

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>

Teaching/Learning Methodology	<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>
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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. Class participation and HRD Activities	10%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	2. Individual Assignment	20%	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	3. Group Project	20%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Examination	50%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	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 above assessment methods are designed to ensure that the students will:

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.

Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture 	26 Hrs.
	<ul style="list-style-type: none"> ▪ Seminars 	13 Hrs.
	Other student study efforts:	
	<ul style="list-style-type: none"> ▪ Preparation for lecture/seminars and group project 	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**

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.

Soria, R. & Hanshaw, G. (2024, July). *Learners, meet your AI role-play partner. Harness artificial intelligence chatbots to ready learners for real-world scenarios*. ATD TD Magazine, p. 14 – 15.

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