

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A in 2023/24**

Part I Course Overview

Course Title:	Global Human Resources Management
Course Code:	MGT6314
Course Duration:	One Semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	MGT 5316 Human Resources Management MGT 6311 Human Capital Management FB 6311 Strategic Human Resources Management

Part II Course Details

1. Abstract

This course aims to

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

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe and explain the major functional activities within human resource management, and to describe and explain how these vary in different national contexts.		✓	✓	
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 in a variety of national and international contexts.			✓	✓
4.	To be able to identify the appropriate HRM policies and actions needed to implement global organizational strategies.			✓	
		100%			

A1: *Attitude*

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
<u>Readings.</u> Students read from a list of articles, select to incorporate both seminal HR articles and current topics		X	X	X	X			
<u>Lecture.</u> The first part of each class is devoted to lecture to explain key concepts and examples, concentrating upon the logic and rationale of global HR practice		X	X	X	X			
<u>Discussion exercises.</u> The second part 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.				X	X			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 65%								
In-class exercises	X	X	X	X			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.
Critical Incident / Organization Analysis	X	X	X	X			30%	Students review the global business

								strategies of an organization, then describe the global HR programs and the challenges facing these programs of this company. They should identify and assess the critical issues facing these programs and the critical success factors.
Critical self-evaluation		X	X	X			20%	Students write a reflective essay examining their growth and learning during the course. Particular attention is devoted to examining their efforts at applying concepts covered in class, and their subsequent growth as a manager.
Examination: 35% (duration: 2 hours , if applicable)								
Final Examination	X	X	X	X			35%	The final examination is organized around three broad sections. 1) Describe and explain key concepts from the class. 2) Identify the use the key concept(s) to analyze problems related to single functional areas within Global HRM. 3) Given a complex problem related to global HRM, to identify and integrate multiple concepts in order to identify a full solution to the problem.
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class exercises	1.1 Clearly ARTICULATE ideas and suggestions	High	Significant	Moderate	Not even reaching marginal levels
2. Critical Incident / Organization Analysis	2.1 ABILITY to APPLY key analytical tools	High	Significant	Moderate	Not even reaching marginal levels
	2.2 ABILITY to COMMUNICATE key findings and recommendations	High	Significant	Moderate	Not even reaching marginal levels
3. Critical self-evaluation	3.1 ABILITY to APPLY key concepts from class to prior experiences and REFLECT upon self growth	High	Significant	Moderate	Not even reaching marginal levels
4. Final Examination	4.1 ABILITY to EXPLAIN and USE fundamental concepts, principles, and models.	High	Significant	Moderate	Not even reaching marginal levels

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class exercises	1.1 Clearly ARTICULATE ideas and suggestions	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Critical Incident / Organization Analysis	2.1 ABILITY to APPLY key analytical tools	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2 ABILITY to COMMUNICATE key findings and recommendations	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Critical self-evaluation	3.1 ABILITY to APPLY key concepts from class to prior experiences and REFLECT upon self growth	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Final Examination	4.1 ABILITY to EXPLAIN and USE fundamental concepts, principles, and models.	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Global HRM; Recruitment; Personnel Selection; Performance Management; Training & Development; Compensation Management; Talent Management; People Analytics; Managing Remote Workers

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	NIL
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Below is a sample of the selected readings from journal articles in HRM.

1.	DeNisi, A., Murphy, K., Varma, A., & Budhwar, P. (2021). Performance management systems and multinational enterprises: where we are and where we should go. <i>Human Resource Management, 60</i> , 707-713.
2.	Langer, M., Konig, C., Sanchez, D. R., & Samadi, S. (2020). Highly automated interviews: applicant reactions and the organizational context. <i>Journal of Managerial Psychology, 35</i> (4), 310-314.
3.	Roulin, N., & Levashina, J. (2019). LinkedIn as a new selection method: psychometric properties and assessment approach. <i>Personnel Psychology, 72</i> , 187-211.
4.	Vaiman, V., Cascio, W. F., Collings, D. G., & Swider, B. W. (2021). The shifting boundaries of talent management. <i>Human Resource Management, 60</i> , 253-257.
5.	Van Iddekinge, C. H., Lanivich, S. E., Roth, P. L., & Junco, E. (2016). Social media for Selection? Validity and adverse impact potential of a Facebook-based assessment. <i>Journal of Management, 42</i> (7), 1811-1835.