

Subject Description Form

| Subject Code | APSS4531 | | | | | | | | | | | | | | | | | |
|--|---|------------------|--|----------------------------|-----------------------|------------------|---------------------------------------|------|----|-------------------------|----|------|--------------------------------|------|----|------------------|------|----|
| Subject Title | Current Management Practices and Issues in Human Service Organizations | | | | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | | | | |
| Level | 4 | | | | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | <u>Pre-requisite :</u> APSS331 Management in Human Services | | | | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Workshop, class/take home exercise</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15 %</td> </tr> <tr> <td>3. Participation and mini quiz</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Seminar paper</td> <td style="text-align: center;">45 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Workshop, class/take home exercise | 30 % | -- | 2. Seminar presentation | -- | 15 % | 3. Participation and mini quiz | 10 % | -- | 4. Seminar paper | 45 % | -- |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | | | | |
| 1. Workshop, class/take home exercise | 30 % | -- | | | | | | | | | | | | | | | | |
| 2. Seminar presentation | -- | 15 % | | | | | | | | | | | | | | | | |
| 3. Participation and mini quiz | 10 % | -- | | | | | | | | | | | | | | | | |
| 4. Seminar paper | 45 % | -- | | | | | | | | | | | | | | | | |
| Objectives | This subject will equip students with changing approaches, key concepts and skills in managing human service organizations, and current management issues in a rapidly changing social context. | | | | | | | | | | | | | | | | | |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> a. appreciate the diversities in the local and global contexts and identify their implications in the practice of human service management. b. identify and articulate approaches, concepts and skills in managing human service organizations in a rapidly changing context. c. analyze the current management issues in human service organizations | | | | | | | | | | | | | | | | | |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Changing contexts of human service organizations 2. Managerialism 3. Sustainability management 4. Change management 5. Green management | | | | | | | | | | | | | | | | | |

| | 6. Conflict management 7. Health and safety management 8. Employee wellbeing 9. Issues: information access, utility and privacy; employee control vs empowerment; collaboration vs competition; internal and external customer relations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------------------|-------------|--|-----------|--|---------|------------------------|--|---------|-----------------------------|---|--|------------------------|--|---------------------------------------|-----------------|---|---------|---|--|--|--|-----------------------------------|------|---|---|---|--|--|--|------------------|------|---|---|---|--|--|--|-------|-------|--|--|--|--|--|--|
| Teaching/Learning Methodology | Lecture is the main teaching and learning methodology. As it is less interactive and more teacher-oriented, seminars and workshops are used to enable student's active participation. Through this process, students are not only able to consolidate their knowledge and skills, but also undergo integration, application, reflection and analysis. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="453 725 1453 1245"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Workshop, class/take home exercise</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Seminar presentation and paper</td> <td>60 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Participation</td> <td>10 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="453 1330 1453 1397">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="453 1431 1453 1671">Workshops and exercises are good structured measures for students to apply what they have learned in class, while seminar is a relatively free measure for students to apply what they have learnt in a topic or area they choose. Individual paper with around 3000 words is a good way to reflect individual effort. As there is less concepts that have to be memorized, examination is not preferred. Rather, class exercise is a good and quick way to check the students' understanding on various concepts. Participation is a necessary process to achieve various outcomes.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | | | | 1. Workshop, class/take home exercise | 30 % | ✓ | ✓ | ✓ | | | | 2. Seminar presentation and paper | 60 % | ✓ | ✓ | ✓ | | | | 3. Participation | 10 % | ✓ | ✓ | ✓ | | | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Workshop, class/take home exercise | 30 % | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Seminar presentation and paper | 60 % | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Participation | 10 % | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | <table border="1" data-bbox="453 1688 1453 2092"> <tr> <td colspan="2">Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture</td> <td></td> <td>26 Hrs.</td> </tr> <tr> <td>▪ Seminar and workshop</td> <td></td> <td>12 Hrs.</td> </tr> <tr> <td colspan="2">Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Seminar presentation</td> <td></td> <td>25 Hrs.</td> </tr> <tr> <td>▪ Seminar paper</td> <td></td> <td>30 Hrs.</td> </tr> </table> | Class contact: | | | ▪ Lecture | | 26 Hrs. | ▪ Seminar and workshop | | 12 Hrs. | Other student study effort: | | | ▪ Seminar presentation | | 25 Hrs. | ▪ Seminar paper | | 30 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Lecture | | 26 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Other student study effort: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Seminar presentation | | 25 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Seminar paper | | 30 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> ▪ Workshop exercise | 15 Hrs. |
| | Total student study effort | 108 Hrs. |
| Medium of Instruction | English supplemented with Chinese | |
| Medium of Assessment | English | |
| Reading List and References | <p><u>Essential</u></p> <p>Brown, et al. (eds.) (2009). <i>The evolution of the modern workplace</i>. Cambridge.</p> <p>Denhardt, R.B., Denhardt, J.V., & Aristigueta, M.P. (2009). <i>Managing human behavior in public and non-profit organizations</i>. Los Angeles: Sage.</p> <p>Dunphy, D., Griffiths, A., & Benn, S. (2007). <i>Organizational change for corporate sustainability: A guide for leaders and change agencies of the future</i>. London; New York: Routledge.</p> <p>Hasenfeld, Y. (2010). <i>Human services as complex organizations</i>. Los Angeles: Sage.</p> <p><u>Supplementary</u></p> <p>Armstrong, M. (2010). <i>Armstrong's essential human resource management practice</i>. London; Philadelphia: Kogan Page.</p> <p>Baker, D. (2007). <i>Strategic change management in public sector organizations</i>. Oxford: Chandos Publishing.</p> <p>Barraket, J. (2008). <i>Strategic issues for the not-for-profit sector</i>. Sydney, NSW: UNSW Press.</p> <p>Beerel, A.C. (2009). <i>Leadership and change management</i>. London: Sage.</p> <p>Brady, J., Ebbage, A., & Lunn, R. (Eds.). (2011). <i>Environmental management in organizations: the IEMA handbook</i>. London: Earthscan.</p> <p>Cameron, E., & Mike, G. (2009) <i>Making sense of change management: a complete guide to the models, tools & techniques of organizational change</i>. Kogan Page.</p> <p>Colling, T., & Terry, M. (2010). <i>Industrial relations: Theory and practice</i>. Chichester, West Sussex: Wiley.</p> <p>Cooney, R., & Stuart, M. (2012). <i>Trade unions and workplace training: Issues and international perspectives</i>. Routledge.</p> <p>Drobnic, S., & Guillen, A.M. (2011). <i>Work life balance in Europe: the role of job quality</i>. Palgrave Macmillan.</p> <p>Fetzer, A. & Aaron, S. (2010). <i>Climb the green ladder: Make your company and career more sustainable</i>. Chichester, West Sussex: Wiley.</p> | |

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