

<b>Subject Code</b>	MM518
<b>Subject Title</b>	Employee Relations
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Human Resource Management (MM514) or equivalent
<b>Objectives</b>	This course contributes to the achievement of the outcome of the postgraduate programme namely Master of Science in Management (Human Resource Management) in Faculty of Business by developing students with professional knowledge and skills in human resource management (HRM) and employee relations. This is a specialized elective course to enable students to understand and analyse essential theories and approaches in employee relations and to develop them with knowledge and skills to approach employment relations issues and problems systematically in order to formulate effective and ethical employee relations policies in enterprises and organisations in Hong Kong.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a. identify and explain the main theoretical approaches to the study of employee relations;</li> <li>b. identify and analyse the structure and characteristics of employee relations in Hong Kong with respect to political, economic, social and legal contexts;</li> <li>c. evaluate and apply various skills and processes of employee relations including disciplines, grievances, labour disputes, collective bargaining, employee involvement and negotiation;</li> <li>d. integrate the learned principles to formulate effective and ethical policies and practices in employment relations policies in organizations.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>An Overview of approaches to the study of Employee Relations</b> Theoretical approaches and perspectives of employee relations including Unitary, Pluralistic Marxist, Systems, and Postmodern approaches.</p> <p><b>Main actors in Industrial Relations System</b> Roles and activities of main actors in employee relations: workers and trade unions, pressure groups, employers, management and their associations, the government and governmental agencies. Interactions of actors and outcomes in Hong Kong.</p> <p><b>Contexts of Employee Relations</b> Impact of contextual factors, such as political, economic, social, cultural, labour market and legislation. Labour Department and selected employment laws in Hong Kong.</p> <p><b>Forms of employee communication, involvement and engagement</b> Employee communication and various forms of employee involvement and participation. Task-oriented teams, joint consultative committee, union recognition, collective bargaining, etc. Employee engagement: principles and practice.</p> <p><b>Employee Relations and Management</b> Business strategy and management styles on the processes of employee relations. Development of effective policies and procedures in handling employee grievances, discipline, dismissal, and redundancy. The importance of ethical decision making in handling termination, organisational change, redundancy in organisations. Industrial conflict, industrial action and their resolution in Hong Kong. Negotiation with</p>

	employees.																																																				
<b>Teaching/Learning Methodology</b>	About two-third of the three-hour weekly lectures are used to introduce and explain various theoretical approaches, contextual factors, structure and characteristics of employee relations, including trade unions, employment laws, employee involvement schemes, collective bargaining, management styles, etc. Practical skills and processes in handling workplace relations are also explained and discussed. Company practices, cases and current issues are employed to stimulate students to think and discuss the real-life problems in employment relations. The remaining time will be used to let students give presentations on their group projects basing on their literature search and fieldwork. Feedback is given to students following their presentations and other students are invited to join the follow-up discussion. Also, feedback will be given to each student's essay.																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="422 633 1460 1310"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a.</th> <th>b.</th> <th>c.</th> <th>d.</th> </tr> </thead> <tbody> <tr> <td><b>Continuous Assessment*</b></td> <td><b>50%</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Test</td> <td>13%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Group presentation &amp; written report</td> <td>16%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Individual essay</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Class participation</td> <td>6%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td><b>Examination</b></td> <td><b>50%</b></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="4"></td> </tr> </tbody> </table> <p data-bbox="422 1328 1495 1388"><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p data-bbox="422 1422 1495 1489">To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p data-bbox="422 1523 1495 1590"><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b></p> <p data-bbox="422 1608 1495 1641">The above assessment methods are designed to ensure that all students –</p> <ol data-bbox="443 1641 1495 2011" style="list-style-type: none"> <li>1. Read the main text and other recommended readings and materials.</li> <li>2. To actively participate in a group project and to discuss with others how to analyse the project topic and to apply the learned principles.</li> <li>3. To take a test to demonstrate their understanding and analytical abilities on those learned topics in a greater depth.</li> <li>4. To write an individual essay to analyse, evaluate and apply the key issues or principles relating to employee relations.</li> <li>5. To take a closed-book examination to demonstrate their conceptual, evaluative and integrative essential principles including employee relations approaches, trade unions, management styles, employee involvement practices, managing disciplines, grievances, and labour disputes.</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a.	b.	c.	d.	<b>Continuous Assessment*</b>	<b>50%</b>					1. Test	13%	✓	✓			2. Group presentation & written report	16%	✓	✓	✓	✓	3. Individual essay	15%	✓	✓	✓	✓	4. Class participation	6%	✓	✓	✓		<b>Examination</b>	<b>50%</b>	✓	✓	✓	✓	<b>Total</b>	<b>100 %</b>				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																	
		a.	b.	c.	d.																																																
<b>Continuous Assessment*</b>	<b>50%</b>																																																				
1. Test	13%	✓	✓																																																		
2. Group presentation & written report	16%	✓	✓	✓	✓																																																
3. Individual essay	15%	✓	✓	✓	✓																																																
4. Class participation	6%	✓	✓	✓																																																	
<b>Examination</b>	<b>50%</b>	✓	✓	✓	✓																																																
<b>Total</b>	<b>100 %</b>																																																				

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures and tutorials / seminars	39 Hrs.
	Other student study effort:	
	▪ Reading materials and discussion with classmates	39 Hrs.
	▪ Preparation for group project, test, individual essay and examination	39 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><i>Recommended Textbook</i> Dibben, P., Klerck, G. &amp; Wood, G. (2011) <i>Employment Relations</i>. Chartered Institute of Personnel &amp; Training.</p> <p>Rose, Ed (2008), <i>Employment Relations</i>, 3rd edition, Prentice Hall.</p> <p><i>Useful References</i> Arjunan K. &amp; Abdul Majid N. B. (2009) <i>Business Law in Hong Kong</i>, LexisNexis.</p> <p>Bamber, G J, Lansbury, R D &amp; Wales, N. (2011) <i>International and Comparative Employment Relations</i>. Sage.</p> <p>Blyton, P &amp; Turnbull, P (2004) <i>The Dynamics of Employee Relations</i>, Macmillan Press.</p> <p>Chan, Andy W. (2008) Trade Unions in Hong Kong: Worker Representation or Political Agent? In Benson, J. and Zhu, Y. (eds). <i>Trade Unions in Asia: An Economic and Sociological Analysis</i>. London and New York: Routledge</p> <p>Chiu, S. &amp; Levin, D. (1999) 'The Organization of Industrial Relations in Hong Kong: Economic, Political and Sociological Perspectives', <i>Organization Studies</i>, 20 (2).</p> <p>Chiu, S &amp; Levin, D. (2000) 'Contestatory Unionism: Trade Unions in the Private Sector', in Chiu, S. &amp; Lui, T.L. (eds) <i>The Dynamics of Social Movement in Hong Kong</i>.</p> <p>Gennard, J. (2010) <i>Managing Employment Relations</i>. CIPD.</p> <p>Hollinshead, G, Nicholls, P &amp; Tailby, S (eds) (2003) <i>Employee Relations</i>, Prentice Hall.</p> <p>Labour Department (2013) <i>A Concise Guide to Employment Ordinance</i>. Hong Kong.</p> <p>Salamon, M. (2000) <i>Industrial Relations: Theory and Practice</i>. Prentice Hall.</p> <p>England, J. (1989), <i>Industrial Relations and Law in Hong Kong</i>. Oxford University Press.</p> <p>Fosh, P., Chan, A., Chow, W. Snape E. &amp; Westwood, R. (eds) (1999) <i>Hong Kong Management and Labour</i>. Routledge.</p> <p>Lewis, P., Thornhill, A &amp; Saunders M. (2003), <i>Employee Relations</i>, Prentice Hall.</p> <p>Ng S-H, Steward, S &amp; Chan F.T. (1997) <i>Current Issues of Work Relations &amp; Management in Hong Kong</i>, HKU.</p> <p>Snape, E. and Chan, A.W. (1997) 'Whither Hong Kong's Unions: Autonomous Trade Unionism or Classic Dualism?', <i>British Journal of Industrial Relations</i>, 35(1).</p> <p>Tsui, A.P. and lai, K.T. (2009) .Professional Practices</p>	

	<p>of Human Resource Management in Hong Kong. Hong Kong University Press.</p> <p>Turner, H.A., Fosh, P. &amp; Ng, S-H (1991) <i>Between Two Societies: Hong Kong Labour in Transition</i>, Centre of Asian Studies, University of Hong Kong.</p> <p>Williams S. &amp; Adma-Smith D. (2010) <i>Contemporary Employment Relations</i>, Oxford U.P.</p> <p>Wimalasiri, J.S. &amp; Kouzmin, A. (2000) 'A Comparative Study of Employee Involvement Initiatives in Hong Kong and the USA', <i>International Journal of Manpower</i>, 21(8).</p> <p>Also, materials from various newspapers, magazines, journal articles and websites will also be used.</p> <p><u>Academic and Professional Journals</u>  British Journal of Industrial Relations  Employee Relations  Human Resources (The official journal of HKIHRM)  Industrial Relations Journal  International Journal of Employment Studies  International Journal of Human Resource Management  International Journal of Manpower  Journal of Industrial Relations</p>
--	---