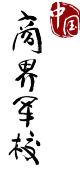




**PHBS**  
北京大学汇丰商学院



## MGT 521 Human Resource Management Second Module, 2019-2020

### Course Information

---

**Instructor: Li-Kuo Sung**

Office: PHBS Building, Room 651

Phone: 86-755-2603-3627

Email: [sunglikuo@phbs.pku.edu.cn](mailto:sunglikuo@phbs.pku.edu.cn)

Office Hour: Monday. 5:20-6:20 pm, or by appointment

**Classes:**

Sessions: Monday and Thursday, 3:30 pm-5:20 pm

Venue: PHBS Building, Room 425

**Course Website:**

Course Management System

Google Drive

### 1. Course Description

#### 1.1 Context

#### Course Overview

##### Purpose

Taking the role of a General Manager in guiding the Human Resources (HR) function, this course is designed to help you develop your ability to determine whether an organization has the HR practices in place to deliver the human capital it needs to execute its strategy. The underlying premise of this course is that HR policies and practices can have strategic value IF aligned with organization strategy. Alignment means that HR practices deliver the human capital the firm needs to execute its strategy. Based on this premise, this course examines how the various “core” areas of HR practices including human capital acquisition, development, and deployment practices are aligned to accomplish business objectives.

##### Learning Goals

This course is focused on three very specific learning goals. By the end of the course you should have developed the critical thinking skills and acquired the knowledge necessary to:

- Analyze the extent to which a given HR practice “fits” an organization’s strategy by comparing what human capital is needed (to execute strategy) to what human capital will be delivered (by the existing HR practices)
- Suggest alternative HR practices that would better enable strategy execution.
- Apply these concepts directly to real world situations.

## ***1.2 Textbooks and Reading Materials***

### **Learning Materials**

Readings, cases and other materials in class will be used to highlight issues and problems that face organizations as they create and implement policies to strategically manage their human capital.

### **Required**

- All required readings can be found on Websites (Course Management System or Google Drive), and I will upload all slides before class.
- There is no textbook for this class.

### **Additional Readings**

- Bernardin, H. J., & Russell, J. E. A. (2012). *Human resource management: An Experiential Approach (6th Edition)*. McGraw-Hill/Irwin Pub.
- Valentine, S. R., Meglich, P., Mathis, R. L., & Jackson, J. H. (2019). *Human Resource Management (16th Edition)*. Cengage Learning Pub.
- DeNisi, A. & Griffin, R. (2017). *HR (4th Edition)*. Cengage Learning Pub.
- Gulati, R., Mayo, A. J., & Nohria, N. (2016). *Management: An Integrated Approach (2th Edition)*. Cengage Learning Pub.

## ***1.3 Methodology and Accountabilities***

### **Course Methodology**

To achieve the stated learning goals, this course will be heavily weighted toward active learning – that is, in-class discussions, exercises, and cases. With this emphasis on active learning, you and your peers will contribute significantly to the learning that occurs in class. Your learning, therefore, is a mutual responsibility shared by you, your peers, and the instructor. The success of this course methodology hinges on everyone's commitment to a special set of accountabilities, as noted below.

### **Instructor's Accountabilities**

To ensure learning goals are achieved, my accountabilities for this course are:

- **Foster a classroom environment conducive to active learning**
- Determine reading assignments, cases, and exercises which stimulate active learning
- Provide clear feedback to students that encourages and enhances learning

### **Students' Accountabilities**

To ensure learning goals are achieved, students' accountabilities for this course are:

- **Complete all assigned readings or exercises prior to each class**
- Actively contribute to class discussions, case analysis, and exercises
- Complete all assignments as scheduled to both enhance and demonstrate learning
- **Turn off all mobile phones and web enabled devices (e.g., laptops) before the start of class (TBD)**

Please do your best to come to class prepared to contribute to class discussion; this increases our chances of having lively discussions with great learning potential.

## 2. Learning Outcomes

### 2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	O
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	O
2. Our graduates will be skilled in teamwork and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	O
	2.2. Students will be able to apply leadership theories and related skills.	
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	O
	3.2. Our students will practice ethics in the duration of the program.	
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	O
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	O
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	O
	5.3. Our students will demonstrate competency in critical thinking.	O

## 2.2 Course Specific Objectives

*Education is the kindling of a flame, **not** a filling of a vessel.*

~Socrates

### Active Learning

As the instructor in this class, I will do my best to facilitate the learning process and create a positive learning environment, but in the end, what you gain from the class is largely determined by you and your colleagues. Therefore, every student in this class needs to be well prepared before class, actively participate in class, and diligently practice outside of class in order to acquire, assimilate, and apply the knowledge of *HRM*.

### Logical Thinking

The course is organized and facilitated in ways that specifically emphasize in-class discussion as well as knowledge application. You will first learn the “core knowledge”, presented much like appetizers, to be followed by extensive discussions to be enjoyed like the many main courses at a Chinese banquet. I recommend that you come up with a company as the story background, on which we will build the main topics for each week. You must learn how to frame your arguments with solid logic inference. Furthermore, it is important that you pay close attention to the opinions of your classmates with following up comments. The quality of interactions in class will be strongly linked to your participation grade. I will be using a “randomly function APP” to arbitrarily pick someone to answer questions in class.

### Teamwork

Learning how to collaborate with others is a crucial skill in business. In life we rarely have the opportunity to work with a perfect group; therefore, the ability of how to integrate and interact with team members to achieve a business goal is even more important. In this class, you will be encouraged to learn how to build up a strong and effective team on collaborating teamwork. Specifically, I encourage you to interact with your team members on a regular basis. There will be two required case write-ups on a team-basis for each student to complete. The final presentation will also be a joint product of your team as well.

## 2.3 Assessment/Grading Details

### Overall Grading Policy

Points earned on each of the following assignment will be totalled.

	<u>Weight</u>	<u>Assignments</u>	<u>Due Date</u>
Continuous Assessment	20%	Participation & Discussion	
Mid-Term Exam	30%		Dec 26
Group Presentation	20%		Jan 9 & Jan 13
Case Analysis	10%		Dec 11 & Dec 30
Individual Paper	20%		Jan 13 (5PM)
Bonus:	5%	Group Task / Others	

### Expectations regarding Grades

The assumption in this class is that an A+, A or A- must be *earned* and such grades are reserved only for the students that truly excel based on class expectations. To earn an A or A+, students must

demonstrate mastery of the material, exceptional analytical skills and the ability to integrate interdisciplinary ideas and knowledge.

Some students think that putting effort into a course automatically equals an “A” or a “B” grade, regardless of the level of mastery of the learning outcomes for this course. In other words, some students mistakenly equate effort with mastery, which is not true.

## **Absences**

Absences totalling more than three hours in a 3 unit class, four hours in any 4 unit class, and 5 hours in a 5 unit class, automatically lower the final grade by one step (example: an A- to a B+). Each successive absence will in turn lower the grade by an additional one step. Absences immediately before or after weekends or holidays, or due to travel during the week are considered double absences. If a student is tardy to a class 4 times, it will count as equal to 1 absence. Students are responsible for class work during their absences.

### **(1) Participation & Discussion (20%)**

Class activities will be based on the assumption that you are familiar with the materials presented on the course management system or google drive; therefore, you should be prepared for class and will be randomly called upon to discuss assigned materials. Your Participation & Discussion grade will reflect my assessment of your total contribution to the learning environment. Contributions to the learning environment can come in many forms - making observations, answering questions, summarizing other's views, commenting on other students' comments, or debating the instructor's view. *It is not the form or the frequency that matters, but the extent to which what you say makes a contribution to your own or your peers' learning. Did your contribution move the conversation forward? Did it offer an alternative view that we had not considered? Did it provoke deeper thinking?* In other words, it is the quality of your contribution, not the quantity that matters.

You cannot participate if you are absent. **Class attendance is required.** You should plan to attend every class and be on time for class. Participation & Discussion score for missed classes will be scored as a zero for that day. Please e-mail me if you know you are going to be absent – this will enable me to score your participation as “not present” rather than “not participating.”

### **(2) Group Presentation & Team Peer Rating (20%)**

You will present your team research project to the class on the last two classes. It will be a formal group presentation and will be worth 20% of the total grade. Each group will have approximately 25 minutes for the presentation (including Q&A). We will have the peer rating after the group presentations. Your ratings about other teammates will NOT link to your or others final grade; however, it will be the supportive evidence if we need to handle the free-rider's concern. Peer ratings will be strictly confidential.

- 4 team members in each group (TBD);
- 15 minutes for presentation and 10 minutes for discussion;
- **Group presentation date: January 9 & 13, and NO written report needed;**
- Each group searches for a relevant topic that was mentioned in this semester;
- Find an international company as your presentation target;
- Consider the culture factor and how the company handles it strategically;
- Describe how a real company would execute any of these HR practice;

- Describe the differences between what you see in the company and what you learn in the class;
- Use the knowledge you learned in class to analyze and evaluate it;
- Challenge theoretical and traditional views;
- Teach us something we don't know.

#### **Assessment criteria**

- Present your ideas clearly;
- Get the audience involved in generating creative solutions to the problems in the case;
- Demonstrate that you understand the relevant theories;
- Produce distinctive views about the case;
- Link your own ideas to the ideas obtained from the audience;
- Apply relevant theories and models to solve the problems in the case;
- Manage the presentation time properly;
- Plan, organize, lead, and coordinate the presentation constructively and smoothly;
- Present a clear line of argument;
- Overall impression.

### **(3) Individual Paper (20%)**

#### **Contents**

- **Submission deadline: January 13, (5 pm), NO DELAY!**
- The individual paper topic should be relevant to one or more of the lecture topics presented in the course outline.
- The individual paper topic should NOT be the same as your presentation topic (but can be the same company);
- The maximum page number is 6 (double-line spaced, excluding references, appendix, figures and tables);

#### **Recommended paper structure**

- Title
- Introduction
  - Why do you want to write about this topic?
  - What new information can we learn from your paper?
  - What are the main theories you are going to use?
  - What is the key message or idea of the paper?
- Present the major concepts or problems you want to address
- Use theories or models you learn from the course to analyze the concepts or problems
- Present your conclusions
- Reference (Please follow the APA format)
- Appendix

#### **Assessment criteria**

- Cover important theories and models relevant to the topic you choose;
- Present a clear line of reasoning;
- Creative thinking;
- Critical thinking;
- Use proper and adequate references to support your arguments.

#### **(4) Mid-Term Exam (30%)**

The exam will be OPEN BOOK and will be taken in class. It will consist of four to five essays. The examination will cover materials learned in class. You will be asked to compile the theories you learned from this course and your practical experience to make meaningful and substantive inference and arguments. You are required to follow strict code of conduct for writing, i.e., no copy-pasting of any content from website, journal, textbook...etc. Please bring your laptop to class and return your answer file back to me via email. Please make sure you have confirmed with me that I have received your answer sheet before you leave the class.

#### **(5) Bonus Time/Lucky Day (5%)**

This course strongly encourages all of you to share your experience, ideas and meaningful insights. Therefore, each group will have two opportunities throughout the semester to bring their “story” to class to share. These stories must be relevant to the corresponding topic of the week. Please use creative and effective ways to share your story in the class, such as using PowerPoint, video, etc. An example of such a story may be a previous interview experience you had as an interviewer at a previous job, and you may want to tell us why you would “NEVER” use the structure interview.

Each group will have 10-15 minutes at the beginning of each class, following my brief opening remarks. Other students in the class are strongly encouraged to participate in the discussion, and I would expect to hear your exciting and meaningful feedback. I will be taking notes and will be giving extra credits for class participations. In order to get the extra bonus on your Lucky Day, your team are required to email me the material you plan to share (e.g., PowerPoint) two days before the class that you plan to present.

#### **Policy on Missing the Deadline**

For fairness sake, we need a policy regarding missed deadlines for assignments and exams. Missing any deadline (e.g., group presentation PowerPoint, individual paper and final exam sheet) will be penalized 5% for each day (24-hour period) beyond the due date.

#### ***2.4 Academic Honesty and Plagiarism***

Moral code of conduct is to be observed strictly in all courses taken at Peking University HSBC Business School. This means that there will be no deceptive behavior in any work you submit. Students in Human Resource Management (Course Number 521) are bound by the Honor Code and the following specific guidelines for all works completed in this course.

- Individual work is to be completed without the assistance of others.
- Assignments identified as team-based work are to be completed by members of the team only.
- While group interaction is encouraged when studying, any work submitted under your name must be your own work.
- Plagiarism in any form, including the use of previous years’ materials will not be tolerated.
- Written deliverables must use appropriate citations to signify when arguments or analyses rely on the ideas or insights of others, including any class materials.
- Any use of class assignments of case analyses or any other material in any format from any course taught at any time in the past or present will be considered a violation of the Honor Code.

- Unless specific permission is granted to the entire class, when preparing a case, confine your analysis to the facts of the case, using your common sense and deductive reasoning to draw conclusions from the facts and information presented.
- If you use ideas that are not your own, you must give credit where credit is due.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to **PHBS Student Handbook**.



### 3. Topics, Teaching and Assessment Schedule

Class	Date	Topic	Content	Note
1	Nov. 14	Foundation	<ul style="list-style-type: none"> <li>Overall picture of this course</li> </ul>	team member list
2	Nov. 18	Be Strategic	<ul style="list-style-type: none"> <li>Strategic alignment of human capital: Being strategic</li> <li>Bonus Time: Group 1 &amp; 6</li> </ul>	
3	Nov. 20*			
4	Nov. 25	Culture	<ul style="list-style-type: none"> <li>Strategic alignment of human capital: Culture</li> <li>Bonus Time: Group 2 &amp; 5</li> </ul>	
5	Nov. 28			
6	Dec. 2	HC Acquisition	<ul style="list-style-type: none"> <li>Recruiting and selection</li> </ul>	
7	Dec. 5			
8	Dec. 9	Structured Interview	<ul style="list-style-type: none"> <li>Why structure interview / impression management</li> <li>Bonus Time: Group 3 &amp; 4</li> </ul>	
9	Dec. 11*			case 1
10	Dec. 12	Training	<ul style="list-style-type: none"> <li>Meaning of training</li> <li>Training evaluation</li> <li>Bonus Time: Group 1 &amp; 6</li> </ul>	individual paper abstract (1 page)
11	Dec. 19			
12	Dec. 23	Compensation	<ul style="list-style-type: none"> <li>Strategic compensation management practice</li> <li>Pay dispersion</li> <li>Bonus Time: Group 2 &amp; 5</li> </ul>	group presentation one-page summary
13	Dec. 26	Mid-Term Exam*		bring your laptop
14	Dec. 30	Motivation	<ul style="list-style-type: none"> <li>Motivation theories</li> <li>Bonus Time: Group 3 &amp; 4</li> </ul>	case 2
15	Jan. 2	Evolution of Digital HR	<ul style="list-style-type: none"> <li>What we need to know for the new changes.</li> </ul>	
16	Jan. 6	Guest Speaker	CTBC HR manager	
10-1	Jan. 9	Group Presentation - I		
10-2	Jan. 13	Group Presentation - II		individual paper deadline

*Note:* This schedule may be modified as needed.