



1. General Information

Course Subject	MGMT
Course Number	3434
Course Title	Human resources: Theory and Practice
Academic Years	2024-2025
Grading Method	Letter

2. Instructors

Professor LEE, Youngduk
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Subclasses: 2A

4. Course Description

Course Description	<p>The management of human capital, or human resources, has the potential to be the source of competitive advantage in high-performance organizations. This course serves as an overview of the fundamentals of human resource management.</p> <p>Some of the students in this course may go on to careers in human resources, while many others will probably go on to careers in management. Whether you become a human resources practitioner, or a manager who works with or even manages human resources practitioners, it will be important in your careers to understand the role of human resources in contributing to organizational effectiveness, who human resources practitioners are and what they do, and what the state of the art is in human resource management.</p>
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5. Course Objectives

1. Understand the fundamentals of human resource management.
2. Understand how effective human resource management can be a source of competitive advantage for organizations.
3. Know who human resources practitioners are and what they do
4. Know state of the art in human resource management practice.
5. Be able to apply your knowledge of human resource management to real organizational issues.

6. Faculty Learning Goals

- Goal 1: Acquisition and internalization of knowledge of the programme discipline
- Goal 2: Application and integration of knowledge

6. Faculty Learning Goals
Goal 3: Inculcating professionalism
Goal 4: Developing global outlook
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

7. Course Learning Outcomes						
Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Demonstrate your knowledge and application of human resource management through written assignments.	✓	✓				
CLO2. Demonstrate your knowledge and application of human resource management through performance on exams.	✓	✓				
CLO3. Apply your knowledge of human resource management practices to real organizational issues via discussion and hands-on exercises.		✓	✓	✓	✓	✓
CLO4. Demonstrate your knowledge and application of human resource management via a group presentation to your instructor and classmates.		✓	✓	✓	✓	✓

8. Course Teaching and Learning Activities		
Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Interactive lectures on major concepts and issues are conducted. Students are invited to share their views and experiences in applying the concepts.	24	18.5
T&L2. Students are to complete individual assignments and mid-and end-of-term tests.	60	46.2
T&L3. Discussion questions will be provided to encourage individual students or groups to participate in discussions and share their views.	6	4.6
T&L4. Students are divided into groups and are required to meet outside the class, discuss and analyze assigned readings/cases, undertake research projects, conduct oral presentations, and submit written reports.	40	30.7
	Total: 130	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Mid-term test	The tests may contain multiple-choice, short answers, fill-in-the-blank, or essay questions. Material for the tests will be drawn from the textbook, the PowerPoint slides/lectures, and class discussion; anything we cover is fair game for the tests. If the textbook ever says something that disagrees with material from the PowerPoint slides/lecture, for the purposes of this course, rely on the material from the	20%	2

9. Assessment Methods

	<p>PowerPoint slides/lecture.</p> <p>Make-up tests will only be considered rare and extraordinary circumstances and only if you contacted me before the scheduled test. There are no make-ups for students who did not contact me beforehand unless you have documentation proving extreme circumstances that incapacitated you to the point that you could not contact me before the test. Make-ups are not automatically granted even if you contact me before the test. Whether a make-up is permitted will depend on your circumstance, ability to document it, and whether a make-up is scheduled in a timely fashion (i.e., immediately after the end of your circumstance). If make-up is allowed, points may be deducted depending on the documentation and timeliness of scheduling a make-up.</p>		
A2. Final-term test	<p>The tests may contain multiple-choice, short answers, fill-in-the-blank, or essay questions. Material for the tests will be drawn from the textbook, the PowerPoint slides/lectures, and class discussion; anything we cover is fair game for the tests. If the textbook ever says something that disagrees with material from the PowerPoint slides/lecture, for the purposes of this course, rely on the material from the PowerPoint slides/lecture.</p> <p>Make-up tests will only be considered rare and extraordinary circumstances and only if you contacted me before the scheduled test. There are no make-ups for students who did not contact me beforehand unless you have documentation proving extreme circumstances that incapacitated you to the point that you could not contact me before the test. Make-ups are not automatically granted even if you contact me before the test. Whether a make-up is permitted will depend on your circumstance, ability to document it, and whether a make-up is scheduled in a timely fashion (i.e., immediately after the end of your circumstance). If make-up is allowed, points may be deducted depending on the documentation and timeliness of scheduling a make-up.</p>	30%	2
A3. Group presentation	<p>As a capstone project for this course, you will give a group presentation. This will provide you with an opportunity to practice your presentation and teamwork skills and apply the content you've learned in this course.</p> <p>In Week 11, groups will meet with me during 15-minute time slots to discuss their presentations (see tentative class schedule). At that point, I will want to know the presentation topics you've chosen, any plans you have for the presentation, and any questions/concerns you have. I will randomly assign time slots for the meeting (groups can request specific time slots; I do not promise to honor requests).</p> <p>The presentations will happen during the last class of the semester (see tentative class schedule). I will randomly assign groups to presentation time slots (groups can request presentation time slots; I do not</p>	35%	4

9. Assessment Methods

	<p>promise to honor requests). All students must attend the Group Presentation Day.</p> <p>Prepare a group presentation (15-20 minutes) answering the questions, (a) “How does human capital create value for organizations?”; (b) How does human resource management play a role?; and (c) What are the implications for organizational leaders?” Provide examples of leading organizations that develop and value their human resources or ones that do not, or both.</p> <p>Requirements to be turned in on your presentation date: Email me a copy of the PowerPoint slide presentation.</p>		
A4. Individual assignment	<p>You are expected to write a business case report by applying class concepts to analyze human resource management issues. Identify a real company and search its background information from all possible sources, such as the official website, annual reports, cases, newspapers, databases, etc. More importantly, you are expected to provide original and critical analyses of the human resource management issues in the focal company. Your case report should be centered around a human resource management-related theme and organized in a logical structure. Please remember that you should not simply put together facts you found about the company and then walk away without any original insights.</p> <p>The case report should be 1-2 pages in length (excluding the appendices and references). The appendices and references should be less than two pages. You are required to use the font of Times New Roman #12, single space, and one-inch margin. You must submit it to the designated Moodle Assignment box before the deadline. No late submissions will be accepted.</p>	10%	1
A5. Discussion contribution	<p>This is an active-learning class. Students will learn best when they are engaged in the class and can discuss and apply class concepts. So, contributing to classes exercises and discussions is required in this course and will factor into your grade. To make meaningful contributions to the discussion in class, you are required to finish the textbook reading assignments on time.</p> <p>After each class day (excluding syllabus day, national holidays, and test days; see tentative course schedule), you will complete a Discussion Contribution Report. These are a self-assessment of your contribution to discussion each day and will be due by the beginning of the next class. For example, you will complete a Discussion Contribution Report assessing your contribution to discussion during the class in Week 2, and your report will be due right before the class in Week 3. You must submit it to the designated Moodle box for Discussion Contribution Report. An electronic copy of the Discussion Contribution Report will be available on the course website (you will see the “Discussion Contribution</p>	5%	3

9. Assessment Methods

	<p>Report.docx"). Every time a Discussion Contribution Report is due: download a copy from the course website, complete it, save it, and then upload it to the course website by the due date. Late Discussion Contribution Reports will not be accepted.</p> <p>The Discussion Contribution Report will ask you to rate yourself each class day using a 0-2 scale. "0" means no contribution to the discussion, "1" indicates a minimal contribution to the discussion, and "2" represents a significant contribution to the discussion (see the Discussion Contribution Report for more details). At the end of the semester, discussion contribution scores will be summed, with the maximum number of points earned is 15. Every student will receive a minimum of 5 points. For example:</p> <p>If Student X rated herself "0" on two days, "1" on four days, "2" on three days and did not submit her report on one day, Student X would receive a final score of 15 discussion contribution points; i.e., 5 (the minimum points) + (0*2=0) + (1*4=4) + (2*3=6) + (0*1=0) = 15. If you earn more than 15 discussion contribution points, you will just receive a maximum of 15 points. However, if students have made extraordinary contributions to class discussion, I may consider this information at the end of the semester for students with borderline final grades (e.g., 2 points away from an A).</p> <p>This system to keeping track of discussion contribution requires your honesty and is essentially an honor system. It is also possible that some students will be honestly mistaken about their level of contribution (e.g., one student may honestly overestimate contribution, another student may honestly underestimate contribution). For this system to work, you must be as honest and accurate in your self-assessments as possible. Of course, the graduate assistant for this course and I will be reviewing your self-ratings and reserve the right to make changes (upward or downward) to your ratings.</p>		
A6. Final Exam		0%	

Assessment Rubrics

A3. Group presentation	
A+,A,A-	Professional presentation style, comprehensive content coverage, well-articulated on critical HR issues, effective use of HR concepts, and quality interaction with audience.
B+,B,B-	Decent presentation style, appropriate content coverage, clear discussion of critical HR issues, moderately effective use of HR concepts, and acceptable interaction with audience.
C+,C,C-	Mediocre presentation style, limited content coverage, marginally acceptable discussion of critical HR issues, infrequent use of HR concepts, and limited interaction with audience.
D+,D	Weak presentation style, key content omitted, unclear focus on critical HR issues, very limited use of HR concepts, and poor interaction with audience.

Assessment Rubrics

F	Unacceptable presentation style, questionable content coverage, omitting critical HR issues, zero use of HR concepts, and no interaction with audience.
A4. Individual assignment	
A+,A,A-	All key HR issues are identified, insightful and detailed analyses, sufficient supports with relevant data/facts, effective application of HR concepts and theories, well-thought-out and feasible recommendations, and excellent writing.
B+,B,B-	Most key HR issues are identified, generally insightful and detailed analyses, appropriate use of relevant data/facts, acceptable application of HR concepts and theories, generally logical and feasible recommendations, and decent writing.
C+,C,C-	A few key HR issues are identified, somewhat insightful and detailed analyses, insufficient use of relevant data/facts, limited application of HR concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.
D+,D	Less important HR issues are identified, analyses lack a clear focus and consistency, limited use of relevant data/facts, little application of HR concepts and theories, recommendations not well-thought-out and not practical, and poor writing.
F	Key HR issues are entirely overlooked, poor analyses with no consistency in logic, absence of relevant data/facts, no application of HR concepts and theories, poor recommendations, and unacceptable writing.

10. Course Grade Descriptors

A+,A,A-	The student has consistently demonstrated an excellent grasp of human resource management concepts, as evidenced by original or exceptionally astute analysis and synthesis of student work.
B+,B,B-	The student has demonstrated a substantial grasp of human resource management concepts, as evidenced by above-average performance in the analysis and synthesis of student work.
C+,C,C-	The student has demonstrated a fair grasp of human resource management concepts, as evidenced by average performance in the analysis and synthesis of student work.
D+,D	The student has demonstrated a limited grasp of human resource management concepts, as evidenced by barely satisfactory performance in the analysis and synthesis of student work.
F	The student has demonstrated a very limited grasp of human resource management concepts, as evidenced by poor performance in the analysis and synthesis of student work.

11. Course Content and Tentative Teaching Schedule

Topic/Session	Content	Readings	Assignments
1	Syllabus Day		
2	Managing Human Resources	• Noe et al. Chapter 1	
3	Trends in Human Resource Management	• Noe et al. Chapter 2	• Discussion Contribution Report for topic 2 (submit online)• Report your group membership to the course's TA (contact information to be announced)

11. Course Content and Tentative Teaching Schedule			
4	Analyzing Work and Designing Jobs	• Noe et al. Chapter 4	• Discussion Contribution Report for topic 3 (submit online)
5	Mid-term test / Selecting Employees and Placing Them in Jobs (1)	• Noe et al. Chapter 6	• Discussion Contribution Report for topic 4 (submit online)
6	Selecting Employees and Placing Them in Jobs (2)	• Noe et al. Chapter 6	• Discussion Contribution Report for topic 5 (submit online)
7	Reading Week (No Class)		• Discussion Contribution Report for topic 6 (submit online)
8	Managing Employees' Performance	• Noe et al. Chapter 10	
9	Training Employees	• Noe et al. Chapter 7	• Individual assignment (submit online) • Discussion Contribution Report for topic 8 (submit online)
10	Meeting with Instructor about Group Presentations		• Discussion Contribution Report for topic 9 (submit online)
11	Developing Employees for Future Success	• Noe et al. Chapter 8	
12	Group Presentation		• Discussion Contribution Report for topic 11 (submit online)
13	Group Presentation		• Discussion Contribution Report for Group Presentation

12. Required/Recommended Readings & Online Materials	
Textbook	Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2020). Fundamentals of Human Resource Management, 8th Edition. New York: McGraw-Hill Irwin.

13. Means / Processes for Student feedback on Course	
✓	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

14. Course Policy

Late assignments

No late submission will be accepted.

Avoiding academic misconduct

The university regulations on academic dishonesty will be strictly enforced. Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>

Discussion etiquette

We will spend much of our class time in discussion. Discussions can get intense, and that is fine. You are more than welcome to have a different interpretation of a topic than a classmate or me; just be sure to share your perspective in a productive and supportive manner (e.g., no insults, no shouting, no intimidation).

Attendance

Because this is an active-learning class and participation and discussion are designed to be a major contributor to your learning, you must be present in class to benefit. As such, attendance will factor into your grade.

Missing class

You are responsible for the information covered during class time. Tests will include information from class that is not in the textbook. Therefore attending class is highly recommended. If you miss a class, it is your responsibility to contact another student for notes or any other missed information; please do not contact me for information about what you missed, except as an absolute last resort. Another bonus to attending class is that I usually make most course announcements (e.g., canceled classes, rescheduling, etc.) in class – so if you miss class, you may miss such statements.

Falling behind

It sometimes happens that students find themselves unable to keep up with the demands of the semester. If that happens to you, for whatever reason (health, family matters, personal issues, and so on), it is best to speak to me as early in the semester as possible. Please do not wait until the semester ends to seek assistance because it will probably be too late at that point.

Requests for reconsidering a grade

If you feel that the work you submitted was improperly evaluated, you can ask to review it. While I am decidedly unreceptive to being asked to review work simply because you received a poor grade, I truly appreciate the opportunity to correct a mistake. Please recognize that a new grade could be lower or higher than the original grade. I WILL ONLY CONSIDER REQUESTS TO RECONSIDER A GRADE WITHIN ONE WEEK OF THE ASSIGNMENT/TEST DATE (I.E., DON'T WAIT UNTIL THE END OF THE SEMESTER TO MAKE SUCH A REQUEST).

What to do if you need help

I am available to help you during class and my office hours. Please contact me to set up an appointment.

Email

I am also available to help you via email. If you email me, for me to be able to understand precisely how I can help you, please make sure that your email includes the following elements: (1) a subject line, (2) a greeting (e.g., Hi Professor Lee), (3) a clear description of your problem or question. (4) any steps you have taken to address the problem or question. (5) what you feel I can

14. Course Policy

do to help you, and (6) your name at the bottom.

Laptop and tablet policy

You may only use Laptops and tablets in class for taking notes. If I even suspect you are using your laptop or tablet in class for any purpose other than taking notes (e.g., texting, surfing the internet, watching videos), I will instruct you to stop using your laptop/tablet.

Classroom conduct

Reading the newspaper, talking or texting on cell phones, doing other work, sleeping, or constant talking is disruptive to the entire class and me. If you do not want to participate in class, please do not come to class.