

THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS
Semester 1 2023-2024

**MGMT6008 Research Seminars in Human Resources Management and
Organisational Behaviour I**

I. Instructor

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Office hours: By appointment

Textbook: No designated textbooks. Reading materials will be assigned.

II. Course Description and Objectives

This course guides students to understand research in multiple sub-areas of human resources management and organizational behavior. A wide range of selected topics in the field will be discussed with students, aiming to not only introduce students to those topics, but also inspire students to identify important and value-added research questions of their own. Upon finishing the course, students should acquire knowledge about a plethora of salient topics in employee behavior research and about how to conduct research studies that are significant and impactful.

III. Course Learning Outcomes (CLOs)

By the end of the course, students should be able to:

CLO1. Demonstrate critical thinking when presented with a research paper and express their views and opinions on key issues in an articulate way.

CLO2. Use theories and empirical findings to identify research questions.

CLO3. Conduct an impactful and value-added research project.

CLO4. Display effective communication and presentation skills.

IV. Alignment of Program and Course Outcomes

Postgraduate Research Program Learning Objective (PLOs)	CLOs
PLO1: a detailed understanding of research methodologies and techniques for advanced academic enquiry.	CLO1, CLO2, CLO3
PLO2: the ability to conceptualize, design and implement a scholarly research project for the generation of new knowledge, applications or understanding and to have astute analysis and synthesis, critical interpretation and presentation of principles of the study field.	CLO1, CLO2, CLO3
PLO3: the ability to adjust the research project design in light of unforeseen matters and ill-structured problems.	CLO1, CLO2, CLO3
PLO4: skills to support the learning of others effectively when involved in teaching or demonstrating activities.	CLO3, CLO4
PLO5: a systematic acquisition and understanding of substantial	CLO1, CLO2, CLO3

body of knowledge which is at the forefront of an academic discipline or area of applied/ professional practice.	
PLO6: the ability for the creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of discipline, and merit publication.	CLO1, CLO2, CLO3
PLO7: the ability to evaluate ethical and social issues, function in teams effectively and display leadership traits.	CLO1, CLO2
PLO8: to understand and observe research integrity.	CLO1, CLO2
PLO9: ability to construct coherent arguments and articulate ideas clearly to a wider range of audiences.	CLO3, CLO4
PLO10: ability to make effective oral presentation of their research papers.	CLO4

V. Teaching and Learning Activities

In-class discussion

Published research papers in the field of human resources management and organizational behavior will be discussed with the students (Expected contact hours = 40, 40% of study load)

Research paper

Students may work individually or as a group (depending on the class size) to identify a salient research question related to OBHRM and submit a written paper about this research question with the proposed method to test the propositions. (Expected contact hours = 30, 30% of study load)

Paper presentation

Students are required to present their research papers. Each presentation takes 30 minutes at most. (Expected contact hours = 30, 30% of study load)

VI. Assessment

Learning outcome	Teaching & learning activity	Assessment method
Demonstrate critical thinking when presented with a research paper and express their views and opinions on key issues in an articulate way.	<i>In-class discussion; research paper; paper presentation.</i>	In-class participation 40% Research paper 30%
Use theories and empirical findings to identify research questions.	<i>In-class discussion; research paper; paper presentation.</i>	Paper presentation 30%
Conduct an impactful and value-added research project.	<i>In-class discussion; research paper; paper presentation.</i>	

Display effective communication and presentation skills.	<i>In-class discussion; research paper; paper presentation.</i>	
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**Class Participation*

Class participation forms an integral part of the assessment. It is an individual-level assessment. Students are encouraged to actively participate in all assigned discussions and activities. In order to be successful in an academic career, students need to be outspoken and show great initiative at work.

**Peer Evaluation for Group Work (if there are any group assignments)*

In normal cases, each individual group member receives the same total score for his/her group work. However, in some cases, individual group members' scores will be adjusted depending on their efforts and contribution to the group work.

VII. Standards for Assessment

1. Class Participation (40%)

All students are required to comment on each paper and raise **at least 5 important questions** about each paper in order to stimulate the class discussion for each week's topic. In other words, each student needs to prepare critical questions about and express their overall evaluation of each paper. Insightful questions and criticisms can stimulate discussion and push each other to have a refreshed or deeper understanding of the paper. Everyone in the class is expected to actively participate in the class discussion. Class participation will be subjectively assessed by the professor by assigning points for individual participation in each class.

Grading Criteria

Grade	Learning outcomes
A+, A, A-	Extremely well prepared for class discussion and active in sharing views. Discussion questions or contributed opinions are of extremely high quality.
B+, B, B-	Quite prepared for class discussion and quite active in sharing views. Discussion questions or contributed opinions are of decent quality.
C+, C, C-	Not well prepared for class discussion and only occasionally sharing views. Discussion questions or contributed opinions are of average quality.
D+, D	Not well prepared for class discussion and no sharing of views. Discussion questions or contributed opinions are of mediocre quality.
F	Never prepared for class discussion and no sharing of views. Discussion questions or contributed opinions are of poor quality.

2. Research Paper (30%)

Students will be required to submit a research paper/proposal. This paper serves to train students' abilities to identify critical research questions, formulate creative and rigorous solutions through research design to address non-trivial research questions, and effectively communicate the research questions and plans to the audience, researchers, and reviewers.

Grading Criteria

Grade	Learning outcomes
A+, A, A-	Extremely important research questions are identified, insightful and detailed analyses, sufficient support with relevant data/facts/cites, effective application of relevant concepts and theories, well thought-out research design, and excellent writing.
B+, B, B-	Highly important research questions are identified, generally insightful and detailed analyses, appropriate use of relevant data/facts/cites, acceptable application of relevant concepts and theories, generally logical and feasible research design, and decent writing.
C+, C, C-	Moderately important research questions are identified, somewhat insightful and detailed analyses, insufficient use of relevant data/facts/cites, limited application of relevant concepts and theories, mediocre and infeasible research design, and marginally acceptable writing.
D+, D	Barely important research questions are identified, analyses lacking a clear focus and consistency, limited use of relevant data/facts/cites, little application of relevant concepts and theories, research design not well-thought-out and not practical, and poor writing.
F	Unimportant research questions are identified, poor analyses with no consistency in logic, absence of relevant data/facts/cites, no application of relevant concepts and theories, poor research design, and unacceptable writing.

3. Paper Presentation (30%)

Students are required to make a 20-minute oral presentation on their research paper (noted above). The presentation will be evaluated based on such criteria as the importance of research questions, the proposed research design, presentation styles, and quality of interaction in the Q&A session.

Grading Criteria

Grade	Learning outcomes
A+, A, A-	Extremely important research questions are communicated, comprehensive and relevant content coverage, well-articulated on critical issues, quality interaction with the audience, and a professional presentation style.
B+, B, B-	Highly important research questions are communicated, appropriate and generally relevant content coverage, clear discussion of critical issues, acceptable interaction with the audience, and a decent presentation style.
C+, C, C-	Moderately important research questions are communicated, relatively narrow content coverage, marginally acceptable discussion of critical issues, limited interaction with the audience, and a mediocre presentation style.
D+, D	Marginally important research questions are communicated, key content is omitted, unclear focus on critical issues, poor interaction with the audience, and a weak presentation style.
F	Unimportant research questions are communicated, questionable content coverage, omitting critical issues, no interaction with the audience, and an unacceptable presentation style.

*Course Final Grade

The final grade for the course will be assigned according to the accumulative score that a student has obtained from all of the assessment criteria above. That is,

Class participation (40%) + Research paper (30%) + Paper presentation (30%)

**Late Assignment Penalty*

Any assignment is required to be submitted on or before the specified due date and time to the instructor or the assignment submission destination. The penalty policy for any late assignments is:

1 day late → deduct 25%, 2 days late → deduct 50%, 3 days late → deduct 100%

VIII. Academic Conduct

The University Regulations on academic dishonesty will be strictly enforced. Academic dishonesty includes, but is not necessarily limited to, plagiarism, paraphrasing of someone else’s ideas, unauthorized collaboration on out-of-class projects, cheating on in-class tests, and unauthorized advance access to test materials. This website will tell you more: <http://www.hku.hk/plagiarism/>.

Classroom misconduct: Lateness, early departures, interruptions (phones, chattering), absenteeism, dishonesty, and other disrespectful behaviors.

IX. Course Schedule

Topic 1. Fit, job search, and socialization
Topic 2. Personality at work
Topic 3. Job stress and well-being
Topic 4. Leadership
Topic 5. The employment relationship
Topic 6. Job orientation
Topic 7. Social relationships
Topic 8. New performance criteria
Topic 9. Workplace diversity
Topic 10. Contemporary career issues

The information contained in this syllabus is subject to change; any changes will be announced in class.