



POLYU POSTGRADUATE
PROGRAMMES IN
MANAGEMENT
AND
MARKETING

MSc in Human Resource Management

2023-2024

Programme Requirement Document

Programme Code: 23090-MHP/MHF

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Version: September 2023

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HRM Programme Web Page

<https://www.polyu.edu.hk/mm/study/tpg/hrm/>

PolyU Student Handbook Web Page

<https://www.polyu.edu.hk/ar/web/en/for-polyu-students/student-handbook/index.html>

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Office hours:

Mondays to Fridays:

9:00 am – 1:00 pm

2:00 pm – 5:45 pm

Saturdays, Sundays & Public Holidays: Closed

FOREWORD

It is our pleasure to welcome you to the Master of Science in Human Resource Management programme offered by the Department of Management and Marketing at The Hong Kong Polytechnic University.

This programme aims to provide you with a solid foundation in the main functional areas of business, along with in-depth training in the realm of Human Resource Management. Through the well-designed courses, you will not only obtain cutting-edge knowledge about organizations, but also practical insights about talent management. You will be well supported by the ecosystem composed by our faculty members, cohort students, administrative staff, alumni, and business partners; and our professional network will bring your career to another higher level. Starting from this year, we also strive to differentiate our program from others by providing professional coaching service to our students.

This Programme Requirement Document contains important information that is of direct relevance to your studies. You are strongly advised to read it carefully and use it as a guide for working out your study plan.

We wish you an enjoyable and rewarding experience with the University.

With warmest regards

A handwritten signature in black ink, appearing to read 'Wu Liu', written in a cursive style.

Prof. Wu Liu
Professor and Head
Department of Management and Marketing

The Hong Kong Polytechnic University
Academic Calendar 2023/24 (by Semester Week)

(Updated on 30 August 2023)

Month	Week	Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Sem. Week	Events	General Holidays
Aug 2023	--	28	29	30	31	1	2	3	--		
Sept	1	4	5	6	7	8	9	10	1	4 Sept: Sem. 1 teaching commences	
	2	11	12	13	14	15	16	17	2	4 - 16 Sept: Add/Drop Period for Sem. 1	
	3	18	19	20	21	22	23	24	3		
Oct	4	25	26	27	28	29	30	1	4	29 Sept: Chinese Mid-Autumn Festival (all evening classes/exams suspended)	30 Sept: The day following the Chinese Mid-Autumn Festival
	5	2	3	4	5	6	7	8	5		2 Oct: The day following National Day
	6	9	10	11	12	13	14	15	6		
	7	16	17	18	19	20	21	22	7	21 Oct: PolyU Information Day (Undergraduate & Taught Postgraduate Programmes) (all day-time and evening classes suspended)	23 Oct: Chung Yeung Festival
Nov	8	23	24	25	26	27	28	29	8		
	9	30	31	1	2	3	4	5	9	3 Nov – 25 Nov: Twenty-ninth Congregation	
	10	6	7	8	9	10	11	12	10		
	11	13	14	15	16	17	18	19	11		
Dec	12	20	21	22	23	24	25	26	12		
	13	27	28	29	30	1	2	3	13	2 Dec: Sem. 1 teaching ends	
	14	4	5	6	7	8	9	10		4 - 6 Dec: Revision Days for Sem. 1	
	15	11	12	13	14	15	16	17	Exam.	7 - 22 Dec: Examination Period for Sem. 1	
	16	18	19	20	21	22	23	24		22 Dec: Winter Solstice (all evening classes/exams suspended)	25 - 26 Dec: Christmas Day and the first weekday after Christmas Day
Jan 2024	17	25	26	27	28	29	30	31		24 Dec: Christmas Eve (all evening classes/exams suspended)	1 Jan: The first day of January
	18	1	2	3	4	5	6	7	Exam. result processing		
	19	8	9	10	11	12	13	14			
	20	15	16	17	18	19	20	21	1	15 Jan: Sem. 2 teaching commences	
Feb	21	22	23	24	25	26	27	28	2	15 - 27 Jan: Add/Drop Period for Sem. 2	
	22	29	30	31	1	2	3	4	3		
	23	5	6	7	8	9	10	11	4	9 Feb: Lunar New Year's Eve (all evening classes/exams suspended)	10 - 13 Feb: Lunar New Year Holidays
	24	12	13	14	15	16	17	18	Lunar New Year Break	10 - 18 Feb: Lunar New Year Break (all day-time and evening classes suspended)	
	25	19	20	21	22	23	24	25	5		
Mar	26	26	27	28	29	1	2	3	6		
	27	4	5	6	7	8	9	10	7		
	28	11	12	13	14	15	16	17	8		
	29	18	19	20	21	22	23	24	9		
	30	25	26	27	28	29	30	31	10		29 Mar - 1 Apr: Easter Holidays
Apr	31	1	2	3	4	5	6	7	11		4 Apr: Ching Ming Festival
	32	8	9	10	11	12	13	14	12		
	33	15	16	17	18	19	20	21	13	20 Apr: Sem. 2 teaching ends	
	34	22	23	24	25	26	27	28		22 - 24 Apr: Revision Days for Sem. 2	
May	35	29	30	1	2	3	4	5	Exam.	25 Apr - 11 May: Examination Period for Sem. 2	1 May: Labour Day
	36	6	7	8	9	10	11	12			
	37	13	14	15	16	17	18	19	Exam. result processing		15 May: The Birthday of the Buddha
	38	20	21	22	23	24	25	26			
Jun	39	27	28	29	30	31	1	2	1	27 May: Summer Term teaching commences	
	40	3	4	5	6	7	8	9	2	27 May - 1 Jun: Add/Drop Period for Summer Term	
	41	10	11	12	13	14	15	16	3		10 Jun: Tuen Ng Festival
	42	17	18	19	20	21	22	23	4		
	43	24	25	26	27	28	29	30	5		1 Jul: The HKSAR Establishment Day
Jul	44	1	2	3	4	5	6	7	6		
	45	8	9	10	11	12	13	14	7	13 Jul: Summer Term teaching ends	
	46	15	16	17	18	19	20	21	Exam.	15 - 20 Jul: Examination Period for Summer Term	
	47	22	23	24	25	26	27	28			
Aug	48	29	30	31	1	2	3	4	Exam. result processing		
	49	5	6	7	8	9	10	11			
	50	12	13	14	15	16	17	18			
	51	19	20	21	22	23	24	25			
	52	26	27	28	29	30	31	1		1 Sept: Academic Year 2023/24 ends	

General Holidays (tentative for 2024)

Important dates on assessment:

Finalisation of subject assessment results
 Finalisation of overall assessment results
 Announcement of overall assessment results

Semester 1	Semester 2	Summer Term
9-Jan	21-May	30-Jul
17-Jan	29-May	7-Aug
18-Jan	30-May	8-Aug

PART I: GENERAL INFORMATION

1. PROGRAMME OVERVIEW

The Master of Science in Human Resource Management programme provides skills and knowledge related to the effective management of people and organizations. It aims at two different types of managers. First, it provides a general management education for those with the responsibility for managing people and organizations, with subjects covering organizational behavior, strategic management, international business, leadership, and negotiation and conflict management. Second, with an appropriate choice of electives, such as pay and benefits, and HRM seminars, it provides a thorough professional training for those seeking specialist careers in human resource management.

2. PROGRAMME AIMS AND CHARACTERISTICS

This programme combines theoretical knowledge with application of theories to understand and solve organizational issues. It helps students to manage effectively.

Characteristics

- (i) A conversion programme for general and HR professionals and managers
- (ii) A wide range of people management courses
- (iii) Emphasis on both theory and practice
- (iv) Local and global perspectives in private and public sectors
- (v) Empowers students to achieve career potential via professional coaching and career services

3. PROGRAMME OUTCOMES AND LEARNING OBJECTIVES

- (i) Solve business problems
Learning Objective a:
Understand the principles and practices of management and ethics, and apply theories to solve business issues.

Learning Objective b:
Recognize the role of technology in the practice of people management
- (ii) Align HRM with organizational goals
Learning Objective :
Use HRM theories and models to align HRM processes with organizational goals
- (iii) Tap organization members' potential
Learning Objective :
Explain human psychology and dynamics, and apply theories to tap organization members' potential to achieve organizational goals

4. ENTRANCE REQUIREMENTS

The minimum entrance requirements for this award are:

- (i) a Bachelor's degree or equivalent professional qualifications, preferably with at least one year of relevant work experience.
- (ii) applicants, normally aged 27 or above, with other post-secondary qualifications and at least 6 years of work experience in industry, commerce or public administration, including 3 years in

a managerial capacity, will also be considered.

If you are not a native speaker of English and your Bachelor's Degree or equivalent qualification was awarded by an institution at which the medium of instruction is not English, you are expected to fulfill the University's minimum English language requirement for admission. Please refer to the "Admissions Requirements" section of Study@PolyU for details.

5. PROGRAMME STRUCTURE

5.1 Programme Information

Programme Code and Title:
23090 Master of Science in Human Resource Management

Award:
Master of Science in Human Resource Management

Medium of Instruction:
English

5.2 Credit Requirements

Students are required to obtain the credit requirements specified below for the relevant award:

Award	No. of Credits	No. of Required Subjects
MSc – Non-dissertation Option	31	4 Compulsory Subjects & 1 Ethics Subject & 6 Elective Subjects
MSc – Dissertation Option	31	4 Compulsory Subjects & 1 Ethics Subject & 2 Elective Subjects & 1 Research Methods Subject & Dissertation (9 credits)
PgD	21	4 Compulsory Subjects & 3 Elective Subjects

The programme leads to the Master of Science in Human Resource Management award. Students admitted to the MSc programme may apply for early exit with a Postgraduate Diploma (PgD), subject to meeting the specified credit requirements.

Students who subsequently decide to graduate with a PgD must apply to the Department of Management and Marketing by submitting an application for graduation **Form AR84c**.

5.3 Mode and Duration of Study

This is a mixed-mode programme with lectures scheduled for weekday evenings. The academic year is organized into two semesters of 13 weeks with three contact hours normally per subject per week.

Actual number of class meetings may vary in light of certain conditions in the offering semester, such as the arrangement of public holidays; or other pedagogical needs of subject teachers.

The duration of the programme is as follows:

Part-time study load

	MSc	PgD
Normal Duration	2.5 years	2 years

Full-time study load

	MSc	PgD
Normal Duration	1.5 years	1 year

Students who are admitted in or after 2020-21 will be deregistered from the programme if they exceed the normal duration for completion of their programme unless prior approval has been obtained from relevant authorities. Students should apply for extension of study duration by using **Form AR9** via [eStudent](#) before the commencement of the semester examination period of the programme concerned.

5.4 Subject Offerings

Non-dissertation Option	Dissertation Option
Compulsory Subjects (4 subjects – 12 credits)	
MM5112 Organization and Management MM514 Human Resource Management MM515 Organizational Behaviour MM517 Human Resource Development	
Ethics Subject (1 credit)	
MM5021 Business Ethics	
Elective Subjects (Any 6 subjects – 18 credits)	Elective Subjects (Any 2 subjects – 6 credits)
MM501 Research Methods MM516 Management of Pay and Benefits MM5191 Negotiation and Conflict Management MM5201 Global Leadership in the Asian Context MM5203 Decision Making for Leadership MM5221 Human Resource Management in China MM5222 HRM Seminars MM5231 Strategic Human Resource Management MM5271 Wellbeing at Work MM5281 Mediation at Workplace MM531 Strategic Management MM534 Entrepreneurship MM539 International Management MM5424 Management Information Systems MM554 Political and Economic Environment for Management MM576 Marketing Management MM5921 Practice of Human Resource Management MM5995 MM MSc Career Workshop (0 credit)	MM516 Management of Pay and Benefits MM5191 Negotiation and Conflict Management MM5201 Global Leadership in the Asian Context MM5203 Decision Making for Leadership MM5221 Human Resource Management in China MM5222 HRM Seminars MM5231 Strategic Human Resource Management MM5271 Wellbeing at Work MM5281 Mediation at Workplace MM531 Strategic Management MM534 Entrepreneurship MM539 International Management MM5424 Management Information Systems MM554 Political and Economic Environment for Management MM576 Marketing Management MM5995 MM MSc Career Workshop (0 credit)
	Dissertation Subjects (12 credits)
	MM501 Research Methods (3 credits) MM592 HRM Dissertation (9 credits)

Subject to university's minimum enrolment requirement, not all subjects will be offered each year. And, registration is subject to the availability of quota.

Students at MSc level are allowed to choose **at most 1 elective**, equivalent to 3 credits, from the Common Pool to fulfill the elective requirements of the programme. Please visit <https://www.polyu.edu.hk/fb/study/tpg-landing/common-pool-electives/> for subject lists and subject syllabuses. **Students should strictly comply with the prescriptions of the programme curriculum when performing subject registration. Those who fail to meet the programme requirements will NOT be allowed to graduate.** Credit transfer/exemption will not be granted for subjects chosen from the Common Pool, unless the elective subject concerned falls within the programme curriculum.

5.5 Recommended Progression Pattern

The programme offers a structured progression pattern¹, and students are highly encouraged to follow the pattern to benefit from a cohort-based study. However, being credit-based, the programme allows you the flexibility to proceed at your own pace according to your time commitment and learning needs.

Non-dissertation Option

- Part-time study load

	Year One	Year Two	Year Three
Semester One	2 Compulsory Subjects	2 Elective Subjects	2 Elective Subjects
Semester Two	2 Compulsory Subjects 1 Ethics Subject	2 Elective Subjects	
Summer Term²			

- Full-time study load

	Year One	Year Two
Semester One	2 Compulsory Subjects 2 Elective Subjects	3 Elective Subjects
Semester Two	2 Compulsory Subjects 1 Ethics Subject 1 Elective Subject	
Summer Term²		

¹ Patterned subjects on offer are subject to change without prior notice. Students can enquire the class timetable of the semester concerned via <http://www.polyu.edu.hk/student> upon release of the relevant class timetable.

² Summer Term is optional.

Dissertation Option

- Part-time study load

	Year One	Year Two	Year Three
Semester One	2 Compulsory Subjects	1 Elective Subject Research Methods	HRM Dissertation
Semester Two	2 Compulsory Subjects 1 Ethics Subject	HRM Dissertation	
Summer Term²	1 Elective Subject		

- Full-time study load

	Year One	Year Two
Semester One	2 Compulsory Subjects 1 Elective Subject Research Methods	HRM Dissertation
Semester Two	2 Compulsory Subjects 1 Ethics Subject HRM Dissertation	
Summer Term²	1 Elective Subject	

5.6 Programme Curriculum Pattern

The **institutional learning outcomes** are as follows:

- (i) **Professional competence of specialists/leaders of a discipline/profession** - Graduates of PolyU TPg programmes will possess in-depth knowledge and skills in their area of study and be able to apply their knowledge and contribute to professional leadership.
- (ii) **Strategic thinking** - Graduates of PolyU TPg programmes will be able to think holistically and analytically in dealing with complex problems and situations pertinent to their professional practice. They will be versatile problem solvers with good mastery of critical and creative thinking skills, who can generate practical and innovative solutions.
- (iii) **Lifelong learning capability** - Graduates of PolyU TPg programmes will have an enhanced capability for continual professional development through inquiry and reflection on professional practice.

The above institutional learning outcomes are appropriately addressed by the totality of the programme learning outcomes of the programme, as set out below:

Programme Learning Outcomes and Learning Objectives	Addressed by Subjects
<p>1. Solve business problems</p> <p>Learning Objective 1a : Understand the principles and practices of management and ethics, and apply theories to solve business issues.</p>	<p><u>Compulsory Subjects</u> MM5021 Business Ethics MM5112 Organization and Management <u>Reinforced by Elective Subjects</u> MM501 Research Methods MM531 Strategic Management MM534 Entrepreneurship MM539 International Management MM554 Political and Economic Environment for Management MM576 Marketing Management</p>
<p>Learning Objective 1b: Recognize the role of technology in the practice of people management</p>	<p><u>Compulsory Subjects</u> MM5021 Business Ethics MM5112 Organization and Management MM514 Human Resource Management MM515 Organizational Behaviour MM517 Human Resource Development <u>Reinforced by Elective Subjects</u> MM501 Research Methods MM5221 Human Resource Management in China MM5231 Strategic Human Resource Management MM531 Strategic Management MM534 Entrepreneurship MM5424 Management Information Systems MM576 Marketing Management</p>
<p>2. Align HRM with organizational goals</p> <p>Learning Objective 2: Use HRM theories and models to align HRM processes with organizational goals</p>	<p><u>Compulsory Subject</u> MM514 Human Resource Management MM517 Human Resource Development <u>Reinforced by Elective Subjects</u> MM516 Management of Pay and Benefits MM5221 Human Resource Management in China MM5222 HRM Seminars MM5231 Strategic Human Resource Management MM592 HRM Dissertation MM5921 Practice of HRM</p>

<p>3. Tap organization members' potential.</p> <p>Learning Objective : Explain human psychology and dynamics, and apply theories to tap organization members' potential to achieve organizational goals</p>	<p><u>Compulsory Subject</u> MM515 Organizational Behaviour</p> <p><u>Reinforced by Elective Subjects</u> MM5191 Negotiation and Conflict Management MM5201 Global Leadership in the Asian Context MM5203 Decision Making for Leadership MM5271 Wellbeing at Work MM5281 Mediation at Workplace MM5995 MM MSc Career Workshop</p>
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6. PROGRAMME MANAGEMENT AND OPERATION

A Programme Committee is formed to exercise the overall academic and operational responsibility for the Programme and its development within policies, procedures and regulations defined by the University. Its composition comprises academics and student representatives.

The Programme Director and/or Deputy Programme Director and/or Programme Manager are responsible for the day-to-day management and operation of the programme, student admissions, teaching and learning matters, quality assurance (QA) and programme development. Their prime role is to ensure the programme is delivered according to the established QA mechanism.

7. COMMUNICATIONS WITH STUDENTS

While we work to communicate clearly and in a timely manner with students according to University regulations and procedures, it is the responsibility of students to help maintain the effectiveness of the communication process. Students should ensure that their up-to-date personal and correspondence details are provided to the University and the relevant departments; and check relevant correspondence channels regularly to obtain the latest information regarding their studies and the status of any related applications (e.g. late assessment, appeal of subject results, add/drop of subjects, deferment, etc) lodged. Failure in doing so will not constitute any grounds for appeals/complaints against consequences/decisions of the relevant matters and applications.

8. SUBJECT REGISTRATION

8.1 Add/Drop of Subjects

In addition to programme registration, students need to register for subjects at specified period prior to the commencement of the semester.

If you wish to change the subjects enrolled, you may do so through the online add/drop system during the 2-week add/drop period (one week for summer term). You are advised not to make any changes to the subjects pre-assigned to you by the Department without consulting your Department/Academic Advisor. In case you wish to drop all subjects for a semester, you must first seek approval from your Department for zero subject enrolment. Otherwise, you may be considered as having decided to withdraw from study on the programme concerned. Dropping of subjects after the add/drop period is not allowed. If you have a genuine need to do so, it will be handled as withdrawal of subject.

If you have taken more credits, you will receive a second debit note on the remaining tuition fee about 5 weeks after the commencement of the semester. If you have taken less credits, a refund will be made.

8.2 Withdrawal of Subjects

If you have a genuine need to withdraw a subject after the add/drop period, you should submit a written request for withdrawal of subject to your programme offering department. Such requests will be considered by both the Programme Director and subject teacher concerned if there are strong justifications and when the tuition fee of the subject concerned has been settled. Deadline for requests for subject withdrawal will be specified by the teaching department and in any case, it will not be entertained after the commencement of the examination period.

For approved cases, the tuition fees paid for the withdrawn subject will not be refunded. The withdrawn subjects will be shown under the “Assessment Result” of [eStudent](#) and in the transcript of studies.

9. SUBJECT EXEMPTION AND CREDIT TRANSFER

Irrespective of the extent of previous study or credits recognized, all students studying in PolyU should complete at least one third of the normal credit requirement in order to be eligible for a PolyU award.

If you consider your previous study relevant to your current programme, you may apply for subject exemption by using **Form AR41e** or credit transfer by using **Form AR41c** via [eStudent](#).

9.1 Subject Exemption

You may be granted exemption from taking certain subjects if you have successfully completed similar subjects in another programme. The credits associated with the exempted subject will not be counted for satisfying the credit requirements of your programme. You should consult your Department and take another subject in its place.

9.2 Credit Transfer

You should submit an application for credit transfer upon your initial enrolment on the programme or before the end of the add/drop period of the first semester of your first year of study. Late applications may not be considered. For students whose tuition fees are charged by credits, a credit transfer fee of HK\$145 per credit will be charged.

The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed, unless otherwise specified by the Department responsible for the content of the subject (e.g. the credit was earned in 2018-19, then the validity period should count from 2019 for eight years). Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits.

Subject to the terms and conditions stipulated in the Notice of Offer, there is a limit on the maximum number of credits that could be transferred. If the credits attained from previous study are from PolyU, the total credits transferred should not exceed 67% of the required credits for the award. If the credits gained are from other institutions, the total credits transferred should not exceed 50%. In cases where both types of credits are transferred, not more than 50% of the required number of credits for the academic award may be transferred. Grades may or may not be given for the transferred credits.

All credits transferred will be counted for satisfying the award requirements. Transferred credits are normally not counted for meeting the requirements of more than one degree.

For credit transfer of retaken subjects with grade being carried over, the grade attained in the last attempt should be taken. Students applying for credit transfer for a subject taken in other institutions are required to declare that the subject grade used for claiming credit transfer was attained in the last attempt of the subject in their previous studies. If a student fails in the last attempt of a retaken subject, no credit transfer should be granted, despite the fact that the student may have attained a pass grade for the subject in the earlier attempts.

Students will not be granted credit transfer for a subject which they have attempted and failed in their current study unless the subject was taken by the student as an exchange-out student in his/her current programme.

10. RETAKING OF FAILED SUBJECTS

Students may only retake a subject which they have failed (i.e. Grade F or S or U). After the announcement of subject results in a semester, you should check whether you have failed any subject via [eStudent](#) and arrange for retaking of the subject during subject registration.

The number of retakes of each subject is restricted to a maximum of two. The second retake of a failed subject requires the approval of the Faculty / School Board. Students who have failed a compulsory subject after two retakes will be deregistered. Departments may impose more stringent regulations on the retaking of particular types of subjects, e.g. practicum and clinical placement, and should inform students of such cases, if any.

Students can retake a failed subject the first time via [eStudent](#) directly during the subject registration period and add/drop period. For a second retake of a failed subject, students should complete **Form AR160** instead and return it to the programme offering departments to seek approval.

When you retake a failed subject, only the grade obtained in the final attempt of the retake will be included in the calculation of Grade Point Average (GPA) and GPA for award classification. Although the original grade will not be included in the calculation of GPAs, it will be shown in the Transcript of Studies. You should refer to this document to ascertain the requirements, in particular for subjects offered in consecutive semesters, for retaking failed subjects, or seek advice from the Department concerned.

Students paying credit fee will be charged for the subjects retaken.

11. ZERO SUBJECT ENROLMENT

If you do not wish to take any subject in a semester, you must seek approval from your Department to retain your study place by submitting **Form AR112** via [eStudent](#) before the start of the semester and in any case not later than the end of the add/drop period. Otherwise, your student status with the University will be withdrawn. The semesters during which you are allowed to take zero subject will be counted towards the total period of registration (or maximum period of registration for students admitted in or before 2019/20) for the programme concerned.

You will receive result notification from the Department normally within 2 weeks. Students who have been approved for zero subject enrolment are allowed to continue using campus facilities including library facilities. A fee of HK\$2,105 per semester for retention of study place will be charged.

12. DEFERMENT OF STUDY

You may apply for deferment of study if you have a genuine need to do so, such as prolonged illness or being posted to work outside Hong Kong. Applications from students who have not yet completed the

first year of a full-time programme will be considered only under exceptional circumstances. The deferment period will not be counted towards the total period of registration (or maximum period of registration for students admitted in or before 2019/20).

You are required to submit an application for deferment of study by using **Form AR7** via [eStudent](#) to the programme offering department. You will be informed of the result of your application in writing or via e-mail by the Department normally within three weeks from the date of application.

It is necessary for you to settle all the outstanding tuition fee and/or other fees in order to have your application for deferment processed if the application is submitted after the start of a semester. All fees paid are non-refundable and non-transferable. Students approved for deferment of study will normally not be eligible to access the campus facilities/services. Students can check for further details from the relevant service providing units. Alternatively, you may apply for zero subject enrolment to reserve your study place.

Students who have been approved for deferment of study can retain their student identity card for use upon their resumption of study. You will be advised to settle the tuition fee and complete the subject registration procedures upon expiry of the deferment period. If you do not receive such notification one week before the commencement of the Semester, you should enquire at the Academic Registry.

13. WITHDRAWAL OF STUDY

13.1 Official Withdrawal

If you wish to discontinue your study at the University before completing your programme, it is necessary for you to complete the withdrawal procedure by using **Form AR6** via [eStudent](#). Fees paid for the semester which you are studying will not be refunded.

Applications for withdrawal of study for the current semester must be submitted before the commencement of the examination period. Application submitted after the commencement of the examination period will not be processed. Applications for withdrawal of study for the following academic year/semester should be submitted before the commencement of that academic year/semester.

Your application will not be processed if you have not cleared outstanding matters with the various departments/offices concerned, such as settling outstanding fees/fines and Library loans and clearing your locker provided by the Student Affairs Office.

The relevant Faculty/School will inform you in writing or via e-mail of the result of your application, normally within three weeks after you have cleared all the outstanding items as mentioned above.

Upon confirmation of your official withdrawal, you will be eligible for the refund of the caution money paid if you have no outstanding debts to the University.

All fees are non-refundable and non-transferable. However, current students who apply for withdrawal of study before the commencement of the relevant semester will be eligible for refund of the tuition fee paid for that semester.

If you discontinue your study at the University without completing proper withdrawal procedures, you will be regarded as having unofficially withdrawn and the caution money paid at first registration will be confiscated.

13.2 Discontinuation of Study

If you discontinue your study without following the proper procedures for official withdrawal, you will be regarded as having given up your study at the University. In this case, you will not be eligible for the refund of caution money and shall not be considered for re-admission to the same scheme/programme/stream (sub-code) in the following academic year.

13.3 De-registration

Students who have been de-registered on ground of academic failure shall not be considered for re-admission to the same scheme/programme/stream (sub-code) in the following academic year.

14. ASSESSMENT METHODS

Students' performance in a subject can be assessed by continuous assessments and/or examinations, at the discretion of the individual subject offering Department. Where both continuous assessment and examinations are used, the weighting of each in the overall subject grade shall be clearly stated in this document. Learning outcome should be assessed by continuous assessment and/or examination appropriately, in line with the outcome-based approach.

Continuous assessment may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. Continuous Assessment assignments which involve group work should nevertheless include some individual components therein. The contribution made by each student in continuous assessment involving a group effort shall be determined and assessed separately, and this can result in different grades being awarded to students in the same group.

15. PASSING A SUBJECT

In order to pass in a subject offered by the School/Departments in the Faculty of Business (i.e. subjects with prefix of AF/LGT/MM/FB), all students have to obtain Grade D or above in the overall subject grade.

16. ASSESSMENT OF DISSERTATION

16.1 General Regulations

Human Resource Management Dissertation is equivalent to 9 credits; and students must satisfy the appropriate pre-requisites before they can enrol in the dissertation. The normal period for completion is 2 semesters and the maximum period is 4 semesters from the date of registration. Break of study is normally not permitted once a student registers for dissertation and students are expected to pursue their dissertation in consecutive semesters.

Students who are unable to complete their dissertation in two semesters may apply for extension up to a maximum of two additional semesters (making a total of 4 semesters), subject to satisfactory reports on progress from the Dissertation Supervisor. Such extensions will require the approval of the Programme Director and will only be approved under exceptional circumstances.

When permission is granted to extend the dissertation registration, the student will be required to pay a 3-credit course fee for each additional semester.

16.2 Procedures for Preparing the Dissertation

Students interested in doing the dissertation should approach potential supervisors who may be interested in supervising their projects. Each student will choose his/her Dissertation Supervisor from the academic staff teaching the programme, on the basis of mutual agreement.

After getting matched with a Dissertation Supervisor, students should prepare a dissertation proposal together with a Dissertation Registration Form for approval by the Programme Director no later than the last teaching day of the semester in which the student first registers for dissertation.

Once a dissertation proposal is approved, the student shall proceed at once to carry out the work. The maximum number of dissertation proposals which a student may submit is two. Students should be aware that approval to commence a dissertation is by no means automatic.

Under normal circumstances, with the agreement of the supervisor, students may prepare for assessment after satisfactory progress. THREE unbound copies of the dissertation together with a Dissertation Submission Form to the supervisor and one copy shall be kept by the student one month prior to the end of the normal period.

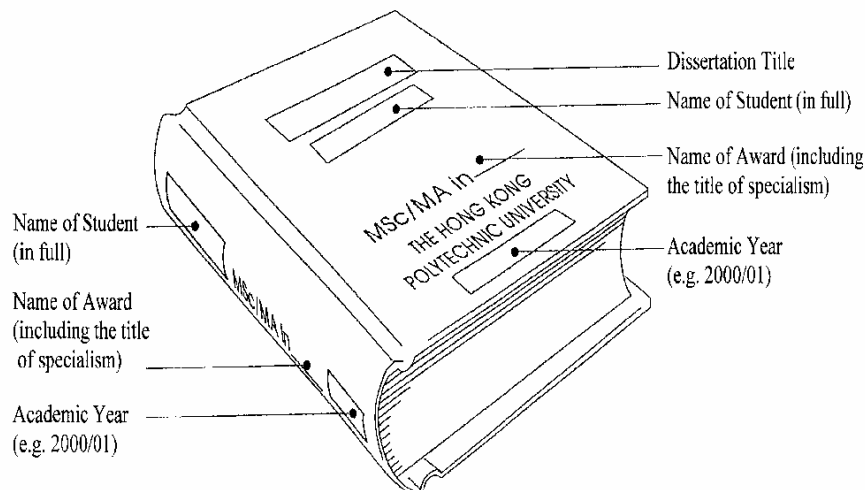
16.3 Assessment of Dissertation

The dissertation will be assessed by an Assessment Panel consisting of Dissertation Supervisor and two other faculty members (a second assessor and a moderator) nominated by the Programme Director.

The Dissertation Supervisor shall make arrangements on a mutually convenient time and place for an oral examination with presence of assessors after submission of the unbound copies of the dissertation.

Students are required to submit ONE bound copy of the dissertation to their Programme Director via their Dissertation Supervisor within one month after the completion of the dissertation (i.e. the announcement of the assessment grade).

Rough Sketch of a Bound Dissertation



17. GRADING

Assessment grades shall be awarded on a criterion-reference basis. A student's overall performance in a subject shall be graded as follows:

Grade	Description	Grade Point
A+	Excellent	4.3
A		4.0
A-		3.7
B+	Good	3.3
B		3.0
B-		2.7
C+	Satisfactory	2.3
C		2.0
C-		1.7
D+	Pass	1.3
D		1.0
F	Failure	0

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

At the end of each semester/term, a Grade Point Average (GPA) will be computed as follows, and based on the numeral grade point of all the subjects:

$$\text{GPA} = \frac{\sum \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum \text{Subject Credit Value}}$$

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term. For subjects which have been retaken, only the grade point obtained in the final attempt will be included in the GPA calculation.

In addition, the following subjects will be excluded from the GPA calculation:

- (i) Exempted subjects
- (ii) Ungraded subjects
- (iii) Incomplete subjects
- (iv) Subjects for which credit transfer has been approved without any grade assigned
- (v) Subjects from which a student has been allowed to withdraw

Subject which has been given an "S" code, i.e. absent from examination, will be included in the GPA calculation and will be counted as "zero" grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance.

Any subject passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the grade point calculation for award classification.

18. PROGRESSION AND DE-REGISTRATION

A student will normally have “progressing” status unless he/she falls within any one of the following categories which shall be regarded as grounds for de-registration from the programme:

- (i) The student has exceeded the maximum period of registration for that programme, as specified in the Programme Requirement Document (applicable to students admitted in or before 2019/20);
- (ii) The student has reached the final year of the normal period of registration for that programme, as specified in the Programme Requirement Document, unless approval has been given for extension (applicable to students admitted in or after 2020/21);
- (iii) The student has reached the maximum number of retakes allowed for a failed compulsory subject;
- (iv) The student’s GPA is lower than 1.70 for two consecutive semesters and his/her Semester GPA in the second semester is also below 1.70; or
- (v) The student’s GPA is lower than 1.70 for three consecutive semesters.

When a student falls within any of the categories as stipulated above, except for category (ii) with approval for extension, the Board of Examiners shall de-register the student from the programme without exception.

Notwithstanding the above, the Board of Examiners will have the discretion to de-register students with extremely poor academic performance before the time frame specified in (iv) and (v) above.

The progression of students to the following academic year will not be affected by the GPA obtained in an optional Summer Term and that the Summer Term study does not constitute a substantial requirement for graduation.

19. ACADEMIC PROBATION

The academic probation system is implemented to give prior warning to students who need to make improvement in order to fulfill the GPA requirement of the University. If your GPA is below 1.70, you will be put on academic probation in the following semester. If you are able to obtain a GPA of 1.70 or above by the end of the probation semester, the status of “academic probation” will be lifted. The status of “academic probation” will be reflected under the “Assessment Results” of [eStudent](#). However, this status will not be displayed in the Transcript of Studies.

To improve the academic performance of students on academic probation, students on academic probation are required to seek academic advice on study load and subjects to be taken. These students will normally be required to take a study load of not more than 15 credits. Students should, within one week of assessment results announcement, complete the Form ‘Study Load for Students on Academic Probation’ (**Form AR150**) indicating the proposed study plan and meet with the Academic Advisor(s) to finalize the subjects and number of credits to be taken in the semester following academic probation.

20. ELIGIBILITY FOR AWARD

A student would be eligible for the award of Master of Science in Human Resource Management or Postgraduate Diploma in Human Resource Management or Postgraduate Certificate in Human Resource Management on satisfying ALL the conditions listed below:

- (i) accumulation of the requisite number of credits for the award, as defined in the Programme

Requirement Document.

(ii) satisfying all the “compulsory” and “elective” requirements as defined in the Programme Requirement Document and as specified by the University; and

(iii) having a GPA of 1.70 or above at the end of the programme.

A student is required to graduate as soon as he/she satisfies all the above conditions for award. Upon confirmation of the eligibility to graduate or leaving the University, registration for subjects (including the follow-on term of consecutive subjects) in the following semester/Summer Term will be nullified and removed.

21. AWARD CLASSIFICATIONS

The following award classifications apply to your programme:

Award Classification	Award GPA Range
Distinction	3.60 – 4.30
Credit	3.00 – 3.59
Pass	1.70 – 2.99

22. LATE ASSESSMENT

If you have been absent from an examination or are unable to complete all assessment components of a subject because of illness, injury or other unforeseeable reasons, you may apply for a late assessment. Application in writing should be made to the Head of Department offering the subject within five working days from the date of the examination together with any supporting documents such as a medical certificate. Approval of applications for late assessment and the means for such late assessments shall be given by the Head of Department offering the subject or the Subject Teacher concerned, in consultation with the Programme Director.

In case you are permitted to take a late assessment, that examination or other forms of assessment will be regarded as a first assessment and the actual grade attained will be awarded.

23. PROCEDURES FOR APPEAL

23.1 Appeals against Decisions on Subject Results

Students appealing against the decision on their subject results shall pay a fee of HK\$125 per examination paper. Payment forms are obtainable from the Academic Registry Service Centre. Softcopies of the payment form can also be sent to students via email by their programme offering departments or the Academic Registry upon request. If more than one examination paper is involved, an extra fee of HK\$125 shall be charged for each additional paper. The fee shall be refunded if the appeal is successful / upheld.

A student should make his / her appeal in writing to his / her Head of Department within one calendar week upon the public announcement of his / her overall results, i.e. the date when the results are announced to students via the web. The Head of Department shall deal with the appeal if the student is studying in a department-based programme / scheme. If the student is studying in other types of programmes / schemes, the Head of Department shall refer the appeal to the Scheme Committee Chairman for Postgraduate Schemes.

The appeal should be accompanied by a copy of the fee receipt, for inspection by the Department concerned. The student should give a complete account of the grounds for the appeal in the letter, and provide any supporting evidence.

Departments should inform the student concerned of the appeal result within one calendar week after either the announcement of the student's overall result or receipt of the letter of appeal, whichever is later.

If the appellant is dissatisfied with the decision, he / she may then appeal in writing to the Registrar within one calendar week from the date of the Department's reply. He / She should provide the following information together with other relevant documents in support of the appeal:

- name in English and Chinese;
- student number;
- programme title, year and class of study;
- subject results appealing against; and
- grounds for appeal.

The Registrar shall then refer the case to the Academic Appeals Committee (AAC), which shall determine whether there are prima facie grounds for a reconsideration of the decision of the Subject Teacher / SARP concerned.

The decisions of the Academic Appeals Committee (AAC) shall be final within the University.

23.2 Appeals against Decisions on De-registration

Students appealing against the decisions on de-registration shall pay a fee of HK\$125. Payment forms are obtainable from the Academic Registry Service Centre. Softcopies of the payment form can also be sent to students via email by their programme offering departments or the Academic Registry upon request. The fee shall be refunded if the appeal is successful / upheld.

Students should complete and submit **Form AR149** "Appeal against the Decision of BoE on De-registration" to the General Office of the Department hosting the programme / award (or to the Faculty / School Office if the programme / award is hosted by the Faculty/ School, within one calendar week upon the public announcement of the overall results, i.e. the date when the results are announced to students via the web. When submitting the form, the appellant has the responsibility to make known to the Academic Appeals Committee (AAC) full details and evidence that would support his / her appeal.

The appeal by the students will be considered by the Academic Appeals Committee, which will deliberate the appeal cases making reference to the recommendations of the programme-hosting Department / Faculty and the Faculty Dean / School Board Chairman.

The decisions of the Academic Appeals Committee shall be final within the University.

23.3 Appeals against Decisions on Award Classification

Students appealing against the decisions on award classification shall pay a fee of HK\$125. Payment forms are obtainable from the Academic Registry Service Centre. Softcopies of the payment form can also be sent to students via email by their programme offering departments or the Academic Registry upon request. The fee shall be refunded if the appeal is successful / upheld.

A student should make his / her appeal in writing to his / her Head of Department within one

calendar week upon the public announcement of the overall results, i.e. the date when the results are announced to students via the web. He / She should provide the following information together with relevant documentation, if any, in support of the appeal:

- (i) name in English and Chinese;
- (ii) student number;
- (iii) programme title, year and class of study; and
- (iv) grounds for appeal.

The Head of Department shall then refer the case to the Chairman of Academic Appeals Committee, who shall determine whether there are *prima facie* grounds for a reconsideration of the decision of BoE's and / or other authorized parties of the University.

The decisions of the Academic Appeals Committee shall be final within the University.

24. DISMISSAL OF CLASS

If the subject teacher does not show up after 30 minutes of the scheduled start time, the class is considered cancelled and appropriate follow up arrangements (e.g. rescheduled class, make-up class, etc) will be announced to students in due course.

25. PLAGIARISM AND BIBLIOGRAPHIC REFERENCING

The University views plagiarism and copying of copyright materials, without the licence of the copyright owner, as a serious disciplinary offence. Students should comply with the University's policy on plagiarism in continuous assessment, bibliographic referencing and photocopying of copyright materials.

Plagiarism

- (i) Plagiarism refers to the act of using the creative works of others (e.g. ideas, words, images or sound, etc) in one's own work without proper acknowledge of the sources.
- (ii) Students are required to submit their original work and avoid any possible suggestion of plagiarism in the work they submit for grading or credit.
- (iii) The University/Faculty views plagiarism, whether committed intentionally or because of ignorance or negligence, as a serious disciplinary offence. Excuses such as "not knowing what is required" or "not knowing how to do it" will not be accepted.
- (iv) Depending on the seriousness of the plagiarism cases, students may be referred to the Student Discipline Committee for investigation and decision. If a student is found guilty of the alleged offence, penalties considered appropriate by the Committee may be imposed. These may include:
 - suspension of studies for a specified period of time;
 - expulsion for a specified period or indefinitely; and
 - any other penalties as considered appropriate

26. PREVENTION OF BRIBERY ORDINANCE

PolyU staff members may in no circumstances solicit or accept an advantage. For relevant details, please refer to the Prevention of Bribery Ordinance (Chapter 201) of the Laws of Hong Kong at <http://www.legislation.gov.hk>.

27. COPYRIGHT AND USAGE OF ONLINE LEARNING MATERIALS

The learning and teaching platforms of the University are for the use of PolyU students to facilitate their learning. The student shall use the platforms and the materials available (including teaching sessions conducted by staff of PolyU) for their personal study only. Where a student needs to download or save the materials available on the platforms for the permitted purposes, the student shall take all necessary measures to prevent their access by other parties. The materials are copyright protected. Save for the permitted purposes, no copying, distribution, transmission or publication of the materials in whole or in part in any form is permitted.

This Programme Requirement Document is subject to review and changes, which the programme offering Faculty/Department/School/College may decide to make from time to time. Students will be informed of the changes as and when appropriate.

For details of all the regulations covered in this publication, please refer to the Student Handbook of the relevant year.

PART II: SUBJECT SYLLABUSES

Subject Code	Subject Title	Page No.
MM501	Research Methods	21
MM5021	Business Ethics	24
MM5112	Organization and Management	27
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Website of Common Pool Electives

<https://www.polyu.edu.hk/fb/study/tpg-landing/common-pool-electives/>

The subject syllabuses contained in this Programme Requirement Document are subject to review and change from time to time. Department of Management and Marketing reserves the right to revise or withdraw the offer of any subject contained in this document. For teaching and learning, students should refer to the updated subject syllabuses distributed to them by the relevant subject teachers when they take the corresponding subjects.

Subject Code	MM501
Subject Title	Research Methods
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Research and Consultancy Techniques for CRE (BRE501) and Business Research Methods (MM5011) and Marketing Research (MM586)
Objectives	<p>This subject provides students with an opportunity to learn about the use of scientific research as a problem solving tool, and enables them to equip with the adequate knowledge and practical skills that are often required to conduct independent research in business and management fields. Specifically, this subject enables students:</p> <ol style="list-style-type: none"> 1. To understand the processes of research in the management and operation of the public and private sectors, and the various approaches that are used in that research; 2. To critically review published material and other research and consultancy reports; 3. To equip with the necessary skills required to undertake a substantial supervised research project at a Master's degree level; 4. To experience the process of preparing a properly constructed proposal for a research project.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. appreciate different research paradigms; b. formulate theoretically grounded research questions; c. exhibit skills essential to the planning and conduct of rigorous research; d. demonstrate familiarity with the concepts of validity and reliability in research; e. design appropriate sampling strategies, as well as collect, analyze and interpret data in diverse research settings; f. demonstrate a systematic understanding of the range of advanced and latest research techniques, be able to critically evaluate these techniques and apply them appropriately; g. appraise the ethical implications of implementing research programmes; h. identify the range of channels for disseminating research and demonstrate the ability to communicate research findings effectively, both orally and in written form, to the business research and practitioner communities.
Subject Synopsis/ Indicative Syllabus	<p><u>Introduction to Research</u> Overview of management research: basic, applied and action research. Exploratory, descriptive and causal research. Evaluations studies.</p> <p>Basic research paradigms: positivism and the scientific method; phenomenology and qualitative methodologies.</p> <p><u>The Research Process</u> The research process. The research proposal.</p> <p><u>Research Problems and Literature Review</u> Identifying and defining a research topic: the literature review.</p> <p><u>Theoretical Framework and Hypothesis Development</u> The nature of theory: concepts, variables, the theoretical framework, hypotheses; deduction and induction; the nature of causality in the social sciences; dependent and independent variables.</p>

Measurement
 Measurement: types of scales; concepts and their dimensions; variables; Likert and other scales; validity and reliability; use of existing scales.

Data Collection Methods and Sampling
 Questionnaire design; ways of administering questionnaires; survey and sampling methods; causes of bias in surveys; causal and correlational studies; experimental designs; internal and external validity; quasi experiments.

Exploratory research: reasons for and methods.

Qualitative research: ethnography; grounded theory; problems of data collection and analysis; analytical versus statistical generalizability.

Case study research: the study questions, propositions, units of analysis, criteria for interpreting the findings; qualitative and quantitative aspects; evaluation as an example of case studies.

Data Analysis and Interpretation
 Data analysis and interpretation; basic concepts involved in statistical analysis; data science; outline of the use of some multivariate statistics.

The Research Report
 Purposes; audience; characteristics of a well-written report; integral parts of the report.

Research Ethics
 The politics of management research; stakeholders; access to information.

The ethics of management research; the PolyU's requirements.

Plagiarism in academic writing and how to avoid it.

Teaching/Learning Methodology
 Lectures cover the core principles and concepts of the subject syllabus. Seminars are structured to enhance students' understanding of relevant concepts through various kinds of activities, including presentation and discussion. Occasionally various staff members will visit the class to discuss on-going research projects with which they are involved.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							
		a.	b.	c.	d.	e.	f.	g.	h.
Continuous Assessment*	100%								
1. Individual assignment	20%	✓	✓				✓		
2. Group reports	50%	✓	✓	✓	✓	✓	✓	✓	✓
3. Presentation	10%								✓
4. Peer assessment	10%								✓
5. Class participation	10%						✓		
Total	100 %								

**Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.*

	<p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p> <p>Individual assignment – Students are required to submit an individual work by addressing the core principles and concepts of the subject syllabus.</p> <p>Group reports and presentation – Students are required to prepare two interim reports, a final report, and present their work by applying their subject knowledge and demonstrating their research skills.</p> <p>Class participation – Feedback is given to students immediately following the presentations. All students are invited to join this discussion to demonstrate their understandings of the core principles and concepts of the subject syllabus.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures 	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Preparation for lectures 	<p>39 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Preparation for assignment / group project and presentation 	<p>39 Hrs.</p>
	<p>Total student study effort</p>	<p>117 Hrs.</p>
<p>Reading List and References</p>	<p><i>Recommended Textbook</i></p> <p>Bougie, R., & Sekaran, U. (2020). <i>Research Methods for Business – A Skill Building Approach</i>. NY: John Wiley & Sons.</p> <p><i>References</i></p> <p>Bowerman, B. L., Drougas, A. M., Duckworth, W. M., Froelich, A. G., Hummel, R. M., Moninger, K. B., & Schur, P. J. (2019). <i>Business Statistics and Analytics in Practice</i>. NY: McGraw-Hill.</p> <p>Ghauri, P., Gronhaug, K., & Strange, R. (2020). <i>Research Methods in Business Studies</i>. UK: Cambridge University Press.</p> <p>Schindler, P. S. (2019). <i>Business Research Methods</i>. NY: McGraw-Hill.</p> <p>Yin, R. K. (2018). <i>Case Study Research and Applications: Design and Methods</i>. Thousand Oaks, CA: SAGE.</p>	

August 2022

Subject Code	MM5021
Subject Title	Business Ethics
Credit Value	1
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	Business ethics has its foundations in the students' knowledge of a diverse range of business functions and sectors. Whatever the specific business setting (accountancy, finance, logistics, marketing or management) the examination of corporate interaction with stakeholders and the notions of social responsibility and ethical behaviour are a matter of concern.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> Understand “business ethics” and “corporate social responsibility” from a global perspective Identify and resolve ethical dilemmas and responsibility issues in business and management Analyse ethical and responsibility issues in individual business and management domains by applying the Babson framework and the stakeholder perspective Apply appropriate approaches to handle ethics issues when involving one or more of the five technology elements (A – Artificial Intelligence (AI); B – Blockchain; C – Cloud Computing; D – Data Science; E – Entrepreneurship)
Subject Synopsis/ Indicative Syllabus	This subject examines the ethics and responsibilities of business corporation and corporate executive to key stakeholders. It will cover: <ul style="list-style-type: none"> • Perspectives of business ethics and corporate social responsibility • Key aspects of ethical and responsibilities issues in business and management: marketing, HRM, and MIS • Management of business ethics and corporate social responsibilities
Teaching/Learning Methodology	This course is case based in the sense that we adopt a case teaching approach to use various cases to facilitate learning. <p>Lectures: the lecture will link business ethics and CSR concepts and theories with practices by using cases for illustration – objective: to familiar students with the book knowledge and real practices of CSR and to provide them with a solid basis for critical thinking</p> <p>Case Analysis: each group of students will be asked to present their critical analysis of cases on ethical and CSR issues on individual areas of business and management</p> <p>Individual assignment: students will be asked to select two cases discussed in the classes to prepare their own analyses and reflections.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a.	b.	c.	d.
	Continuous Assessment*	100%				
	1. Class exercises	20 %		✓	✓	✓
	2. Case Study - Group presentation	20 %	✓	✓	✓	✓
	3. Case Analysis – individual take-home assignment	60%	✓	✓	✓	✓
	Total	100 %				
<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To reflect the significant technology content in this subject, 10% (class exercises) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p> <ol style="list-style-type: none"> 1. Class exercises in the format of knowledge building aim to stimulate students to and consider ethical problems and responsibilities issues associated with different aspects of business and management. On this basis, they can make one step ahead to identify the reasons and think about possible solutions. 2. Group case study in the classroom enables students to work as a team to do an in-depth analysis of selected cases on business ethics in respective business and management areas to assess their ability to apply book knowledge and their presentation skills 3. Individual case analysis as take-home assignment is used to assess individual students' critical thinking, analytical ability and written skill. 						
Student Study Effort Expected	Class contact:					
	▪ Lectures		12Hrs.			
	Other student study effort:					
	▪ Preparation for the class		12Hrs.			
	▪ Preparation for Assignments		15Hrs.			
	Total student study effort		39Hrs.			
Reading List and References	<p>Babson College, <i>Introduction to the Babson Framework for Ethical Decision Making</i></p> <p>Crane, A. and Matten, D. 2010. <i>Business Ethics</i>, 3rd Edition, Oxford University Press.</p> <p>Freeman, R.E., Velamuri, S.R. and Moriarty, B. 2006. <i>Company Stakeholder</i></p>					

	<p><i>Responsibility: A New Approach to CSR</i>. Business Roundtable Institute for Corporate Ethics.</p> <p>Friedman, M. 1970. The Social Responsibility of Business is to Increase its Profits. <i>The New York Times Magazine</i>, September 12.</p> <p>Lawrence, A.T. and Weber, J. 2008. <i>Business & Society</i>, 12th Edition, McGraw Hill.</p> <p>Lo, C.W.H., Ralston, D. and Egri, C. 2008. Commitment to Corporate Social and Environmental Responsibility: An Insight into Contrasting Perspectives in China and the US. <i>Organization and Management Journal</i>, Vol. 5, No. 2, pp. 83-98.</p> <p>Weather, W.B. Jr., and Chandler, D. 2006. <i>Strategic Corporate Social Responsibility: Stakeholders in a Global Environment</i>, London: Sage Publications.</p>
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August 2022

Subject Code	MM5112
Subject Title	Organization and Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Exclusion: Managing Organizations and People (MM511 or MM5117 or MM5119)
Objectives	This course aims to introduce students to concepts and practices of the four basic management functions of planning, organizing, leading and controlling. It aims to facilitate students to acquire a good grounding for further studies in more specialized management subjects, and to apply theories to practice in becoming more effective managers.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. practice the four basic management functions of planning, organizing, leading and controlling, and managerial ethics; b. apply theories to diagnose and solve entrepreneurial and organisational issues; c. synthesize new ideas from various sources, with a consideration of the implications of technology.
Subject Synopsis/ Indicative Syllabus	<p>Managing Organizations and People: An Overview Definitions of management, organization and organizational behaviour. History of management. The organization environment. International management. Contemporary management issues.</p> <p>Decision Making Models of management decision making. Managerial ethics and social responsibility.</p> <p>Management Functions The planning process and strategic planning. The organizing process and organizational structures. The leading process and people management. The controlling process and controlling techniques.</p> <p>People Management Skills Group and team dynamics. Leadership models. Communication models. Conflict resolution models. The management of corporate values and culture. Management of change and organizational development.</p>
Teaching/Learning Methodology	Lectures are used to impart management and organizational concepts which are explored in greater detail via case studies. Students will learn management skills through participative experiential class exercises. Synthesis and application of knowledge are assessed by means of presentation, essays and examination.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a.	b.	c.	
	Continuous Assessment*	50%				
1. Individual paper and/or class participation	25%	✓		✓		
2. Group presentation and/or projects	25%	✓	✓			
Examination	50%	✓	✓	✓		
Total	100 %					
<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p> <ol style="list-style-type: none"> engage in case-study group projects to apply theories to practice; write an individual paper that explores a certain topic/area of management in greater depth and/or participate in class discussions and activities to practice analytical and critically thinking; and take a closed-book exam to demonstrate conceptual and analytical skills by presenting arguments for and/or against certain topics based on theories, and if and when appropriate, taking circumstantial practicalities into consideration. <p>Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>						
Student Study Effort Expected	Class contact:					
	▪ Lectures	39 Hrs.				
	Other student study effort:					
	▪ Preparation for lectures	39 Hrs.				
	▪ Preparation for assignment / group project and presentation / examination	39 Hrs.				
	Total student study effort		117 Hrs.			

Reading List and References**Recommended Textbooks**

Bateman, T. S., and Konopaske, R. (2021). *Management: Leading & collaborating in a competitive world* (14th ed.). New York: McGraw-Hill Education.

Robbins, S. P. and Coulter, M. (2020). *Management* (15th ed.). NY: Pearson.

References

Daft, R. L. (2018). *Management* (13th ed.). Singapore: Cengage Learning.

Deresky, H. (2017). *International management: Managing across borders and cultures, text and cases* (9th ed.). Boston: Pearson.

Griffin, R. W. (2017). *Management* (12th ed.). Boston, MA: Cengage Learning.

Gulati, R., Mayo, A. and Nohria, N. (2017). *Management: An integrated approach* (2nd ed.). Boston: Cengage Learning.

Hitt, M. A., Black, J. S. and Porter, L. W. (2012). *Management* (3rd ed.). Upper Saddle River, NJ: Pearson.

Hofstede, G. (2010). *Cultures and organizations: Software of the mind – Intercultural cooperation and its importance for survival* (3rd ed.). New York: McGraw-Hill.

Kennedy, C. (2007). *Guide to the management gurus: Shortcuts to the ideas of leading management thinkers* (5th ed.). London: Random House Business.

Lim, G. S., Chua, S. B., Skulkerewathan, U. and Daft, R. L. (2015). *New era of Management in a globalized world: An Asian Perspective*. South-Western: Cengage Learning.

Mullins, L. (2016). *Management and organizational behaviour* (11th ed.). Harlow: Pearson.

Robbins, Stephen P. and Judge, Timothy A. (2019). *Organizational behaviour* (18th ed.). New York: Pearson.

Williams, C. (2016). *Effective management* (7th ed.). Boston: Cengage Learning.

Journals

Academy of Management Executive

Academy of Management Journal

Academy of Management Review

Administrative Science Quarterly

Harvard Business Review

Human Relations

Journal of Applied Psychology

Journal of General Management

Journal of International Business Studies

Journal of Management

Journal of Management Studies

Journal of Organizational Behaviour

Management Review

Organization Science

Organization Dynamics

Organization Studies

Personnel Psychology

Subject Code	MM514
Subject Title	Human Resource Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/Co-requisite/Exclusion	Managing Organizations and People (MM511) or Organization and Management (MM5112)
Objectives	<ul style="list-style-type: none"> • To enable students to approach Human Resource Management in a systematic manner; • To enable students to reflect and where appropriate, modify policies and practices internal to the organization with reference to pressures from external institutions; • To help students to embrace the complex nature of employment relationships and understand how the interlocking tasks of Human Resource Management respond to changes which occur over time in individual employees and the workforce as a whole.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. have a better understanding of the latest relevant theories, practices and functional activities of human resource management; b. employ some of the HRM theories and models to diagnose the practical problems in the workplace and come up with proper solutions to deal with these problems; c. synthesize and digest new ideas, discoveries, and cutting-edge HRM theories from various sources, such as academic journals, popular management books, and professional management magazines; d. develop key skills needed for professional success, including skills of interpersonal communication, teamwork, problem solving, and oral and written presentation; e. understand the principles and practices of HRM, and develop entrepreneurship to apply theories to solve business issues that are increasingly affected by technologies such as AI, blockchain, and data science.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Human Resource Management and Professional Ethics • Human Resource Planning • Job Analysis and Design • Recruitment and Selection • Performance Management • Compensation and Benefits • Occupational Safety and Health • Employee Relations and Engagement • International Human Resource Management
Teaching/Learning Methodology	HRM concepts are discussed in lectures and seminars, while students are expected to demonstrate a detailed knowledge of theory and practice via case analysis and practical problem solving. Students are exposed to the traditional aspects of the subject, while current and emerging issues are also addressed. Seminars and cases provided student opportunities to apply HRM concepts to the Hong Kong situation.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% Weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a.	b.	c.	d.	e.
	Continuous Assessment*	50%					
	1. Class attendance and participation	10%	✓	✓	✓	✓	✓
	2. Individual assignment	10%	✓	✓	✓	✓	✓
	3. Group project	30%	✓	✓	✓	✓	✓
	Examination	50%	✓	✓	✓	✓	✓
	Total	100 %					
<p>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</p> <p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject have a balanced learning experience.</p> <p>Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>							
Student Study Effort Expected	Class contact:						
	▪ Lectures		39 Hrs.				
	Other student study effort:						
	▪ Preparation for lectures		39 Hrs.				
	▪ Preparation for assignment/group project and presentation/examination		39 Hrs.				
	Total student study effort		117 Hrs.				
Reading List and References	<p><u>Indicative references:</u> Dessler, G. (2023). <i>Human Resource Management</i>, 17th Edition, Pearson.</p> <p>Noe, R.A., Hollenbeck, J.R., Gerhart, B. & Wright, P.M. (2023). <i>Human Resource Management: Gaining a Competitive Advantage</i>, 13th Edition. McGraw-Hill.</p> <p><u>Journals and Periodicals</u> <i>Academy of Management Journal</i> <i>Asia Pacific Journal of Human Resources</i> <i>Compensation & Benefits Review</i> <i>HR Magazines</i></p>						

	<p><i>Human Resource Management</i> <i>Human Resources</i> <i>International Journal of Human Resource Management</i> <i>People Management</i> <i>Personnel Review</i> <i>Training & Development Journal</i> <i>Workforce</i></p> <p>Other local business magazines and newspapers, e.g. <i>South China Morning Post</i></p>
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July 2023

Subject Code	MM515
Subject Title	Organizational Behaviour
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	<p>Pre-requisite: Managing Organizations and People (MM511) or Organization and Management (MM5112)</p> <p>-----</p> <p>Exclusion: Managing People in Construction and Real Estate (BRE514) and Managing Human Resources in the Hotel & Tourism Industry (HTM508)</p>
Objectives	<p>This course aims to provide students at the Masters level, the theoretical & practical foundations for understanding managerial behaviour in organizations. Organizations covers in this course will include startups, local, regional and global organizations which undergo challenges in digital transformation impacting from key technology drivers such as Artificial Intelligence (AI), Block-chain, Cloud-computing, Data Science, and etc. Students will experience some of the interpersonal dynamics of managerial actions and interactions by various forms of experiential games and case analyses. Students are encouraged to reflect upon their real-life experiences and to analyze those experiences in the light of current theories and concepts in the behavioural sciences.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> explain human psychology and dynamics, and apply theories to tapping organization members' potentials to achieve good results; apply diverse conceptual and theoretical frameworks in analyzing and solving organizational problems; have developed change management skills, along with a reflective mind-set; understand the factors which facilitate or impede effective cross-functional team work; exhibit an awareness of ethical issues and their implications for management behavior and organizational practices; demonstrate an understanding of cultural and workplace diversity and be aware of the implications for management behavior and organizational practices. Demonstrate an understanding of key-technology drivers and their implications for management behavior and organizational practices in digital transformation process.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Foundations of Organizational Behaviour • Individual Differences, Personality and Values • Perceiving Ourselves and Others in Organizations • Workplace Emotions, Attitudes, and Stress Employee Motivation • Diversity, Equity and Inclusion in Organizations Power and Leadership • Team Dynamics • Organizational Culture and Change in Digital Transformation
Teaching/Learning Methodology	<p>The course will be delivered in seminar style consisting of lectures, student presentations and in-depth class discussions based on research, and case studies generated from students' own work experiences. The program is deliberately designed to be highly interactive and stimulating to bring to the surface the real value and meaning of the study of behaviour in organizations. As this is a postgraduate program, all topics for discussion will lead off from theoretical grounding complemented with the latest research findings, and balanced with more Hong Kong / Asia specific examples.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a.	b.	c.	d.	e.	f.
	Continuous Assessment*	100%						
1. Group presentation	30%	✓	✓	✓	✓	✓	✓	
2. Individual paper	30%	✓	✓	✓	✓	✓	✓	
3. Individual case study assignment	40%	✓	✓	✓	✓	✓	✓	
Total	100 %							

**Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.*

To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.

To pass this subject, students are required to obtain Grade D or above in the overall subject grade.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –

- Read the recommended material including lecture notes, textbooks, and journal articles;
- Discuss the issues brought up in the lectures/seminars;
- Appreciate the different approaches that may be adopted in solving management problems;
- Participate in presenting the group’s views on a case/marketing situation;
- Express the views on management issues by working on group and individual assignments.

Feedback is given to students immediately following the presentations and all students are invited to join this discussion.

Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	39 Hrs.
	▪ Preparation for assignments / group projects and presentations	39 Hrs.
	Total student study effort	117 Hrs.

<p>Reading List and References</p>	<p><u>Indicative references:</u></p> <p>McShane, S. L. & Von Glinow, M. (2024) <i>Organizational Behavior: Emerging Knowledge, Global Reality</i>, 10th Global Edition, McGraw-Hill. Robbins, S.P., & Judge, T. A. (2022). <i>Organization Behavior</i>, 19th Ed., Pearson.</p> <p>Siebel, M. (2019). <i>Digital Transformation: Survive and Thrive in an Era of Mass Extinction</i>, RosettaBooks.</p> <p>Iansiti, M. & Lakhani, K. R. (2020). <i>Competing in the Age of AI: Strategy and Leadership When Algorithms and Networks Run the World</i> Harvard Business Review Press.</p>
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July 2023

Subject Code	MM516
Subject Title	Management of Pay and Benefits
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite	Managing Organizations and People (MM511) / Organization and Management (MM5112) and Human Resource Management (MM514) <u>For MBA</u> Organizational Behaviour & Leadership (MM5133)
Objectives	The objective of this course is to provide students with a thorough and in-depth understanding of the key concepts, issues and current practices related to the management of pay and benefits in organizations today.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. understand the theories, concepts and debates that influence the development of pay and benefit practices; b. master the knowledge and skills required to design and implement effective reward system; c. appreciate the roles that pay and benefits management play in driving organizations' business strategy and human resource strategy.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Employee Motivation & Pay Satisfaction • Job Evaluation • Pay Survey & Market Pricing • Pay Level & Pay Structure • Pay for Performance – Individual and Group Incentives • Executive Compensation • Employee Benefits • International Pay & Benefits • Expatriate Compensation • Administration & Evaluation of Reward Programs
Teaching/Learning Methodology	In addition to lectures, case studies, group exercises and discussions will be used to illustrate respective theories, concepts and practices. Active participation from students is expected to create an interactive learning environment. Besides, students will be required to read selected articles from academic journals and practitioner publications, which will offer them further perspectives and insights into pay and benefits management.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
			a.	b.	c.
	Continuous Assessment*	50%			
	1. Class participation and activities	10%	✓	✓	
	2. Individual paper	20%	✓	✓	✓
	3. Group presentation	20%	✓	✓	✓
	Examination	50%	✓	✓	✓
	Total	100 %			
<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p> <p>Students are expected to demonstrate their understanding of the theories and concepts through active participation in various class activities including case discussion and group exercises. The individual paper and group project will allow students an opportunity to examine current issues in managing pay and benefits and apply their learning to solve real life problems. The examination aims at assessing students’ ability to integrate the theories, concepts and practices discussed throughout the course.</p>					
Student Study Effort Expected	Class contact:				
	▪ Lectures		39 Hrs.		
	Other student study effort:				
	▪ Preparation for lectures		39 Hrs.		
	▪ Preparation for assignment / group project and presentation / examination		39 Hrs.		
	Total student study effort		117 Hrs.		
Reading List and References	<p><u>References:</u></p> <p>Milkovich, G., Newman, J., & Gerhart, B. (2020), Compensation 13e, McGraw-Hill Irwin, Boston.</p> <p>Aguinis, H. (2019), Performance Management, 4th Ed, Pearson Prentice Hall.</p> <p>Martocchio, J. J. (2017). Strategic Compensation: A Human Resource Management Approach. 9th Edition. Upper Saddle River: Pearson Prentice Hall.</p> <p>Compensation and Benefits Review</p>				

Subject Code	MM517
Subject Title	Human Resource Development
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This course contributes to the achievement of the outcomes of the Master of Science in Human Resource Management programme by developing students with professional knowledge and understanding of contemporary issues in Human Resource Development (HRD).</p> <p>The objective of this subject is to help students acquire competencies in HRD and develop themselves as effective managers contributing to the success and growth of the organizations.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> state the importance of HRD and explain the major roles and activities of management in HRD; identify and assess HRD needs in organisations to design, develop, implement and evaluate appropriate HRD programmes in them; apprehend and critically evaluate the contemporary topics and ethical issues in HRD; and understand the technological innovation in HRD practices, and to solve business issues that are increasingly affected by technologies such as AI and data science.
Subject Synopsis/ Indicative Syllabus	<p>Foundations of HRD The importance and contributions of HRD in organisation. The relationship between HRM and HRD/Training. HRD functions. Roles and competencies of HRD professionals.</p> <p>Learning and HRD Learning and instruction. Maximising learning. The learning process. Learning strategies and styles. Adult Learning.</p> <p>Framework for HRD The HRD process: assessing HRD needs, designing effective HRD programmes, implementing HRD programmes, and evaluating HRD programmes.</p> <p>HRD Applications HRD applications in the public and private sectors in Hong Kong and global organisations.</p> <p>Contemporary Topics and Issues in HRD Contemporary HRD topics include psychometric assessments for talent development, eLearning tools, and the role of technology in the practice of human resource development.</p>

<p>Teaching/Learning Methodology</p>	<p>The focus will be on theoretical discussions of the main concepts and issues, followed by experiential exercises in applying relevant HRD concepts and techniques to real-life scenarios. Students are expected to participate actively in class activities and discussions.</p> <p>Contemporary topics and issues in HRD will be covered to arouse the learning interest of students.</p>																																																			
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="427 389 1466 1016"> <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>Continuous Assessment*</td> <td>50%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Class participation and HRD Activities</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Individual Assignment</td> <td>20%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Group Project</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The above assessment methods are designed to ensure that the students will:</p> <ol style="list-style-type: none"> 1. maximise their learning during group discussions and active participation in various exercises and activities, and transfer their learning from the classroom to their workplaces; and 2. demonstrate their understanding, analytical, and evaluation abilities on the taught materials in the individual assignment, group project, and examination. 						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a.	b.	c.	d.	Continuous Assessment*	50%					1. Class participation and HRD Activities	10%	✓	✓	✓		2. Individual Assignment	20%	✓		✓	✓	3. Group Project	20%	✓	✓	✓		Examination	50%	✓	✓	✓	✓	Total	100 %				
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**Reading List and
References**

Indicative references:

Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology, 102*(3), 305-323.

Dachner, A. M., Ellingson, J. E., Noe, R. A. & Saxton, B. M. (2021). The future of employee development. *Human Resource Management Review, 31*, 100732. <https://doi.org/10.1016/j.hrmr.2019.100732>.

Noe, R. A. (2023). *Employee Training and Development*, 9th Edition, McGraw-Hill.

Werner, J. M. (2019). *Human Resource Development: Talent Development*, Seventh Edition, South-Western Cengage Learning.

Other possible sources:

Academy of Management Journal
Academy of Management Learning & Education
Human Resource Development Quarterly
Human Resource Management
International Journal of Human Resource Management
Journal of Applied Psychology
Journal of Management Development
Management Learning

Practitioner Publications:

HR Magazine
Human Resources (HKIHRM)
Training
T&D

Subject Code	MM5191
Subject Title	Negotiation and Conflict Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Managing Organizations and People (MM511) or Organization and Management (MM5112) <u>For MBA</u> Organisational Behaviour and Development (MM513 or MM5131) or Organizational Behaviour & Leadership (MM5133) or Strategic Human Resource Management (MM5231)
Objectives	This subject will contribute to the outcomes by enabling students to apply concepts in the area of negotiation and conflict management, and by improving their interpersonal skills.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. understand the nature of negotiation and conflict and apply key conceptual frameworks to analyze actual situation; b. engage in critical and creative thinking, and use negotiation process as a means to achieve business targets, resolve conflict, and create value for organizations; c. evaluate the costs and benefits of alternative courses of actions in negotiations; d. assess one's own strengths and weaknesses as a negotiator, and communicate reasoned arguments effectively.
Subject Synopsis/ Indicative Syllabus	<u>Negotiation</u> Bargaining and negotiation; ethics; distributive negotiation; integrative negotiation; BATNA (Best Alternative to a Negotiated Agreement); trust; power; emotions; persuasion; coalition; teams; negotiation scenarios in business contexts; negotiation between managers and employees; cross-cultural negotiation; social dilemma. <u>Business Negotiation in Practice</u> Negotiation in various business situations; effective skills in business negotiation; negotiation between managers and employees; cross-cultural negotiation. <u>Conflict Management</u> Task conflict; relationship conflict; and conflict management styles.
Teaching/Learning Methodology	Using exercises, negotiation role plays, simulations, videos, lectures, auctions, real world negotiation experiences, and other experiential activities, students will improve both their understanding and handling conflict management and negotiation. Synthesis and application of knowledge are assessed by means of performance in simulations, essays and examination.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a.	b.	c.	d.
	Continuous Assessment*	50%				
	1. Individual assignment	15%	✓			✓
	2. In-class work	35%	✓	✓	✓	✓
	Examination	50%	✓	✓	✓	✓
	Total	100 %				
<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The examination will assess all four outcomes, through compulsory questions. The weekly journals will trace students' development and focus on their assessment of their own strengths and weaknesses as negotiators, using conceptual frameworks to guide them. Classwork will address all of the outcomes through a series of experiential exercises and analysis of videos and cases.</p>						
Student Study Effort Expected	Class contact:					
	▪ Lectures and in-class work		39 Hrs.			
	Other student study effort:					
	▪ Self-study		78 Hrs.			
	Total student study effort		117 Hrs.			
Reading List and References	<p><u>Recommended Book</u> Lewicki, R. J., Barry, B., & Saunders, D. M. (2021). <i>Essentials of negotiation</i> (7th ed). New York: McGraw-Hill.</p> <p><u>Journals</u> Journal of Applied Psychology Journal of Personality and Social Psychology Organizational Behavior and Human Decision Processes Journal of Experimental Social Psychology Negotiation and Conflict Management Research</p>					

July 2023

Subject Code	MM5201
Subject Title	Global Leadership in the Asian Context
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Managing Organizations and People (MM511) or Organization and Management (MM5112) <u>For MBA</u> Organisational Behaviour and Development (MM5131) or Organisational Behaviour & Leadership (MM5133)
Objectives	This subject contributes primarily to the achievement of leadership skills and global outlook while also enabling students to identify ethical issues.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. understand the major leadership theories; b. critically evaluate conventional leadership theories from global and regional perspectives; c. understand specific leadership behaviors, practices, and the technical and ethical challenges that arise in different cultural and social contexts; d. apply knowledge of leadership to deal with their real world experiences; e. communicate effectively in writing on leaderships issues.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Theories of leadership • Cross-cultural differences in effective leadership • Followership • Charismatic leadership • Leading change in Asia and elsewhere • Leading with diversity, equity, and inclusiveness • Succession planning in Asia • Leadership and innovation in Asia • Business ethics, social responsibility, and sustainability in Asia and globally • Managing interdependence in Asia and globally
Teaching/Learning Methodology	The format for the course will be class lectures, interspersed with group discussions and in-class activities. Readings drawn from the academic literature will be assigned to participants. Active participation is encouraged. In general, this course is designed to encourage more interactions among the participants and more personal reflection. Therefore, lectures will avoid repeating the contents of the textbook and will focus more on developing students' diagnosing, problem solving, and presentation skills.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a.	b.	c.	d.	e.
	Continuous Assessment*	50%					
	1. Individual paper [#]	30%	✓	✓	✓	✓	✓
	2. Personal reflection journal	10%	✓	✓	✓	✓	✓
	3. Class participation	10%	✓	✓	✓	✓	✓
	Examination	50%	✓	✓	✓	✓	✓
	Total	100 %					
<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p><i># Different individual papers will address different outcomes.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Individual Paper: Students are required to write a 10-page essay by focusing on one or two of the lecture topics. Assessment of the individual paper will include a grade for the assessment of communication skills.</p> <p>Personal Reflection Journal: Students are required to <u>critically evaluate the existing theories and how they apply to their own experiences.</u></p>							
Student Study Effort Expected	Class contact:						
	▪ Lectures and in-class work		39 Hrs.				
	Other student study effort:						
	▪ Self-study		78 Hrs.				
	Total student study effort		117 Hrs.				
Reading List and References	<p>Northouse, Peter G. (2021). <i>Leadership: Theory and Practice</i> (9th Edition). Thousand Oaks, CA: Sage Publications.</p> <p><u>Journals:</u> Academy of Management Journal, Harvard Business Review, Sloan Management Review, Journal of Applied Psychology, Leadership Quarterly</p>						

July 2023

Subject Code	MM5203
Subject Title	Decision Making for Leadership
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	Organization and Management (MM5112)
Objectives	The course will focus on two key elements of leadership: (1) making decisions rationally, and (2) influencing others effectively. Although most educated people believe that they make decisions rationally, people often use a variety of heuristics that lead them to make suboptimal decisions in many situations. This course will reveal many important decision-making slippages that occur in people's everyday life and discusses their implications for leadership.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) Understand the basic principles of decision making and apply them across a wide range of business settings, including financial decisions, investment decisions, managing employees, planning mergers, selling products, and negotiating with others; (b) Acquire self-awareness of how humans tend to make decisions, and how one should make decisions for leadership effectiveness.
Subject Synopsis/ Indicative Syllabus	The subject covers the following general topics – <ul style="list-style-type: none"> • Decision making under risk • Cognitive traps • Judgment and prediction • Choice traps • Group decision making, Post-decision biases • Scarcity and decision making
Teaching/Learning Methodology	This subject will involve primarily interactive teaching methodologies. Students will do numerous exercises in class that will demonstrate the decision making traps that even highly intelligent and educated people fall prey to. Class discussion will centre on identifying situations in which such decision making biases occur, how to avoid them, and how to use knowledge of decision making biases for persuasion.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b			
Continuous Assessment*	100%					
1. Class Participation	20	✓	✓			
2. Weekly Reflection Reports	15	✓	✓			
3. Reading Summary	15	✓	✓			
4. Final Paper	50	✓	✓			
Total	100 %					

**Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.*

To pass this subject, students are required to obtain Grade D or above in the overall subject grade.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Class participation is essential because this course uses an experiential learning technique. The course material cannot be learned from reading the textbook. Points are assigned based on whether students are attentive, contribute to the in-class discussion, or are not distracted (e.g., checking their phone; replying to email, browsing the internet, or doing other work on their laptop; having conversations with other students).

The weekly reflection reports are important so that students apply what they have learned in class to their real life. This help ensure that they truly grasp the course material. Submissions are graded on whether the event was described clearly enough so that reader can understand what happened, what were the decision options, what were the key dimensions on which the options differed; and whether it reflected an accurate understanding of the decision trap referred to in the example. Students have to submit this only three times during the semester.

The weekly reading summary is required to ensure that students have read and thought about the reading material. Students are asked to submit a one-paragraph description of new knowledge that gained from the reading assigned for the past week which was not covered in the lecture. The submission is graded based on whether it accurately describes the idea covered in the reading. Students have to submit this only three times during the semester.

The final paper is important to ensure that students take active steps to correct their own decision-making biases. Students are asked to

	<p>disconfirm their unfavorable views about another person in at least <u>three distinct ways</u>. Submissions are graded on whether they describe the reason for the original idea, how <u>active and creative</u> each disconfirming strategy was, how closely each strategy tested the trait that the student wanted to disconfirm, was each strategy indeed a disconfirming strategy, how different are the strategies from each other, and what is the take-home lesson from this experience.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures and in-class discussion/exercises	39 Hrs.
	Other student study effort:	
	▪ Self-study and assignments	78 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Kahneman, D. (2013). <i>Thinking, Fast and Slow</i>. New York: Farrar, Straus and Giroux.</p> <p>Selected publications from the following journals –</p> <p><i>Current Directions in Psychological Science</i> <i>Harvard Business Review</i> <i>Journal of Behavioral Decision Making</i> <i>Journal of Consumer Research</i> <i>Journal of Economic Perspectives</i> <i>Judgment and Decision Making</i> <i>Quarterly Journal of Economics</i> <i>Science</i></p>	

July 2023

Subject Code	MM5221
Subject Title	Human Resource Management in China
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	<p>Managing Organisations and People (MM511) or Organisation and Management (MM5112) or Cross-cultural Management (MM5251)</p> <p>-----</p> <p>Human Resource Management in the PRC (MM522)</p>
Objectives	<p>This course contributes to achieving the outcomes of the postgraduate programmes in Faculty of Business by developing students with fundamental knowledge and skills in human resource management (HRM). This specialised elective subject enables students to identify and analyse the contextual forces of China's labour market, workforce characteristics, and HRM policies, and apply those learned skills and principles to manage people in China.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> explain the characteristics of the Chinese's labour market and essential contextual factors affecting human resources management; critically evaluate the prevailing HRM policies and practices; synthesise and apply the learned HRM principles and skills to make recommendations on people management for enterprises in China. understand the technological innovation in HRM practices, and to solve business issues that are increasingly affected by technologies such as AI, cloud computing and data science.
Subject Synopsis/ Indicative Syllabus	<p>Overview of contextual factors and labour market Economic, political, and social contexts of employment and labour market in China. The PRC Labour Law, Labour Contract Law, and employment contracts. Cultural values and other characteristics of Chinese employees.</p> <p>Recruiting and Selecting Employees Various means of recruitment methods. Employment agencies and their roles. Selection instruments and techniques adopted by enterprises. Recruiting and selecting senior managers and expatriates. Issues in localisation in the China context.</p> <p>Compensation and Benefits Various kinds of benefits and social insurances in China.</p> <p>Performance Management Purposes and characteristics of performance management. Techniques in performance appraisal. Challenges in adopting western performance appraisal system.</p> <p>Training and Development Training needs assessment. Traditional and technology-based training methods and techniques. Career development programmes for local managers.</p> <p>Contemporary Issues in HRM The role of digital technology and HRM.</p>

Teaching/Learning Methodology	About two-thirds of the three-hour weekly lectures are used to explain and discuss various contextual forces, labour laws, workforce characteristics, and prevailing HRM practices. HRM practices and current issues are employed to stimulate students to think and discuss real-life people management problems. The remaining hours provide students the opportunity to present their project-based case studies based on extensive literature search and fieldwork. Feedback is given to students immediately following their presentations, and all students are invited to join the follow-up discussion.																																																		
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="448 389 1476 958"> <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>Continuous Assessment*</td> <td>50%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Group Project</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Individual essay</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Class participation and activities</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="448 981 1476 1048">*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</p> <p data-bbox="448 1081 1476 1182">To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p data-bbox="448 1216 1476 1283">To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p data-bbox="448 1317 1476 1384">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="448 1429 1476 1496">The above assessment methods are designed to ensure that all students taking this subject:</p> <ol data-bbox="496 1529 1476 1753" style="list-style-type: none"> 1. To read the recommended readings and materials. 2. To actively participate in a group project and apply learned theories and principles to solve HR issues/problems. 3. To write an individual essay that explores key HRM issues in greater depth. 4. To take an examination to demonstrate conceptual knowledge, analytical skills, and critical thinking in applying essential principles of HRM to enterprises in China. 					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a.	b.	c.	d.	Continuous Assessment*	50%					1. Group Project	25%	✓	✓	✓		2. Individual essay	15%	✓	✓	✓	✓	3. Class participation and activities	10%	✓	✓	✓		Examination	50%	✓	✓	✓	✓	Total	100 %				
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Students' Study Efforts Expected	Class contact:																																																		
	<ul style="list-style-type: none"> ▪ Lectures and seminars 		39 Hrs.																																																
	Other student study effort:																																																		
	<ul style="list-style-type: none"> ▪ Preparation for discussion 		26 Hrs.																																																
	<ul style="list-style-type: none"> ▪ Preparation for assignment, group project and examination 		52 Hrs.																																																

	Total students study effort	117 Hrs.
Reading List and References	<p><u>Indicative references:</u></p> <p>Chen, Y., Jiang, Y. J., Tang, G., & Cooke, F. L. (2018). High-commitment work systems and middle managers' innovative behavior in the Chinese context: The moderating role of work-life conflicts and work climate. <i>Human Resource Management, 57</i>(5), 1317-1334.</p> <p>Cooke, F. L., Xiao, M., & Chen, Y. (2021). Still in search of strategic human resource management? A review and suggestions for future research with China as an example. <i>Human Resource Management, 60</i>(1), 89-118.</p> <p>Cooper, B., Wang, J., Bartram, T., & Cooke, F. L. (2019). Well-being-oriented human resource management practices and employee performance in the Chinese banking sector: The role of social climate and resilience. <i>Human Resource Management, 58</i>(1), 85-97.</p> <p>Suseno, Y., Chang, C., Hudik, M., & Fang, E. S. (2022). Beliefs, anxiety and change readiness for artificial intelligence adoption among human resource managers: the moderating role of high-performance work systems. <i>The International Journal of Human Resource Management, 33</i>(6), 1209-1236.</p> <p>Zhao, C., Cooke, F. L., & Wang, Z. (2021). Human resource management in China: what are the key issues confronting organizations, and how can research help? <i>Asia Pacific Journal of Human Resources, 59</i>, 357-373.</p> <p><u>Other possible sources:</u></p> <p>Asia Pacific Journal of Human Resources Chinese Management Studies Human Resources (The official Journal of HKIHRM) International Journal of Human Resource Management Journal of Chinese Human Resource Management</p>	

July 2023

Subject Code	MM5222
Subject Title	HRM Seminars
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	<p>The subject is designed to develop students' understanding of innovative and leading-edge people strategies in the changing landscape of human resources (HR) and talent development. Specifically, senior executives of corporations will share their experiences of how they lead, engage, motivate, empower their workforce to align business goals, thereby retain loyal customers for the sustainable development of their businesses.</p> <p>This subject contributes to the achievement of the MSc HRM Programme Outcome 2 - Align HRM with organizational goals (Use HRM theories and models to align HRM processes with organizational goals).</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> have a better understanding of how HR and talent development managers tackle emerging challenges in the business sector; critically reflect and analyze the HR and talent development practices employed in hiring, leading, engaging, motivating, and empowering today's workforce; create people and organizational effectiveness strategies that align to the achievement of organizational goals; develop and broaden senior business networks that focus on HR and related professions.
Subject Synopsis/ Indicative Syllabus	<p>HR Business Partner for People and Organizational Effectiveness</p> <ul style="list-style-type: none"> Innovation in employee engagement and organizational culture Talent acquisition and post-millennial workforce Digitalization and the tech side of HRM HR and people analytics <p>Talent Development</p> <ul style="list-style-type: none"> Changed landscape: Learning and development intervention Talent assessment Coaching and mentoring in talent management Cross border talent development

Teaching/Learning Methodology	Interactive seminars in a series of HRM and talent development topics will be conducted by guest speakers who are senior executives such as CEOs, HR heads, training professionals, and successful entrepreneurs. By adopting an active learning approach, such as direct dialogues with these senior executives, discussions, and reflective exercises on the real-life case studies, students can obtain insights to synthesize knowledge learned for application into their workplaces.																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th data-bbox="517 533 874 734" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="874 533 1018 734" rowspan="2">% weighting</th> <th colspan="4" data-bbox="1018 533 1474 667">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1018 667 1129 734">a</th> <th data-bbox="1129 667 1241 734">b</th> <th data-bbox="1241 667 1353 734">c</th> <th data-bbox="1353 667 1474 734">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 734 874 801">1. In-class Activities</td> <td data-bbox="874 734 1018 801">20</td> <td data-bbox="1018 734 1129 801">√</td> <td data-bbox="1129 734 1241 801">√</td> <td data-bbox="1241 734 1353 801">√</td> <td data-bbox="1353 734 1474 801">√</td> </tr> <tr> <td data-bbox="517 801 874 869">2. Mid-term Quiz</td> <td data-bbox="874 801 1018 869">10</td> <td data-bbox="1018 801 1129 869">√</td> <td data-bbox="1129 801 1241 869">√</td> <td data-bbox="1241 801 1353 869"></td> <td data-bbox="1353 801 1474 869"></td> </tr> <tr> <td data-bbox="517 869 874 936">3. Individual Assignment</td> <td data-bbox="874 869 1018 936">35</td> <td data-bbox="1018 869 1129 936">√</td> <td data-bbox="1129 869 1241 936">√</td> <td data-bbox="1241 869 1353 936">√</td> <td data-bbox="1353 869 1474 936"></td> </tr> <tr> <td data-bbox="517 936 874 1003">4. Group Assignment</td> <td data-bbox="874 936 1018 1003">35</td> <td data-bbox="1018 936 1129 1003">√</td> <td data-bbox="1129 936 1241 1003">√</td> <td data-bbox="1241 936 1353 1003">√</td> <td data-bbox="1353 936 1474 1003">√</td> </tr> <tr> <td data-bbox="517 1003 874 1070">Total</td> <td data-bbox="874 1003 1018 1070">100 %</td> <td colspan="4" data-bbox="1018 1003 1474 1070"></td> </tr> </tbody> </table> <p data-bbox="517 1104 1474 1171">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="517 1205 1474 1305">Students will be assessed through the in-class activities in their participation with the guest speakers on the HR and talent development practices and challenges.</p> <p data-bbox="517 1339 1474 1406">The mid-term quiz assesses students' understanding and comprehension of fundamental talent development and management concepts.</p> <p data-bbox="517 1440 1474 1574">In the form of a reflection journal, the individual assignment offers students opportunities to critically reflect and analyze the talent development models/theories and design workplace solutions that contribute to the organizational goals.</p> <p data-bbox="517 1608 1474 1675">The group assignment allows students to discuss, present and lead a well-researched HR leadership topic for people and organizational effectiveness.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. In-class Activities	20	√	√	√	√	2. Mid-term Quiz	10	√	√			3. Individual Assignment	35	√	√	√		4. Group Assignment	35	√	√	√	√	Total	100 %				
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Reading List and References

Indicative references:

Baum, T. (2020). A changing world of work. What can we learn from the service sector about employing Millennials (and Gen Z)? *Organizational Dynamics*, 49(3), 1-8.

Corritore, M., Goldberg, A. & Srivastava, S. B. (2020). The new analytics of culture. *Harvard Business Review*, 98(1), 76-83.

Garavan, T. N., Morley, M. J., Cross, C., Carbery, R., & Darcy, C. (2021). Tensions in talent: A micro practice perspective on the implementation of high potential talent development programs in multinational corporations. *Human Resource Management*, 60(2), 273-293.
doi:<http://dx.doi.org/10.1002/hrm.22048>

Ibarra, H., & Scoular, A. (2019). The leader as coach. *Harvard Business Review*, 97(6), 110-119.

Suarez, F. F., & Montes, J. S. (2020). Building organizational resilience. *Harvard Business Review*, 98(6), 47-52.

Other possible sources:

- Academy of Management Journal
- Academy of Management Review
- Human Resource Management
- Human Resource Management Review
- International Journal of Human Resource Management

Additional pre-reading materials will be available at a later stage suggested by the subject lecturer and guest speakers.

August 2022

Subject Code	MM5231
Subject Title	Strategic Human Resource Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Organizations and People (MM511) or Organization and Management (MM5112) <u>For MBA</u> MM5133 Organizational Behavior and Leadership
Objectives	This subject contributes to the achievement of the outcomes by enabling students to: <u>think critically and creatively</u> in handling people problems; develop leadership skills in managing people in organization; and take a <u>global outlook</u> in leading organizations. This subject contributes to the achievement of the MSc HRM Programme Outcome 1b (Recognize the role of technology in the practice of people management) and 2 (Use HRM theories and models to align HRM processes with organizational goals).
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. discuss the role of human resource (HR) management in strategic management; b. formulate and implement human resource management strategy; c. diagnose the challenges of human resource management in organizations from both local and global perspectives; and d. explain the nature of entrepreneurship of HR professionals, technology-driven innovation about a firm's decision on HR management
Subject Synopsis/ Indicative Syllabus	<u>The Context of Strategic Human Resource Management</u> An Investment Perspective of Human Resource Management The External and Global Environments of Human Resource Management Social Responsibility and Human Resource Management The Evolving and Strategic Role of Human Resource Management Strategic Workforce Planning and Job Analysis Design and Redesign of Work Systems <u>Implementation of Strategic Human Resource Management</u> Talent Recruitment and Selection Training and Development Performance Management and Feedback Compensation and Benefits Staff Relations and Engagement Occupational Safety and Health Employee Separation and Retention Management Global Human Resource Management Organization Learning and Development Human Resource Measurement and Audit Big Data and Strategic Human Resource Decisions
Teaching/Learning Methodology	This subject is designed according to the principles of action learning. Students will master the concepts of strategic human resource management through a series of experiential exercises and case studies. Students are expected to participate actively in

	class discussion.							
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a.	b.	c.	d.		
	Continuous Assessment	50%	✓	✓	✓	✓		
	Final Examination	50%	✓	✓	✓	✓		
	Total	100%						
	<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are required to apply strategic human resource management concepts to improve organizational effectiveness in the real world. They have to think critically and creatively for the challenges facing the organizations and apply strategic human resource management concepts to justify their proposed recommendations. They have to complete both individual and group assignments as continuous assessment.</p> <p>They have to submit a written report and make a presentation to the class for discussion. They are required to demonstrate their ability to think critically and creatively, use leadership skills and take a global perspective in solving organizational problems in the real world.</p>							
Student Study Effort Expected	Class contact:							
	▪ Lectures							39 Hrs.
	Other student study effort:							
	▪ Self-study							81 Hrs.
	Total student study effort							120 Hrs.

Reading List and References

Recommended Textbook

Mello, J.A. (2015). *Strategic Human Resource Management* (4th edition). Mason, OH: Cengage Learning.

Reference: Supplemental Selected Books

Bailey, C., Mankin D., Kelliher, C., and Garavan, T. (2018). *Strategic Human Resource Management* (2nd edition). New York: Oxford University Press.

Bamberger, P., Biron, M. and Meshoulam, I. (2014). *Human Resource Strategy: Formulation, Implementation, and Impact*, 2nd Edition, Routledge, New York, NY.

Cascio, W.F. and Boudreau, J.W. (2012). *Short Introduction to Strategic Human Resource Management*. Cambridge: Cambridge University Press,.

Reference: Supplemental Selected Articles

Banks, G., Pollack, J., Bochantin, J., Kirkman, B., Whelpley, C., & O'Boyle, E. (2016). Management's science—practice gap: A grand challenge for all stakeholders. *Academy of Management Journal*, 39(6), 2205-2231.

Cascio, W. F. (2015). Strategic HRM: Too Important for an Insular Approach. *Human Resource Management*, 54, 423-428.

Chadwick, C., Super, J. F., & Kwon, K. (2015). Resource orchestration in practice: CEO emphasis on SHRM, commitment-based HR systems, and firm performance. *Strategic Management Journal*, 36(3), 360-376.

Jackson, S.E., Schuler, R.S. and Jiang, K. (2014). An Aspirational Framework for Strategic Human Resource Management. *The Academy of Management Annals*, 8, 1-56.

Kaufman, B.E. (2015). Evolution of Strategic HRM as Seen through Two Founding Books: A 30th Anniversary Perspective on Development of the Field. *Human Resource Management*, 54, 389-407.

Mitchell, R., Obeidat, S. and Bray, M. (2013). The Effect of Strategic Human Resource Management on Organizational Performance: The Mediating role of High-Performance Human Resource Practices. *Human Resource Management*, 52, 899-921.

Rauch, A., & Hatak, I. (2016). A meta-analysis of different HR-enhancing practices and performance of small and medium sized firms. *Journal of Business Venturing*, 31(5), 485-504.

July 2023

Subject Code	MM5271
Subject Title	Wellbeing at Work
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	Managing Organizations and People (MM511) or Organization and Management (MM5112) or Organizational Behaviour & Leadership (MM5133)
Objectives	<ul style="list-style-type: none"> • To provide students an understanding of common mental health issues and wellbeing at work, and how they are related to organizational performance. • To enable students to reflect and consider management solutions that lay the foundation for a positive workplace. • To equip students with a new set of tools that complement conventional approaches to performance management and employee relations. Such complementarity is critical to addressing modern workplace issues introduced or exacerbated by the increase in pace, pressure, technology use, and psychological distance among people. <p>This subject contributes to the achievement of the MSc HRM Programme Outcome 3 (Explain human psychology and dynamics, and apply theories to tap organization members' potential to achieve organizational goals).</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) Have a better understanding of the latest theories and practices on workplace wellbeing, and be able to apply them to solve business issues. b) Be able to critically reflect and analyse human dynamics in organizations in order to help achieve organizational goals. c) Understand how workplace wellbeing can augment other HRM approaches in the achievement of organizational goals.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Myths of the great workplace and common workplace issues • The engagement crisis and building a motivated workplace • Workplace incivility and kindness at work • Multitasking, attention deficit, and mindfulness at work • Stress, burnout, and work-life balance • Resilience in a changing environment • Building an empathetic workplace • Leadership and emotions at work • Workplace wellness as work in progress
Teaching/Learning Methodology	<p>Concepts and theories of workplace wellbeing will be discussed in seminars, where students are expected to share their experiences, ideas, and reflections on contemporary workplace issues, as well as how they can attempt to resolve these issues. Students are exposed to the latest research findings and practices with respect to workplace wellbeing. Whenever appropriate, case analyses, guest sharing, and hands-on exercises will be employed.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c		
	Continuous Assessment	60%					
	1. Reflection Journal	15 %	✓	✓	✓		
	2. Individual Project	30 %	✓	✓	✓		
	3. Individual Participation	15 %	✓	✓	✓		
	Examination	40%	✓	✓	✓		
Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The reflection journal allows students to reflect on their understanding on specific concepts and how they apply to their workplace along with other HRM measures.</p> <p>Through the individual project, students can design workplace solutions that will improve their own workplace wellness, and contribute to organizational performance.</p> <p>Students’ understanding of concepts and practices will be assessed in their participation in class and through application-oriented examination questions.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p>							
Student Study Effort Expected	Class contact:						
	• Lectures		39 Hrs.				
	Other student study effort:						
	• Preparation for Lectures		39 Hrs.				
	• Assignment, Project, and Preparation for Examination		39 Hrs.				
	Total student study effort		117 Hrs.				
Reading List and References	<p>Indicative references –</p> <p>Anjum, M. A., Liang, D., Durrani, D. K., & Parvez, A. (2020). Workplace mistreatment and emotional exhaustion: The interaction effects of self-compassion. <i>Current Psychology</i>.</p> <p>Ascher, J., & Tonies, F. (2021, February 18). How to turn everyday stress into “optimal stress”. <i>McKinsey Quarterly</i>. https://www.mckinsey.com/business-functions/mckinsey-accelerate/our-insights/how-to-turn-everyday-stress-into-optimal-stress.</p>						

Cable, D., & Vermeulen, F. (2018, October 26). Making work meaningful: A leader's guide. *McKinsey Quarterly*. <https://www.mckinsey.com/business-functions/organization/our-insights/making-work-meaningful-a-leaders-guide>.

Wrzesniewski, A. (2014). Engage in job crafting. In J. E. Dutton, & G. M. Spreitzer (Eds.), *How to be a positive leader: Small actions, big impact* (pp. 65-75). Berrett-Koehler Publishers, Inc.

Other possible sources –

Academy of Management Journal

Academy of Management Review

Greater Good Magazine

Harvard Business Review

Journal of Business and Psychology

Journal of Business Ethics

Journal of Personality and Social Psychology

July 2023

Subject Code	MM5281
Subject Title	Mediation at Workplace
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	<p>This subject aims to enable students to understand and analyze contemporary models and current practices of mediation, as a form of Alternative Dispute Resolution (ADR), and to develop them with knowledge and practical skills to suggest solutions to resolve workplace disputes in organizations.</p> <p>This subject contributes to the achievement of the MSc HRM Programme Learning Outcome 3 (Explain human psychology and dynamics, and apply theories to tap organization members' potential to achieve organizational goals).</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> understand the fundamental principles of mediation, its value in jurisdictions, and practical importance in disputes resolution; critically evaluate different mediation models used locally and internationally; apply knowledge and skills of mediation to deal with business and employee disputes; assess one's strengths and weaknesses as a professional and ethical mediator.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Alternative dispute resolution and mediation • Fundamental principles and models of mediation • Facilitative models of mediation in Hong Kong • Mediation strategies, skill, and practices • The role of HR in mediation • Mediation for employees' grievances and complaints • Mediation for workplace injuries and employee compensation • Moral standards of conduct for mediators • Emerging issues in mediation
Teaching/Learning Methodology	<p>Concepts of ADRs and mediation models will be presented and discussed in lectures. Through case analysis, simulations, and role plays, students will enhance their understanding and practical skills in dispute resolution.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Individual assignment	15%	√	√		√
	2. In-class work	35%		√	√	√
	3. Examination	50%	√	√	√	√
Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The individual assignment requires students to reflect on their understanding of the principles and models of mediation, and present their critical analysis of cases in real-life workplace scenarios.</p> <p>The in-class work, in form of role-play simulation exercises, provides students opportunities to apply and practice mediation skills.</p> <p>The examination will assess all four learning outcomes.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p>						
Student Study Effort Expected	Class contact:					
	<ul style="list-style-type: none"> Lectures/seminars 		39 Hrs.			
	Other student study effort:					
	<ul style="list-style-type: none"> Self-study 		39 Hrs.			
	<ul style="list-style-type: none"> Preparation for assignment and examination 		39 Hrs.			
	Total student study effort		117 Hrs.			
Reading List and References	<p>Indicative references:</p> <p>Herrman, M. S. (2006). <i>The Blackwell handbook of mediation: Bridging theory, research, and practice</i>. Blackwell Pub.</p> <p>Hilmer, S. E. (2010). <i>Mediation theory and practice in Hong Kong</i>. LexisNexis.</p> <p>Kong, C. Y. W. (2021). <i>Dispute resolution and mediation skills</i>, 2nd Edition. Hong Kong University Press.</p> <p>To, K. C. (2010). <i>Butterworths Hong Kong mediation practical guide</i>. LexisNexis.</p>					

	<p>Other useful websites:</p> <p>Department of Justice - Mediation www.doj.gov.hk/eng/public/mediation.html</p> <p>Hong Kong Judiciary - Introduction of Mediation https://mediation.judiciary.hk/en/index.html</p> <p>Hong Kong Mediation Accreditation Association Limited www.hkmaal.org</p> <p>Hong Kong Professional Mediation Association www.mediatorassociation.org</p> <p>Joint Mediation Helpline Office www.jointmediationhelpline.org.hk</p> <p>Mediation Ordinance (Cap. 620) https://www.elegislation.gov.hk/hk/cap620</p> <p>Practice Direction on Mediation http://legalref.judiciary.gov.hk/lrs/common/pd/Practice_Directions.jsp</p> <p>Working Group on Mediation (2010). Report of the Working Group on Mediation. Department of Justice, HKSAR. Retrieved from https://www.doj.gov.hk/en/legal_dispute/pdf/med20100208e.pdf</p>
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August 2022

Subject Code	MM531
Subject Title	Strategic Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	<p>Pre-requisite: Managing Organizations and People (MM511) or Organization and Management (MM5112)</p> <p><u>For BM</u> All MSc BM compulsory subjects in Semester One.</p> <p>-----</p> <p>Exclusion: Strategic Quality Management (ITC522)</p>
Objectives	The main objective of the course is to provide students with a sound knowledge about the strategy making process from the perspective of how organizations strategize to achieve sustain competitive advantage through value (co)creation. Through the application of the strategic tools and techniques to facilitate the strategic decision making process, students will have a command on how to perform a strategic audit of an organization in relations to its contextual environment and be able to make sound and creative recommendations for success.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> appraise the different perspectives from which strategy may be analyzed and understand how each contributes to a fuller understanding of the essence of strategic thinking; apply and evaluate different management theories / methods / tools used to analyze a firm's strategy making for dealing with strategic organizational challenges; demonstrate strategic thinking /entrepreneurship & innovation through an analysis of the environment (e.g. competition and customers, political and economic), set strategic direction, and lead change; discuss and explain how strategy research can help managers make better (ethical) decisions.
Subject Synopsis/ Indicative Syllabus	<p><u>Understanding Strategic Management</u></p> <ul style="list-style-type: none"> The strategic management process Formulating the mission, vision, value, and purpose to meet the needs of stakeholders Corporate governance and challenges facing Boards of Directors Entrepreneurship & innovation a strategic perspective <p><u>Environmental Analysis and Diagnosis</u></p> <ul style="list-style-type: none"> Environmental scanning and influencing environmental factors Techniques for environmental analysis Industry and competitive analysis; competitive and co-operative dimensions <p><u>Internal Scanning and Analysis</u></p> <ul style="list-style-type: none"> Approaches to internal scanning and analysis of the competitive value of resources Scanning the internal environment with functional analysis - using the value chain Making sense of assets, capabilities and competencies <p><u>Strategy Formulation</u></p> <ul style="list-style-type: none"> Corporate strategy analysis - means and forms of diversification Business strategy analysis - competitive strategies for competitive advantage Strategic choice

	<p><u>Strategy Implementation</u></p> <ul style="list-style-type: none"> • The implementation process - complexity and interconnectedness • Strategic leadership - to manage change and learning; encouraging self leadership • Analyzing organizational culture - impact on experimentation and discovery <p><u>Strategic Evaluation and Control</u></p> <ul style="list-style-type: none"> • Evaluation and control in strategic management - impact of action on outcomes • Measuring organizational performance, compare organizational performance to goals 																																								
<p>Teaching/Learning Methodology</p>	<p>As this is a Masters Level program, the course is designed in a <i>highly interactive seminar style</i> requiring students to take an active part in class discussions and experiential exercises. Facilitation of knowledge and experiences between the teacher and classmates will form an important ingredient in the success of the learning engagement. Key concepts, theories and research findings about the strategy-making process are presented from multiple angles and students are encouraged to make connections between them as a way to build knowledge and stimulate strategic thinking.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="416 745 1503 1406"> <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</th> </tr> <tr> <th>a. Different perspectives of strategizing</th> <th>b. Application of different frameworks</th> <th>c. Demonstrate strategic thinking / ENT &</th> <th>d. Use of research for better ethical decisions</th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Individual Write-ups</td> <td>40%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Individual Class Contribution</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Group Project</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>For our MM531 course this will be on Entrepreneurship & Innovation (ie.: “E” in the Faculty’s ABCDE scope for technology inclusion).</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The various methods are designed to ensure that all students taking this subject –</p> <ul style="list-style-type: none"> • Consider and analyse the issues and concepts which are presented in the lectures/seminars; • Read and discuss relevant chapters of the recommended text book and other supporting learning material including research journal articles, cases, newspapers, industry reports and our online course web site (inter alia); 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a. Different perspectives of strategizing	b. Application of different frameworks	c. Demonstrate strategic thinking / ENT &	d. Use of research for better ethical decisions	Continuous Assessment*	100%					1. Individual Write-ups	40%	✓		✓	✓	2. Individual Class Contribution	20%	✓	✓	✓	✓	3. Group Project	40%	✓	✓	✓	✓	Total	100%				
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3. Group Project	40%	✓	✓	✓	✓																																				
Total	100%																																								

	<ul style="list-style-type: none"> • Appreciate that there are alternative approaches, perspectives and theories to deal with the strategic issues; • Develop a “complicated understanding” by opening their thinking in ways that differentiate as well as integrate multiple and competing alternatives and explanations to any given phenomena of interest. <p>Multiple individual write-ups will be assigned to assess students’ grasp on different concepts.</p> <p>Group projects can be in the format of a case analysis or business proposal. The assessment dimensions may include report, presentation, peer evaluation, or a combination of the above.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures and seminars 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Preparation for discussions 	39 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation for assignment / group project and presentation / examination 	39 Hrs.
Total student study effort	117 Hrs.	
Reading List and References	<p><u>Selected Suggested Reading</u></p> <p>Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. <i>Harvard Business Review</i>, 81(9): 66-74.</p> <p>Dushnitsky, G., & Matusik, S. F. (2019). A fresh look at patterns and assumptions in the field of entrepreneurship: What can we learn? <i>Strategic Entrepreneurship Journal</i>, 13: 437–447.</p> <p>Kim, W. C., & Mauborgne, R. (2005). <i>Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant</i>. Boston: Harvard Business School Press.</p> <p>Whittington, R., Regner, P., Angwin, D., Johnson, G., & Scholes, K. 2020. Exploring strategy. 12th Edition. Pearson Education Limited. (Text and Cases).</p> <p>Wright, R. P., Paroutis, S. E., & Blettner, D. P. (2013). How useful are the strategy tools we teach in business schools? <i>Journal of Management Studies</i>, 50(1): 92-125.</p> <p><u>Sample Journals</u></p> <p>Academy of Management Review Harvard Business Review Journal of Management Journal of Management Studies Strategic Entrepreneurship Journal Strategic Management Journal</p>	

Subject Code	MM534
Subject Title	Entrepreneurship
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	IT Entrepreneurship and Legal Aspects at IT (COMP5531) and Creating and Managing SMEs in Hong Kong and China (MM536)
Objectives	This subject enables students to develop an entrepreneurial mindset and apply entrepreneurial thinking and concepts to business management.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. understand the economic and social impacts of entrepreneurship; b. apply the entrepreneurship knowledge to a new or existing company; c. use entrepreneurial thinking and skills to generate new market ideas and evaluate their market feasibility.
Subject Synopsis/ Indicative Syllabus	<p><u>Development of entrepreneurship</u> Definition and history of entrepreneurship; economic and social influences of entrepreneurship; the current status of entrepreneurship in selected countries.</p> <p><u>Entrepreneurial thought and action</u> Profiling the entrepreneur - traits, skills and activities analysis; entrepreneurial mindsets – learning from actions; business development strategies of entrepreneurs.</p> <p><u>Entrepreneurial failure and learning</u> Understanding entrepreneurial failure and their causes; principles to control and perceive failure – affordable loss, outcome control, and learning from failure.</p> <p><u>Idea generation, prototyping, and market validation</u> Design thinking concepts and methods for generating new ideas; skills in idea iteration and prototyping; Testing and evaluating entrepreneurial ideas in markets</p> <p><u>Launch and growth of entrepreneurial ventures</u> Key concepts in business model canvas; using business model canvas to figure out resources required for turning entrepreneurial ideas into real businesses.</p> <p><u>Hong Kong and global entrepreneurship</u> Understanding entrepreneurship in Hong Kong and visiting local start-up communities; analyzing how (de)globalization shapes entrepreneurship – supply chains, markets, and competition.</p> <p><u>Contemporary issues</u> Introduction to social entrepreneurship; corporate ventures and intrapreneurship; applying entrepreneurial thinking to established companies.</p>

Teaching/Learning Methodology	<p>The instructor will provide students with a structured lecture on the underlying theoretical framework and highlight the importance of each topical area exemplified with real-world cases. Students will be required to participate in discussion in the lectures and field trips to local entrepreneurship communities. Students will also form small groups and be guided to develop entrepreneurial ideas, evaluate the ideas in the market, and reflect on this entrepreneurial process in a final presentation.</p>																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="424 353 1449 994"> <thead> <tr> <th data-bbox="424 353 802 524" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="802 353 951 524" rowspan="2">% weighting</th> <th colspan="3" data-bbox="951 353 1449 456">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="951 456 1123 524">a.</th> <th data-bbox="1123 456 1283 524">b.</th> <th data-bbox="1283 456 1449 524">c.</th> </tr> </thead> <tbody> <tr> <td data-bbox="424 524 802 591">Continuous Assessment*</td> <td data-bbox="802 524 951 591">100%</td> <td data-bbox="951 524 1123 591"></td> <td data-bbox="1123 524 1283 591"></td> <td data-bbox="1283 524 1449 591"></td> </tr> <tr> <td data-bbox="424 591 802 658">1. Individual reports</td> <td data-bbox="802 591 951 658">40%</td> <td data-bbox="951 591 1123 658">✓</td> <td data-bbox="1123 591 1283 658">✓</td> <td data-bbox="1283 591 1449 658">✓</td> </tr> <tr> <td data-bbox="424 658 802 725">2. Group project report</td> <td data-bbox="802 658 951 725">20%</td> <td data-bbox="951 658 1123 725">✓</td> <td data-bbox="1123 658 1283 725">✓</td> <td data-bbox="1283 658 1449 725">✓</td> </tr> <tr> <td data-bbox="424 725 802 792">3. Group presentation</td> <td data-bbox="802 725 951 792">20%</td> <td data-bbox="951 725 1123 792">✓</td> <td data-bbox="1123 725 1283 792">✓</td> <td data-bbox="1283 725 1449 792">✓</td> </tr> <tr> <td data-bbox="424 792 802 860">4. Peer evaluation</td> <td data-bbox="802 792 951 860">10%</td> <td data-bbox="951 792 1123 860">✓</td> <td data-bbox="1123 792 1283 860">✓</td> <td data-bbox="1283 792 1449 860">✓</td> </tr> <tr> <td data-bbox="424 860 802 927">5. In-class reflections</td> <td data-bbox="802 860 951 927">10%</td> <td data-bbox="951 860 1123 927">✓</td> <td data-bbox="1123 860 1283 927">✓</td> <td data-bbox="1283 860 1449 927">✓</td> </tr> <tr> <td data-bbox="424 927 802 994">Total</td> <td data-bbox="802 927 951 994">100 %</td> <td data-bbox="951 927 1123 994"></td> <td data-bbox="1123 927 1283 994"></td> <td data-bbox="1283 927 1449 994"></td> </tr> </tbody> </table> <p data-bbox="424 1014 1487 1077">*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</p> <p data-bbox="424 1111 1487 1211">To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p data-bbox="424 1245 1487 1308">To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p data-bbox="424 1346 1487 1413">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="424 1413 1487 1581">Individual reports require students to reflect on their field trips and apply entrepreneurship concepts to analyze new ventures. Group project reports and presentations require students to apply entrepreneurial thinking, methods and skills to generate new ideas and evaluate their market feasibility. In-class reflections assess the understanding of key concepts and methods presented in the lectures.</p>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a.	b.	c.	Continuous Assessment*	100%				1. Individual reports	40%	✓	✓	✓	2. Group project report	20%	✓	✓	✓	3. Group presentation	20%	✓	✓	✓	4. Peer evaluation	10%	✓	✓	✓	5. In-class reflections	10%	✓	✓	✓	Total	100 %			
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	Total student study effort		117 Hrs.																																												
Reading List and References	<p data-bbox="424 1951 1487 2051"><u>Recommended textbook</u> Hisrich, R. D. (2016). <i>International Entrepreneurship: Starting, Developing, and Managing a Global Venture</i> (3rd ed.). Thousand Oaks, Calif.: SAGE Publications.</p> <p data-bbox="424 2074 1487 2096"><u>Journals</u></p>																																														

	Harvard Business Review MIT Sloan Business Review Entrepreneurship Theory and Practice Journal of Business Venturing Strategic Entrepreneurship Journal Strategic Management Journal
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August 2022

Subject Code	MM539
Subject Title	International Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject contributes to the achievement of the following outcomes: (1) compare and contrast the modes of entry available to a firm evolving into a multinational enterprise; (2) apply knowledge to write an internationalisation project report; (3) explain why “national culture” should or should not be the driving force in designing management and organisation programs such as performance management or compensation systems; (4) work effectively with and through others; (5) describe methods used to analyse and assess political risk and to explain how multinational corporations (MNCs) apply those methods as they attempt to manage the level of political risk in less developed countries.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. to examine the present economic status in the major regions of the global community; b. to analyse some of the major developments and issues in the various regions of the world; c. to apply theories and analytic frameworks and to convert into knowledge about a particular issue or condition facing a global manager, typically as it relates to the firm’s strategy or operations; d. to develop an analytical framework for assisting in the decision-making process of global managers; e. work effectively with others to complete a project in International Management.
Subject Synopsis/ Indicative Syllabus	<p><u>Theories of international business and internationalisation of firms</u> Drivers and theories of internationalisation; international exchange and markets-as-network; common forms of international business activities in Hong Kong, China and the region.</p> <p><u>Comparative environmental frameworks & international management issues</u> Classification of national economies and macroeconomic issues confronting international business; the role of government and management of political risks; Economic integration: trend and implications; Ownership and financial risk in international operations; Competitive advantages of nations and strategic performance of firms.</p> <p><u>Strategy and management of international business</u> International market analysis: economic and socio-cultural aspects; import/export strategy of Asian developing countries; licensing and international technology transfer; international joint venture management in Hong Kong and China context; strategic alliances: formation and relationship management for synergy; management of global</p>

	<p>sourcing, production and logistics.</p> <p>Coordination and control of trans-national inter-firm networks Configuration and coordination of value and support activities for international competitiveness; an organic form of the organisational structure of global firms; management development and shared values; portfolio analysis and international corporate planning.</p>																																																																						
<p>Teaching/Learning Methodology</p>	<p>In the first part of each class, the instructor will give students a structured lecture on the underlying theoretical framework and highlight the importance of each topical area exemplified by real-world cases. Students will be required to participate in discussion in the lectures, and undertake guided reading and case analyses, which will form the basis for student presentations in the later part of each class.</p>																																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="432 680 1455 1355"> <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>d.</th> <th>e.</th> <th></th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Group project</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Peer appraisal</td> <td>10%</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>4. Formative video assessment</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Individual essay[#]</td> <td>30%</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><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p><i># Individual essay topics may address different outcomes</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are expected to form teams to prepare an international business plan and give a 15-minute presentation. The assessment will enable students to develop practical, analytical, communication and interpersonal skills. Peer appraisal will be conducted on the group project.</p> <p>For participation, besides assessing students' level of involvement during class activities, students will post and comment on international issues on Personalized Learning Environment and Network (PLE&N), which is a participation-driven element.</p> <p>On the formative video assessment, students prepare news reporting videos to analyse</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a.	b.	c.	d.	e.		Continuous Assessment*	100%							1. Group project	30%	✓	✓	✓	✓	✓		2. Peer appraisal	10%					✓		3. Participation	10%	✓	✓	✓	✓			4. Formative video assessment	20%	✓	✓	✓				5. Individual essay [#]	30%	✓	✓	✓	✓			Total	100 %						
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Total	100 %																																																																						

	<p>international issues in-depth through video production and get peer feedback.</p> <p>Each student is required to submit an individual reflective essay on international business. It will need students to demonstrate critical thinking and the application of concepts.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study efforts:	
	▪ Self-study	78 Hrs.
	The total student study effort	117 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ul style="list-style-type: none"> ▪ Hill, C. (2022). <i>International Business: Competing in the global marketplace</i> (14e. ed.). New York, NY: McGraw-Hill Education. <p><u>Academic References</u></p> <ul style="list-style-type: none"> ▪ Luthans & Doh (2012). <i>International Management: Culture, Strategy and Behavior</i> (8th ed.). McGraw Hill. ▪ Baldwin, R.E. and Martin, P. (1999) <i>Two Waves of Globalization: Superficial Similarities, Fundamental Differences</i>, National Bureau of Economic Research: Cambridge, MA, NBER Working Paper No. 6904. ▪ Buckley, P.J. (2002) 'Is the international business agenda running out of steam', <i>Journal of International Business Studies</i> 33(2): 365-373. ▪ Micklethwait, J. and Wooldridge, A. (2000) <i>A Future Perfect: The Challenge and Hidden Promise of Globalization</i>, Crown Business: New York ▪ World Economic Forum, <i>Global Competitiveness Report</i> (various issues). <p><u>General References</u></p> <ul style="list-style-type: none"> ▪ <i>Asian Wall Street Journal</i>. Dow Jones & Company (Daily newspaper) ▪ <i>The Economist</i>, London, The Economist Newspaper Limited, current issues available. (Weekly magazine). ▪ <i>The Financial Times</i>, Jones Pub. Co. (Asia), Inc.(Daily newspaper). ▪ <i>Far East Economic Review</i> (Weekly magazine). 	

July 2023

Subject Code	MM5424
Subject Title	Management Information Systems
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite	Nil
Objectives	<p>It focuses on the information technologies as the enabler that has dramatically changed the way in which companies orchestrate their value creation.</p> <p>The course will cover a variety of related topics at different levels, including (1) currently available information technologies for modern organizations, (2) the information needs of modern organizations, (3) large information systems (e.g. ERP, SCM and so on) that integrate and streamline business processes across various functional departments/areas within or across organizations, (3) IT system development and IT project management, (4) the adoption, diffusion, and implementation of organization or inter-organizational information systems, (5) the relationships between work, people, and technologies, (6) decision support systems, business intelligence (BI) and analytics systems, and (7) the effectiveness/success and value of organization information systems.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> develop an integrative knowledge of the information technologies (IT) applied for management in organizations; understand how technologies including AI, Blockchain, Cloud computing, and Data Science are applied to almost all aspects of organizational operations and processes; understand how modern IT is shaping the operations of modern business environment; understand management of information systems and information technologies; communicate effectively on MIS issues.
Subject Synopsis/ Indicative Syllabus	<p>Information technologies in organisations IT support of organizational performance.</p> <p>Information technology infrastructure Data management, Big data and Networking.</p> <p>The web revolution E-business and E-commerce, mobile, wireless and pervasive computing.</p> <p>Organisational applications Functional applications and integration. Enterprise systems.</p> <p>Managerial and decision system systems IT strategy and planning and acquiring IT applications and infrastructure, Security.</p>
Teaching/Learning Methodology	<p>This course requires a certain level of commitment, in terms of your attention, time, and effort. The lecture will introduce techniques and conceptual models. There will be list of readings cover important and relevant issues. Case studies and readings will form the basis of class discussions in which the applicability of various techniques, models and methodologies will be discussed. Some sessions will be devoted to more in-depth studies of specific problems by small groups, which will form the basis for further class discussion. Also there may be a book review section in the class.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a.	b.	c.	d.	e.
	Continuous Assessment*	100%					
1. Classwork	20%	✓	✓	✓	✓		
2. Individual essay [#]	30%	✓	✓	✓	✓		
3. Group project	35%	✓	✓	✓	✓		
4. Group presentation	15%					✓	
Total	100 %						
<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p><i># Different essays may address different outcomes.</i></p> <p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Class work and the group project will require students to apply information systems in management to handle operational problems which arise in actual organizations, which involves 5 of the outcomes. The individual essay will also assess those five outcomes. The presentation will assess their ability to communicate effectively. Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>							
Student Study Effort Expected	Class contact:						
	▪ Lectures					39 Hrs.	
	Other student study effort:						
	▪ Preparation for lectures					39 Hrs.	
	▪ Preparation for assignment / group project and presentation / examination					78 Hrs.	
	Total student study effort						156 Hrs.

<p>Reading List and References</p>	<p>Textbook Turban, E., Pollard, C., Wood, G., <i>Information Technology for Management: Driving Digital Transformation to Increase Local and Global Performance, Growth and Sustainability</i> 12th Edition, Wiley, 2021.</p> <p>Reference Books Rahman H. and de Sousa R.D. <i>Information Systems and Technology for Organizational Agility, Intelligence, and Resilience</i>. IGI Global book series, Business Science Reference, 2014.</p> <p>Reference Journals Information and Management Information Systems Research Information Resources Management Journal International Journal of Information Management International Journal of Project Management Journal of Information Technology Journal of Systems Management MIS Quarterly MIS Quarterly Executive</p>
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August 2022

Subject Code	MM554
Subject Title	Political and Economic Environment for Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	The purpose of this course is to provide students with an overview of the dynamic political and economic environment within which both private and public sector management takes place. The course will help develop participants' abilities to appreciate, analyze the impact of changing political and economic orders on organization management. Taking a systemic approach, the course focuses on the local and national context of management. The systems approach to political and economic environment will first be examined. This will followed by a close look at the changing political and economic environment of Hong Kong and China.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. get an in-depth understanding of the political and economic environment in Hong Kong; b. appreciate the nature and theoretical significant of individual political and economic forces in shaping public and business management; c. acquire problem solving skills based on current theories in a case study approach; d. develop the ability to think analytically, critically and independently in managing individual political and economic forces which affect organization management in a systematic, effective, and creative manner; e. analyze the economic perspective of public issues in Hong Kong, such as minimum wage rate, price control, outsourcing and the consequence of government interventions.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. A systems approach to political environment 2. Hong Kong political system in consolidation 3. The Executive-led government: from Tung Chee-Hwa to Donald Tsang 4. The ascendancy of the Legislative Council 5. The development of party politics in Hong Kong 6. The proliferation of interest groups in Hong Kong 7. Changing popular political culture: from political apathy to political awakening. 8. HKSAR – Central relations 9. National income accounting 10. Operation of a free market 11. Economic system and laissez-faire in Hong Kong 12. Industrialisation and development strategy 13. HK as an international financial centre 14. Competition policy 15. Monetary system 16. Labour market

Teaching/Learning Methodology	<p>On the basis of the theoretical knowledge on political and economic environment students acquired through lectures, they are required to present their views on conducting effective management in changing political and economic order in both business and public sectors. Current political and economic issues will be used extensively in order to cultivate students' management awareness in respect to political and economic factors. Seminars and seminar papers will give students the opportunities to develop their own analytical ability and hence a proficient application of theories to appreciate the manner that politics and economics will affect organization management.</p>																																																										
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="424 421 1479 1055"> <thead> <tr> <th data-bbox="424 421 831 577" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="839 421 983 577" rowspan="2">% weighting</th> <th colspan="5" data-bbox="991 421 1479 510">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="991 521 1078 577">a.</th> <th data-bbox="1086 521 1174 577">b.</th> <th data-bbox="1182 521 1270 577">c.</th> <th data-bbox="1278 521 1366 577">d.</th> <th data-bbox="1374 521 1479 577">e.</th> </tr> </thead> <tbody> <tr> <td data-bbox="424 589 831 645">Continuous Assessment*</td> <td data-bbox="839 589 983 645">50%</td> <td data-bbox="991 589 1078 645"></td> <td data-bbox="1086 589 1174 645"></td> <td data-bbox="1182 589 1270 645"></td> <td data-bbox="1278 589 1366 645"></td> <td data-bbox="1374 589 1479 645"></td> </tr> <tr> <td data-bbox="424 656 831 745">1. Group presentation and outline</td> <td data-bbox="839 656 983 745">20%</td> <td data-bbox="991 656 1078 745">✓</td> <td data-bbox="1086 656 1174 745">✓</td> <td data-bbox="1182 656 1270 745">✓</td> <td data-bbox="1278 656 1366 745">✓</td> <td data-bbox="1374 656 1479 745">✓</td> </tr> <tr> <td data-bbox="424 757 831 846">2. Class participation and attendance</td> <td data-bbox="839 757 983 846">10%</td> <td data-bbox="991 757 1078 846"></td> <td data-bbox="1086 757 1174 846">✓</td> <td data-bbox="1182 757 1270 846"></td> <td data-bbox="1278 757 1366 846">✓</td> <td data-bbox="1374 757 1479 846"></td> </tr> <tr> <td data-bbox="424 857 831 913">3. Individual assignment</td> <td data-bbox="839 857 983 913">20%</td> <td data-bbox="991 857 1078 913"></td> <td data-bbox="1086 857 1174 913">✓</td> <td data-bbox="1182 857 1270 913">✓</td> <td data-bbox="1278 857 1366 913">✓</td> <td data-bbox="1374 857 1479 913">✓</td> </tr> <tr> <td data-bbox="424 925 831 981">Examination</td> <td data-bbox="839 925 983 981">50%</td> <td data-bbox="991 925 1078 981"></td> <td data-bbox="1086 925 1174 981">✓</td> <td data-bbox="1182 925 1270 981">✓</td> <td data-bbox="1278 925 1366 981">✓</td> <td data-bbox="1374 925 1479 981">✓</td> </tr> <tr> <td data-bbox="424 992 831 1048">Total</td> <td data-bbox="839 992 983 1048">100 %</td> <td colspan="5" data-bbox="991 992 1479 1048"></td> </tr> </tbody> </table> <p data-bbox="424 1066 1487 1133">*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</p> <p data-bbox="424 1167 1487 1234">To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p data-bbox="424 1267 1487 1335">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol data-bbox="424 1346 1487 1682" style="list-style-type: none"> 1. Classroom performance including attendance and participation, would be able to assess students' understanding of the course's content. 2. Group presentation enables the students to work as a team to do a more in-depth study of a selected topic on public sector management in Hong Kong to assess their knowledge as well as their research, presentation and written skills. 3. The short essay of 1500 words in the form of case analysis will be used to assess individual students' critical thinking, analytical ability and written skill. 4. The 3-hour examination is a good tool to test students' capability to formulate coherent and insightful answers on some questions in those topics they are well prepared. <p data-bbox="424 1693 1487 1760">Feedback in written form will be given to students two days after presentation and all students are invited to join the discussion.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a.	b.	c.	d.	e.	Continuous Assessment*	50%						1. Group presentation and outline	20%	✓	✓	✓	✓	✓	2. Class participation and attendance	10%		✓		✓		3. Individual assignment	20%		✓	✓	✓	✓	Examination	50%		✓	✓	✓	✓	Total	100 %					
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	<ul style="list-style-type: none"> ▪ Preparation for lectures 	39 Hrs.																																																									

	<ul style="list-style-type: none"> ▪ Preparation for assignment / group project and presentation / examination 	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p><u>Books</u></p> <p>Almond, G.A., Powell, G.B. Jr. and Mundt, R.J. <i>Comparative Politics: A Theoretical Framework</i>, New York, Harper Collins College Publishers, 2002.</p> <p>Ash, R., Ferdinand, P., Hook, B. and Porter, R. Eds. <i>Hong Kong in Transition: One Country, Two Systems</i>. Routledge, 2003.</p> <p>Berger, Suzanne and Lester, Richard K., <i>Made by Hong Kong</i>, Hong Kong: Oxford University Press, 1997.</p> <p>Blondel, J. <i>Comparative Government</i>, 2nd Edition, London, Prentice-Hall, 1995.</p> <p>Enright, Michael J., <i>The Hong Kong Advantage</i>, Oxford; New York: Oxford University Press, 1997.</p> <p>Friedman, Thomas L., <i>The World is Flat</i>, Farrar, Straus and Giroux, 2005.</p> <p>Heywood, A. 2002. <i>Politics</i>, Malaysia, Macmillan Foundations, 1997.</p> <p>Lau, S.K., ed. 2002. <i>The First Tung Chee-hwa Administration: The First Years of the Hong Kong Special Administrative Region</i>, Hong Kong: Chinese University Press, 2000.</p> <p>Loh, C. <i>At the Epicentre: Hong Kong and the SARS Outbreak</i>, Hong Kong, Hong Kong University Press, 2004.</p> <p>Mankiw, N. Gregory, <i>Principles of Economics</i>, 5th edition, Thomson Learning, 2009.</p> <p>Ng Sek Hong and Lethbridge, David G. Eds. <i>The Business Environment in Hong Kong</i>, Fourth Ed, New York: Oxford University Press, 2000.</p> <p>Paul Samuelson and William Nordhaus, <i>Economics</i>, 18th Edition, McGraw-Hill, 2006.</p> <p>Ranney, <i>Governing: An Introduction to Political Science</i>, 7th edition, New Jersey, Prentice-Hall, 1996.</p> <p>Schiffer, J.R. <i>Anatomy of a Laissez-faire Government: the Hong Kong Growth Model Reconsidered</i>, Hong Kong: Centre of Urban Studies and Urban Planning, University of HK, 1983.</p> <p>Slooman, John and Mark Sutcliffe, <i>Economics for Business</i>, Prentice-Hall, 3rd edition, 2004.</p> <p>Stiglitz Joseph, <i>Making Globalization Work</i>, New York: W.W. Norton & Company, 2006.</p> <p><u>Articles</u></p> <p>Brown, D.A. "One Country, Two Systems": The Hong Kong Experience', <i>American Asian Review</i>, Vol. XX, No. 4, pp. 83- 138, 2003.</p> <p>Kwok, R. 'From Administrative State to Ministerial System: the Quest for Accountability in Hong Kong', <i>Commonwealth and Comparative Politics</i>, Vol. 41, No. 1, pp. 101-128, 2003.</p>	

Lam, N.M.K. 'Government Intervention in the Economy: A Comparative Analysis of Hong Kong and Singapore'. *Public Administration and Development*, Vol. 20, No. 5, pp. 397-421, 2000.

Lam, W.M. 'An Alternative Understanding of Political Participation: Challenging the Myth of Political Indifference in Hong Kong', *International Journal of Public Administration*, Vol. 26, No. 5, pp. 473-496, 2003.

Lau, S.K. and Kuan, H.C. 'Hong Kong's Stunted Political Party System', *The China Quarterly*, 172, December, pp. 1011-1028, 2002.

Lo, S.H., 'The Changing Dimensions of Executive-Legislative Relations: The Case of Hong Kong', *Public Administration and Policy*, Vol.7, No.2, September, pp.73-130, 1998.

Yu, T.F.L. 2002. A Pro-Business Government and the Economic Development of Hong Kong', *Public Administration and Policy*, Vol. 11, No. 2, pp. 101-122, 2002.

Journals

Asian Survey

Asian Journal of Public Administration

China Information

China Journal

The China Quarterly

Columbia Journal of Asian Law

Foreign Affairs

International Review of Administrative Science

Issues & Studies

Journal of Contemporary China

Pacific Affairs

Pacific Review

Public Administration and Policy

Public Administration Review

Subject Code	MM576
Subject Title	Marketing Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	This subject provides an introduction to the theory and practice of Marketing at a post-graduate level. The idea is to give students who may have little previous exposure to Marketing a basic working knowledge of the typical marketing environment and marketing mix: product, price, promotion and distribution. The subject is also designed to introduce students to a wide range of current topics, such as customer relationship management (CRM), brand equity management, service marketing, digital marketing, and database marketing, etc. A broad range of marketing topics is conducted with an emphasis on the concepts, which a marketing manager needs to understand in order to make effective decisions.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. design marketing activities in an organization, and assess their impact on marketing performance in a global setting; b. develop strategies to achieve marketing objectives; c. apply market segmentation, targeting and positioning with optimal marketing mix; d. appreciate the use of latest technology in designing and implementing marketing programs e. evaluate the ethical issues that relate to marketing.
Subject Synopsis/ Indicative Syllabus	<p><u>The Scope of Marketing</u> Exchange and transactions, company orientations towards the marketplace and the fundamental marketing concepts, trends and task. Marketing ethics and social responsibilities.</p> <p><u>Developing Marketing Strategies and Plans</u> A Holistic Marketing Orientation and Customer Value. The role of marketing in strategic planning.</p> <p><u>Gathering Information and Scanning the Environment</u> Analyzing the marketing environment. The Marketing Information System.</p> <p><u>Creating Customer Value</u> Building customer value, satisfaction and loyalty and cultivating customer relationship.</p> <p><u>Analyzing Consumer and Business Markets</u> Segmentation, market targeting and positioning. Building a strong branding strategy.</p> <p><u>Developing the Marketing Mix</u> Setting the product, price, place and promotion strategies.</p> <p><u>Technology and Marketing</u> The impacts of technology on marketing</p>

Teaching/Learning Methodology	<p>The format for the course will be class lectures, followed by case discussion and/or group presentation sessions. Besides the textbook specified in this course outline, selected journal articles will be provided to students that cover a wide range of marketing topics. The intention is to allow students to absorb viewpoints from various scholars and learn to appreciate academic research studies. Students are expected to review the articles beforehand and share their views during class discussions. Active participation is fully encouraged.</p>																																																											
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="427 398 1487 1077"> <thead> <tr> <th data-bbox="427 398 852 533" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="852 398 1002 533" rowspan="2">% weighting</th> <th colspan="5" data-bbox="1002 398 1487 533">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1002 533 1098 600">a.</th> <th data-bbox="1098 533 1193 600">b.</th> <th data-bbox="1193 533 1289 600">c.</th> <th data-bbox="1289 533 1385 600">d.</th> <th data-bbox="1385 533 1487 600">e.</th> </tr> </thead> <tbody> <tr> <td data-bbox="427 600 852 667">Continuous Assessment*</td> <td data-bbox="852 600 1002 667">50%</td> <td data-bbox="1002 600 1098 667"></td> <td data-bbox="1098 600 1193 667"></td> <td data-bbox="1193 600 1289 667"></td> <td data-bbox="1289 600 1385 667"></td> <td data-bbox="1385 600 1487 667"></td> </tr> <tr> <td data-bbox="427 667 852 768">1. Class participation and contribution</td> <td data-bbox="852 667 1002 768">10%</td> <td data-bbox="1002 667 1098 768">✓</td> <td data-bbox="1098 667 1193 768">✓</td> <td data-bbox="1193 667 1289 768">✓</td> <td data-bbox="1289 667 1385 768">✓</td> <td data-bbox="1385 667 1487 768">✓</td> </tr> <tr> <td data-bbox="427 768 852 835">2. Individual assignment</td> <td data-bbox="852 768 1002 835">15%</td> <td data-bbox="1002 768 1098 835">✓</td> <td data-bbox="1098 768 1193 835">✓</td> <td data-bbox="1193 768 1289 835">✓</td> <td data-bbox="1289 768 1385 835">✓</td> <td data-bbox="1385 768 1487 835"></td> </tr> <tr> <td data-bbox="427 835 852 936">3. Group project/case presentation</td> <td data-bbox="852 835 1002 936">25%</td> <td data-bbox="1002 835 1098 936">✓</td> <td data-bbox="1098 835 1193 936">✓</td> <td data-bbox="1193 835 1289 936">✓</td> <td data-bbox="1289 835 1385 936">✓</td> <td data-bbox="1385 835 1487 936">✓</td> </tr> <tr> <td data-bbox="427 936 852 1003">Examination</td> <td data-bbox="852 936 1002 1003">50%</td> <td data-bbox="1002 936 1098 1003">✓</td> <td data-bbox="1098 936 1193 1003">✓</td> <td data-bbox="1193 936 1289 1003">✓</td> <td data-bbox="1289 936 1385 1003"></td> <td data-bbox="1385 936 1487 1003"></td> </tr> <tr> <td data-bbox="427 1003 852 1077">Total</td> <td data-bbox="852 1003 1002 1077">100 %</td> <td colspan="5" data-bbox="1002 1003 1487 1077"></td> </tr> </tbody> </table> <p data-bbox="427 1093 1487 1160">*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</p> <p data-bbox="427 1193 1487 1294">To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p data-bbox="427 1328 1487 1395">To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p data-bbox="427 1429 1487 1496">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="427 1507 1487 1704">To help students understand both the principles and practices of marketing, the students will be required to <u>analyze and write reports based on group projects and/or case studies</u>. The presentations, the reports and other written assignments will improve their <u>critical and creative thinking</u> and <u>effective communication</u>. The class discussion will also require students to demonstrate a <u>global outlook</u> and identify the <u>ethical issues</u> which arise in respect of marketing activities.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a.	b.	c.	d.	e.	Continuous Assessment*	50%						1. Class participation and contribution	10%	✓	✓	✓	✓	✓	2. Individual assignment	15%	✓	✓	✓	✓		3. Group project/case presentation	25%	✓	✓	✓	✓	✓	Examination	50%	✓	✓	✓			Total	100 %					
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3. Group project/case presentation	25%	✓	✓	✓	✓	✓																																																						
Examination	50%	✓	✓	✓																																																								
Total	100 %																																																											
Student Study Effort Expected	Class contact:																																																											
	▪ Lectures	39 Hrs.																																																										
	Other student study effort:																																																											
	▪ Preparation for lectures	42 Hrs.																																																										
	▪ Preparation for assignment / group project and presentation / examination	54 Hrs.																																																										

	Total student study effort	135 Hrs.
Reading List and References	<p><u>Main References</u></p> <p>Kotler, P., Keller, K. L., Ang, S. H., Leong, S. M. and Tan, C. T., <i>Marketing Management: An Asian Perspective</i>, Pearson, the latest edition.</p> <p>Kotler, P., Armstrong, G., Ang, S. H., Tan, C. T., Yau, O. H-M., and Leong, S. M., <i>Principles of Marketing: An Asian Perspective</i>, Pearson, the latest edition.</p> <p>Kotlet, P., Keller, K. L. and Chernev A. <i>Marketing Management</i>, Pearson, Global edition</p> <p><u>Other References</u></p> <p>Ries, Al and Trout, Jack (1986). <i>Positioning</i>, McGraw-Hill, Inc.</p> <p>Various marketing journal articles, magazine and newspaper clippings, and web information will be referenced.</p>	

August 2022

Subject Code	MM592
Subject Title	HRM Dissertation
Credit Value	9
Level	5
Normal Duration	2 consecutive semesters
Pre-requisite/Co-requisite/Exclusion	<p>Pre-requisite: Research Methods (MM501) and Managing Organizations and People (MM511) / Organization and Management (MM5112)</p> <p>Exclusion: Practice of Human Resource Management (MM5921)</p>
Objectives	<p>Students are to integrate and apply what they have learned from the foundation and core subjects to conducting an empirical study in a general management or human resource management context.</p> <p>This subject contributes to the achievement of the MSc HRM Programme Outcome 2 (Use HRM theories and models to align HRM processes with organizational goals).</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> critically and intellectually examine a topic of interest; use rigorous research methods and techniques to collect and analyse data; and apply concepts and theories to solving problems and issues.
Subject Synopsis/ Indicative Syllabus	<p>The student works individually and independently on a research topic under the supervision of an academic member of staff. For assessment:</p> <ol style="list-style-type: none"> Research Proposal In consultation with the supervisor, the student proposes a plan, which must show evidence of having conducted sound background literature research, and which must contain: <ol style="list-style-type: none"> aims and objectives; literature review; research problem; research methodology; and research schedule. Progress Reports The student is to seek advice from the supervisor on a regular basis. The supervisor monitors and evaluates the student's performance, for example through verbal presentation, submission of draft chapters and annotated bibliographies, discussion of assigned readings, comprehension of tasks on hand, and thoroughness of investigation. Dissertation This final paper is assessed on the following bases: <ol style="list-style-type: none"> the extent to which the student has met the objectives of the dissertation; the degree of originality; the significance of the findings; the way in which the student has drawn upon and has integrated theories; the research techniques; and the overall quality of the written presentation.

	<p>4. Oral Examination</p> <p>The oral examination is partly to satisfy the panel of examiners that the work is the student's own. During the oral examination, the student is required to answer questions relating to the dissertation and identify applications and future directions. It is graded according to the student's:</p> <p>(a) ability to justify the research study; (b) articulation of and thoughtful answers to committee questions; and (c) presentation and communication skills.</p>																																																						
<p>Teaching/Learning Methodology</p>	<p>There are no classes. The student works individually and independently under the guidance and supervision of an academic member of staff to develop a research proposal, conduct empirical investigation of a problem of some academic or practical significance, write a dissertation, and attend an oral examination. The supervisor will meet with the student regularly to keep track of the latter's progress.</p>																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="424 712 1481 1422"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Research Proposal (Supervisor)</td> <td>5%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Progress Reports (Supervisor)</td> <td>5%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Dissertation (Supervisor and Second Examiner)</td> <td>70%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Oral Examination (Supervisor and Second Examiner)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each supervisor.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The four components of Continuous Assessment are designed to ensure that the student –</p> <ul style="list-style-type: none"> ▪ engage in an independent research project; ▪ intellectually examine a topic through relevant literature review; ▪ conduct rigorous and sound empirical research; and ▪ apply concepts and theories to tackling actual issues. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a.	b.	c.			Continuous Assessment*	100%						1. Research Proposal (Supervisor)	5%	✓	✓				2. Progress Reports (Supervisor)	5%	✓	✓	✓			3. Dissertation (Supervisor and Second Examiner)	70%	✓	✓	✓			4. Oral Examination (Supervisor and Second Examiner)	20%	✓	✓	✓			Total	100 %					
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		a.	b.	c.																																																			
Continuous Assessment*	100%																																																						
1. Research Proposal (Supervisor)	5%	✓	✓																																																				
2. Progress Reports (Supervisor)	5%	✓	✓	✓																																																			
3. Dissertation (Supervisor and Second Examiner)	70%	✓	✓	✓																																																			
4. Oral Examination (Supervisor and Second Examiner)	20%	✓	✓	✓																																																			
Total	100 %																																																						

Student Study Effort Expected	Student study effort:	
	▪ Preparation for Research Proposal	18 Hrs.
	▪ Preparation for Progress Reports	18 Hrs.
	▪ Preparation for Dissertation	245 Hrs.
	▪ Preparation for Oral Examination	70 Hrs.
	Total student study effort	351 Hrs.
Reading List and References	<p>1. References for research methodology are as per the subject MM501 Research Methods. For example:</p> <p>Hair, J. F. (2019). <i>Multivariate Data Analysis</i> (8th edition). Pearson Education Limited.</p> <p>Sekaran, U. and Bougie, R. (2016). <i>Research Methods for Business: A Skill Building Approach</i> (7th edition). NY: John Wiley & Sons.</p> <p>Yin, R. K. (2018). <i>Case study research and applications : design and methods</i> (6th edition). SAGE Publications, Inc.</p> <p>2. In addition, students may find it useful to refer to one of the standard style guides. For example:</p> <p>American Psychological Association (2020). <i>Publication Manual of the American Psychological Association</i> (7th edition). Washington, DC: American Psychological Association.</p> <p>3. The supervisor will provide guidance on readings in the substantive field of research.</p>	

July 2023

Subject Code	MM5921
Subject Title	Practice of Human Resource Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/Co-requisite/Exclusion	<p>Pre-requisite: Managing Organizations and People (MM511) or Organization and Management (MM5112)</p> <p>Exclusion: HRM Dissertation (MM592)</p>
Objectives	<p>This is an individual project-based subject. It provides students the opportunity to explore and integrate people management concepts in analysing and solving workplace problems or issues.</p> <hr/> <p>This subject contributes to the achievement of the MSc HRM Programme Outcome 2 (Use HRM theories and models to align HRM processes with organizational goals).</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. gain experience in the process of identifying and analysing problems; b. integrate knowledge learned through taught subjects and apply it to analysing and solving HRM problems
Subject Synopsis/ Indicative Syllabus	<p>Students work individually and independently on a people management problem under the supervision of a faculty member, and submit project proposal and final paper for grading purposes.</p> <p>Students must submit the following for assessment:</p> <ol style="list-style-type: none"> (a) Project proposal – To be submitted in Week 5. The proposal should clearly identify the problem or issue to be tackled and an action plan to solve it. If it is a research project, there should be a preliminary literature review, a draft research methodology and a timeline for completing the project on time. (b) Final report – To be submitted at end of semester (normally Week 13). The paper should not be over 5,000 words (excluding appendices where applicable). <p>A research paper is assessed according to the following criteria:</p> <ul style="list-style-type: none"> • Does the report provide a clear definition of the problem or issue to be studied? Is this sufficiently within the scope of the student's award? • Is there a sufficient review of prior knowledge and research in the field? Is this review accurate, sufficiently critical, and of sufficient depth and breadth to provide a sound basis for the student's own work? • Has an appropriate methodology been used? Here the concern is with methods of data and information gathering, and analytical techniques. • Have appropriate conclusions been drawn? • To what extent does the project provide clear and actionable recommendations for management (either managers in a specific organisation or managers at large)? • Overall, does the project demonstrate an effective application of knowledge in the field of study?

	The assessment criteria for proposal and final paper for other projects will be provided by supervisors. In lieu of project proposals, students may be required to participate in practice sessions/workshops and complete corresponding individual work for assessment.																																							
Teaching/Learning Methodology	There is no scheduled class meeting nor examination. Students work individually and independently under the guidance and supervision of a faculty member. The supervisor guides the student through the learning process and monitors the student's progress through periodic meetings. Regular consultation sessions between the supervisor and the student should be scheduled throughout the semester.																																							
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="429 483 1477 992"> <thead> <tr> <th data-bbox="432 483 802 651" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="802 483 959 651" rowspan="2">% weighting</th> <th colspan="4" data-bbox="959 483 1474 584">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="959 584 1078 651">a.</th> <th data-bbox="1078 584 1198 651">b.</th> <th data-bbox="1198 584 1318 651"></th> <th data-bbox="1318 584 1474 651"></th> </tr> </thead> <tbody> <tr> <td data-bbox="432 651 802 719">Continuous Assessment*</td> <td data-bbox="802 651 959 719">100%</td> <td data-bbox="959 651 1078 719"></td> <td data-bbox="1078 651 1198 719"></td> <td data-bbox="1198 651 1318 719"></td> <td data-bbox="1318 651 1474 719"></td> </tr> <tr> <td data-bbox="432 719 802 853">1. Project proposal/ Practice and individual journal</td> <td data-bbox="802 719 959 853">40%</td> <td data-bbox="959 719 1078 853">✓</td> <td data-bbox="1078 719 1198 853"></td> <td data-bbox="1198 719 1318 853"></td> <td data-bbox="1318 719 1474 853"></td> </tr> <tr> <td data-bbox="432 853 802 920">2. Final report</td> <td data-bbox="802 853 959 920">60%</td> <td data-bbox="959 853 1078 920">✓</td> <td data-bbox="1078 853 1198 920">✓</td> <td data-bbox="1198 853 1318 920"></td> <td data-bbox="1318 853 1474 920"></td> </tr> <tr> <td data-bbox="432 920 802 992">Total</td> <td data-bbox="802 920 959 992">100 %</td> <td colspan="4" data-bbox="959 920 1474 992"></td> </tr> </tbody> </table> <p data-bbox="424 1010 1487 1070"><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each supervisor.</i></p> <p data-bbox="424 1104 1487 1164">To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p data-bbox="424 1205 1487 1301">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the project proposal and the final paper are designed to ensure that the student –</p> <ul data-bbox="488 1339 1302 1435" style="list-style-type: none"> ▪ engage in a guided process of problem-based investigation; ▪ explore skills in problem identification and problem solving; and ▪ apply learning to designing solutions for workplace issues. <p data-bbox="424 1473 1487 1534">For practice-based projects, the combination of practice and individual journal, plus a final report can ensure that the student –</p> <ul data-bbox="501 1572 1426 1704" style="list-style-type: none"> ▪ immerse themselves in a process of discovery; ▪ reflect on their skills in problem identification and problem solving; and ▪ apply their learning to their leadership and people management practice at work. 						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a.	b.			Continuous Assessment*	100%					1. Project proposal/ Practice and individual journal	40%	✓				2. Final report	60%	✓	✓			Total	100 %				
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																						
		a.	b.																																					
Continuous Assessment*	100%																																							
1. Project proposal/ Practice and individual journal	40%	✓																																						
2. Final report	60%	✓	✓																																					
Total	100 %																																							
Student Study Effort Expected	Student study effort:																																							
	▪ Preparation for Project Proposal				47 Hrs.																																			
	▪ Preparation for Final Paper				70 Hrs.																																			
	Total student study effort					117 Hrs.																																		

Reading List and References	Under the supervision and guidance of an academic member of staff, the student conducts a thorough literature review relevant to the chosen topic.
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July 2023

Subject Code	MM5995
Subject Title	MM MSc Career Workshop
Credit Value	0
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	The purpose of this workshop series is to provide value-adding leadership development for students admitted into the MSc programmes hosted in MM. It enhances self-awareness and sharpens students' preparation to assume leadership positions in their chosen fields.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) develop a sense of self-awareness and enhance leadership skills; b) identify their strengths and weaknesses in the process of crafting their careers.
Subject Synopsis/ Indicative Syllabus	The workshop series introduces students to key components of career and leadership development and provides them with an opportunity to craft their own future through a journey of self-discovery guided by professionals. In the process, students develop skills that they will need for future leadership endeavours. This is also a channel through which they crystallize their learning experience and revisit their personal and professional goals.
Teaching/Learning Methodology	The focus of this workshop series is to guide students through a journey of self-discovery through a combination of coaching, assessments, career and leadership seminars, and personal reflection.

Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b			
	Continuous Assessment	100%					
	1. Engagement in the coaching sessions and assessments		✓	✓			
	2. Self-assessment		✓	✓			
Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>To pass this subject, students are required to attend the workshop series and be an active participant in the process.</p> <p>Self-awareness has long been considered, by experts ranging from the advisory council of Stanford Graduate School of Business to leadership scholars, as the single most important leadership capability to develop. Professional coaching and corresponding assessments that aid the process are common tools used by organizations to enhance self-awareness. Through the process, students will discover their strengths and weaknesses, and consider their future development paths.</p>							
Student Study Effort Expected	Class contact:						
	<ul style="list-style-type: none"> ▪ Coaching sessions 					6 Hrs.	
	<ul style="list-style-type: none"> ▪ Assessment and other seminars 					10 Hrs.	
	Other student study effort:						
	<ul style="list-style-type: none"> ▪ Self-reflection 					12 Hrs.	
Total student study effort					28 Hrs.		
Reading List and References	<p>Athanasopoulou, A., & Dopson, S. (2018). A systematic review of executive coaching outcomes: Is it the journey or the destination that matters the most? <i>The Leadership Quarterly</i>, 29, 70-88.</p> <p>Clark, M. A., & Persily, M. (2021). <i>Six Paths to Leadership: Lessons from Successful Executives, Politicians, Entrepreneurs, and More</i>. Cham, Switzerland: Palgrave Macmillan.</p> <p>Vandaveer, V. V., & Frisch, M. H. (2022). <i>Coaching Psychology: Catalyzing Excellence in Organizational Leadership</i>. Washington, DC: American Psychological Association.</p>						

The information in this document is correct at the time of production (September 2023), and is subject to review and change.