

**City University of Hong Kong**

**Information on a Course  
offered by Department of Management  
with effect from Semester B in 2011 / 2012**

**Part I**

Course Title:	Strategic Human Resources Management
Course Code:	FB6311
Course Duration:	1 Semester
No. of Credit Units:	3
Level:	P6
Medium of Instruction:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	FB5304 Management and Organizational Behavior
Equivalent Courses: <i>(Course Code and Title)</i>	MGT 6311 Human Capital Management
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	MGT 5316 Human Resources Management MGT 6314 Global Human Resources Management

**Part II**

**Course Aims:**

*This course aims to*

- To introduce Human Resource Management as a tool for the implementation of organizational strategy
- To develop students that have the ability to predict the effects of management actions and policies upon employee behaviors and performance.
- To develop students that have the ability to analyze organizational objectives and problems, and to determine the appropriate human resource management responses.

## Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting (if applicable)
1.	Describe and explain the major functional activities within human resource management.	--
2.	Apply the principles of HRM in analyzing problems and identifying potential solutions, and make use of current knowledge of best-practice.	--
3.	To be able to apply the principles of HRM in order to be a more effective manager of subordinates.	--
4.	To be able to identify the appropriate HRM policies and actions needed to implement organizational strategies.	--

## Teaching and learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

Total Hour: Seminars 39

ILO No	TLAs	Hours/week (if applicable)
1-4	<u>Readings</u> . Students read from a list of articles, select to incorporate both seminal HR articles and current topics	
1-4	<u>Lecture</u> . The first half of each class is devoted to lecture to explain key concepts and examples, concentrating upon upon the logic and rationale of HR practice	1 ½ hour / week
3-4	<u>Discussion exercises</u> . The second half of each class is devoted to group discussion exercises. Each group is given a different exercise illustrating different elements of the topic of that class. Each group then presents and discusses their ideas before the entire class. As a entire class, the way in which the separate presentations are related is then discussed.	1 ½ hour / week

## Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

### 100% Coursework

ILO No	Type of assessment tasks/ activities	Weighting (if applicable)	Remarks
1-4	In-class exercises	15%	The discussion exercises provide the initial point at which feedback can be given to students regarding their mastery of topics given in class. Students are informed that assessment is based not upon the correctness of their discussions, but rather upon their active engagement and participation in the discussions.
1-4	Critical Incident Analysis	35%	Students focus upon a single personnel incident, positive or negative, that they have observed in their working experience. They examine that single incident, identifying factors leading to that incident, and describing and evaluating the outcomes resulting from that incident.
1-4	Strategic Analysis of organization's HR system	35%	Focusing upon a single job which is clearly related to the organization's strategic position, students conduct a strategic analysis of the way in which that job is managed. The paper focuses upon describing the ways, both formally and informally, that the job is managed, analyzes the reasons why the job is managed that way and analyzes the outcomes resulting from those management practices. Finally, the results of those management practices are evaluated in terms of attainment of the strategic objectives of the organization.
3	Critical Self-Evaluation and Learning Plan	15%	At the end of the module, students complete a critical self-evaluation of their strengths and weaknesses as a manager of people. When areas of weakness are identified, students must create a specific action plan detailing ways in which these weaknesses can be overcome.

**Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

### Part III

#### Keyword Syllabus:

Human Resource Management is not just an administrative matter. Instead, the successful implementation of organizational strategy requires an attention to the work performed by organizational members. Strategic HRM focuses upon identifying specific management and employment practices that will enhance the organization's ability to achieve strategic success. In addition, as a successful manager, it is necessary to develop the ability to direct and manage subordinate performance in ways that contribute to success.

#### Recommended Reading:

- Hammonds, Keith H. (2005). Why we Hate HR. *Fast Company*, 97, 40-47.
- Pfeffer, Jeffrey. (2005). Producing Sustainable Competitive Advantage Through the Effective Management of People. *Academy of Management Executive*, 19(4), 95-106.
- Campion, Michael A., Troy V. Mumford, Frederick P. Morgeson, & Jennifer D. Nahrgang. (2005). Work Redesign: Eight Obstacles and Opportunities. *Human Resource Management*, 44(4), 367-390.
- Bowen, David E., Gerald E. Ledford, Jr., & Barry R. Nathan. (1991). Hiring for the Organization, Not the Job. *Academy of Management Executive*, 5(4), 35-51.
- Olian, Judy, Cathy C. Durham, Amy L. Kristof, Kenneth G. Brown, Richard M. Pierce, & Linda Kunder. (1998). Designing Management Training and Development for Competitive Advantage: Lessons from the Best. *Human Resource Planning*, 21(1), 20-31.
- Beatty, Richard W. (1989). Competitive Human Resource Advantage Through the Strategic Management of Performance. *Human Resource Planning*, 12(3), 179-194.
- Cannon, Mark D., & Robert Witherspoon. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. *Academy of Management Executive*, 19(2), 120-194.
- Pfeffer, Jeffrey. (1998). Six Dangerous Myths About Pay. *Harvard Business Review*, 76(3), 109-119.
- Luthans, Fred, & Alexander D Stajkovic. (1999). Reinforce for performance: The need to go beyond pay and even rewards. *Academy of Management Executive*, 13(2), 49-57.
- Mitchell, Terence R., Brooks C. Holtom, & Thomas W. Lee. (2001). How to Keep your Best Employees: Developing an Effective Retention Policy. *Academy of Management Executive*, 15(4), 96-199.
- Lui, Cecilia. (2006). How Best Employers Retain Talent in China. *China Staff*, 12(6), 6-7.

- Mendenhall, Mark E., Robert J. Jensen, J. Stewart Black, & Hal B. Gregersen. (2003). Human Resource Management Challenges in the Age of Globalization. *Organizational Dynamics*, 32(3), 261-274.
- Kotter, John P. (2007). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*, 85(1), 96-103.
- Worley, Christopher G. & Edward E. Lawler. (2006). Designing Organizations That Are Built to Change. *MIT Sloan Management Review*, 48(1), 19-23.
- Kayworth, Timothy & Dorothy Leidner. (2000). The Global Virtual Manager: A Prescription for Success. *European Management Journal*, 18(2), 183-194.