. Kycia, & J. Nieżurawska-Zajac, Eds.; 1 ed.). Routledge.

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

Obaid, A. J., Burlea-Schiopoiu, A., Bhushan, B., Bobur, S., & Rajest, S. S. (2024). *Public Sector and Workforce Management in the Digital Age* (1st ed.). IGI Global Scientific Publishing.

- Starling, G. (2008). *Managing the public sector* (8th ed.). Belmont, CA: Thomson Wadsworth.
- Steijn, B., Knies, E., & Edward Elgar Publishing, publisher. (2021). *Research handbook on HRM in the public sector* (B. Steijn & E. Knies, Eds.). Edward Elgar Publishing.
- Stone, R. J., Cox, A., Gavin, M., & Carpini, J. (2025). *Human resource management* (11th edition.). John Wiley and Sons Australia, Ltd.
- 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.
- Vyas, A., Butakhieo, N., & Vyas, L. (2024). Consequences of the Pandemic on Mental Health of Healthcare Workers in the NHS. *Behavioral Sciences*, 14(12), 1208. <https://doi.org/10.3390/bs14121208>
- Vyas, L., Cheung, F. & Chou, K. (2024). Identifying the Unmet Needs in Family-Friendly Policy: Surveying Formal and Informal Support on Work-Life Conflict in Hong Kong. *Applied Research Quality Life*, 19, 43–66. <https://doi.org/10.1007/s11482-023-10230-8>
- Vyas, L. (2023). Ethnic Minorities in Hong Kong: Assessing Current Working Conditions and Avenues for Integration. *International Journal of Public Administration*, 46(4), 239–255. <https://doi.org/10.1080/01900692.2021.1993907>
- Vyas, L. (2022). “New normal” at work in a post-COVID world: work–life balance and labor markets. *Policy and Society*, 41(1), 155–167, <https://doi.org/10.1093/polsoc/puab011>
- Vyas, L. (2025). Experiences of working women in India under family-friendly policies: straight from the horse’s mouth. *Journal of Asian Public Policy*, 18(1), 77–98. <https://doi.org/10.1080/17516234.2023.2191802>

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)
- CSB guide on motivation (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 11 August 2026