

THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS
Semester 2 2010-2011

School of Business
BUSI0075A Current Topics in Human Resource Management

I. Instructor and Tutor

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Office hours: By appointment

Tutor: N/A

Pre-requisites: No pre-requisites needed, even though some knowledge of human resource management is preferred.

Textbook: No designated textbooks. Instead, I will assign reading materials for each HR topic listed below.

II. Course Description and Objectives

The purpose of this course is to provide students with an in-depth understanding of some of the major, current topics of human resource (HR) management. Furthermore, this course has a strong emphasis on learning through real world examples. This is to enhance the likelihood of students understanding the various HR issues they will face when they are employed after graduation.

Upon finishing this course, students should have a solid understanding of (a) the contemporary issues faced by most HR managers today, and (b) the roles HR managers play in the process of attaining organizational goals.

III. Learning Outcomes

1. Describe and explain the nature of current HR issues faced by organizations.
2. Use theories and empirical findings to identify the solutions for key HR challenges.
3. Apply learned HR concepts and theories to real-life company examples.
4. Demonstrate effective communication and presentation skills.

IV. Alignment of Program and Course Outcomes

By taking this course, students should also develop greater competence as individuals majoring in BBA. For instance, students taking this course should be able to demonstrate critical thinking when presented with HR problems and, more generally, business problems, to express their views and opinions on HR and other business issues in an articulate way, to understand the major internal features of a business system, and to identify some of the key skills required for the contemporary business administration practices.

V. Teaching and Learning Activities

1. Learning of key concepts and theories through lectures.
2. Student presentations on assigned topics.
3. In-class activities and group discussions that focus on applying theories to reality.

VI. Assessment

Learning outcome	Teaching & learning activity	Assessment
1. Describe and explain the nature of current HR issues faced by organizations.	Lectures	Test 1 20% (date to be determined) Test 2 20% (date to be determined) Test 3 20% (date to be determined)
2. Use theories and empirical findings to identify the solutions for key HR challenges.	In-class activities and group discussions	Class Participation 20%
3. Apply learned concepts and theories to real-life company examples.	In-class activities and group discussions	
4. Demonstrate effective communication and presentation skills.	Student presentations	Group Presentation 20%

*Class Participation

Class participation forms an integral part of your assessment. You are encouraged to actively participate in all classroom discussions and activities. In order to be a good manager, you need to be outspoken and show great initiative at work.

In addition to contributing to class discussion, please also try to contribute to the group projects (presentation, term paper) as much as you can. In fact, a peer evaluation will be conducted at the end of the semester, so that you will have a chance to evaluate each of your group-mate's performance and contribution to the group. Ratings of you and comments from your peers will be taken into account when determining your final grade.

*Group Presentation

You will form groups (group size may vary between 4 to 6 people) and work in the same groups throughout the semester on the topic assigned to you. The topic will be assigned to you three weeks prior to your presentation time. More details about the requirements will be given in class.

VII. Standards for Assessment

Regarding the tests, students need to truly understand and discern the nature of the all key HR concepts and theories taught in order to be able to answer the questions well. With respect to presentations, both the content and the presentation styles are the key criteria for assessments. An outstanding presentation should be interesting, cohesive, inspiring, adhering to the topic assigned, and articulated in an easily understood manner. Finally, the assessment of participation is a combination of both subjective evaluations by the lecturer and objective records of the written activities you have participated in. In order to do well on this component, students should not only have high attendance but also participate actively when opportunities arise.

VIII. Academic Conduct

Any form of cheating (plagiarism, unauthorized collaboration with individuals outside of the class, unauthorized advance access to examination materials, and cheating during in-class exams) is not tolerated. The University Regulations on academic dishonesty will be strictly enforced.

IX. Course Schedule

Week	Date	Topic
1	Jan 10 – 14	Introduction
2	Jan 17 – 21	Employee-Organization Fit and Implications for HRM
3	Jan 24 – 28	Validity of Job Interviews in Employee Selection
4	Jan 31 – Feb 4*	Employees' Personality and HRM
5	Feb 7 – 11*	Chinese New Year Holidays
6	Feb 14 – 18	An Expanded View of Job Performance (Test 1 around this time)
7	Feb 21 – 25	Content and Importance of Employee Socialization
8	Feb 28 – Mar 4	Reading Week – No Class
9	Mar 7 – 11	Psychological Contract and its Breach
10	Mar 14 – 18	The Role of Mentoring in Employees' Career Development
11	Mar 21 – 25	The Growing Trend of Job Mobility (Test 2 around this time)
12	Mar 28 – Apr 1	Managing Employee Emotions and Misbehaviors
13	Apr 4 – 8*	Layoffs, Survivors, and Fairness
14	Apr 11 – 15	The Balance between Work and Family and the Role of HRM
15	Apr 18 – 21	International Employees (Test 3 around this time)
	May 3 – 21	Assessment Period

* indicates that there are public holidays in that week

X. Presentation Topics

Area	Debate Topic
Personality	Affirmative team: Use of paper-and-pencil personality tests should be minimized in the selection process. Negative team: Use of paper-and-pencil personality tests should not be minimized in the selection process.

Mentoring	<p>Affirmative team: In an organization where there are more men than women, female employees should be assigned female mentors.</p> <p>Negative team: In an organization where there are more men than women, female employees should be assigned male mentors.</p>
Performance	<p>Affirmative team: In performance appraisals, organizations should give a higher weight to in-role performance and extra-role performance.</p> <p>Negative team: In performance appraisals, organizations should give a higher weight to in-role performance than to extra-role performance.</p>
Misbehavior	<p>Affirmative team: Tight supervision and strict discipline will effectively reduce misbehaviors at work.</p> <p>Negative team: Tight supervision and strict discipline will only increase misbehaviors at work.</p>
Turnover	<p>Affirmative team: Strong performers are more likely than are weak performers to voluntarily leave their organizations.</p> <p>Negative team: Weak performers are more likely than are strong performers to voluntarily leave their organizations.</p>
Family	<p>Affirmative team: Employees' family life lowers their productivity at work.</p> <p>Negative team: Employees' family life enhances their productivity at work.</p>

1st Stage: Presentation

Affirmative Team presents their core arguments (10 minutes)

Negative Team presents their core arguments (10 minutes)

[In this part, you should present evidence and reasons for your perspective]

2nd Stage: Cross-Examination (20 minutes in total)

Each team has one minute to speak alternately, starting with the affirmative team

[In this part, you should address those arguments presented by the other team in the 1st stage that you do not agree with and why. It is equally important that you are able to handle the other team's criticism skillfully or/and to make valid criticisms of the other team's arguments.]

3rd Stage: Conclusion

Affirmative Team presents their conclusion (2 minutes)

Negative Team presents their conclusion (2 minutes)

[In this part, you should briefly re-state your stance and why those key criticisms suggested by the other group are not valid]

The information contained in this syllabus is subject to change and any changes made to this syllabus will be announced in class.