

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2016 /17**

Part I Course Overview

Course Title: Staffing

Course Code: MGT4308

Course Duration: One Semester

Credit Units: 3

Level: B4

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Organizational Behavior & Human Resources Management (MGT3306) OR
Organizational Behavior (MGT3206) OR Human Resource Management
(MGT3217)

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) MGT4223 Recruitment and Selection

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims:

1. To introduce the concepts of staffing, which includes recruitment, selection, career management, and retention, from the dual perspectives of the employee and the organization.
2. To facilitate an understanding of the nature of job and organizational performance in order to achieve appropriate person-job or person-organization fit.
3. To understand the nature of jobs and to discover the processes involved in analyzing jobs.
4. To facilitate students' discovery of the appropriate staffing tools and practices to recruit, select, manage the career of, and retain the most appropriate employees for jobs and organizations.
5. To develop students' ability to apply the theories of related to staffing to the various problems both individuals and organizations face in creating valued-added human capital.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the various elements involved in the staffing process.	20%	✓		
2.	Critically analyse the nature of job and organizational performance.	20%		✓	
3.	Demonstrate an ability to conduct effective job analysis and job interviews.	20%		✓	✓
4.	Select the most appropriate tools for staffing.	20%			✓
5.	Demonstrate how the staffing process creates value-added human capital.	20%			✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CIOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Note-taking and engaging in question-answer sessions; watching videos and problem-based class discussions of the key learning points.		✓	✓	✓	✓	✓	(1.5 hrs.) This is the main session in which key theory is covered in the lecture.
Case study analysis			✓	✓	✓		(1.5 hrs.) These are covered through the various TLAs.
Individual and group review report which requires research		✓				✓	
Individual and group projects which require in-company research, and case analysis		✓	✓	✓	✓	✓	
Role Plays				✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks (example assessment tasks only)
	1	2	3	4	5		
Continuous Assessment: 50%							
<p>Team based assessment tasks (vary from year to year, subject to confirmation)</p> <p>For example:</p> <p>(1) Industry Expert Reflection Assignment</p>	✓	✓	✓	✓	✓	20%	<ul style="list-style-type: none"> Students will attend a Business Forum (i.e., seminar or professional talk) delivered by a HRM-business practitioner Individually, students prepare their own "learning insights & benefits" after attending this Business Forum Students form into teams of 4 persons each and prepare an "Expert Reflection" written assignment. The focus of the "Expert Reflection" is as follows: <ol style="list-style-type: none"> Adopt and cultivate a discovery-enriched attitude by applying critical evaluation over the practicality of theories & models

(2) Computer Simulation and Analysis Report								<p>used in the talk;</p> <p>b) Practise one’s ability in generating creative solutions applicable to real-world HRM staffing issues faced by managers in the business corporation</p> <ul style="list-style-type: none"> • Involves studying the staffing practices of a hotel front office. • A computer simulation of employment selection is used at the discretion of the instructor. • Tests the ability of students, working as a 4-person team, to demonstrate their understanding of the processes of recruitment and selection and then apply the methods of recruitment and selection within a context of the employment relationship. • Depending on the nature of the question, each of the five CILOs are assessed and given equal weighting. • A simulation is a chance for the students to demonstrate how well they have understood the processes and tasks in hand and an opportunity for them to apply their knowledge. • The results of their decisions, including an on-line quiz attract an objective score based on the computer simulation outcomes.
<p>Group Project</p> <p>For example:</p> <p>(1) Staffing Portfolio</p>	✓	✓	✓	✓	✓		20%	<p>Student work on a research-oriented organization-based “Staffing portfolio”. Tests the students’ ability to apply theory to practice, to demonstrate the extent to which CILOs have been achieved. The five CILOs are assessed and given an equal weighting.</p>
Attendance and participation							10%	<p>Students’ contribution to classroom learning. Contribution requires in-class attendance.</p>
Examination: 50% (duration: 2 Hours, if applicable)								
Final exam (2 hours)	✓	✓	✓	✓	✓		50%	<p>A 2-hour final exam covers comprehensively all topics taught in this course.</p>
<i>* The weightings should add up to 100%.</i>							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Assessing and Grading Applied Case Assignments (20%)		As in B, but with higher degree of originality and even good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.	The evidence presents a good appreciation of the general thrust of the case with relevant and accurate support of concepts taught in class. A clear view of how various aspects of the case integrate to form a purpose. Solutions or recommendations well justified.	The evidence is relevant, accurate. However, there is little evidence of an overall extensive view of the case issues. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.	Pieces of evidence are relevant and accurate, but analyses are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Insufficient coverage, little originality, weak justification of solutions or recommendations.	
2. Assessing Conceptual Assignment &/or Group Presentation (30%)		Interesting and suitably complex account of analysis/solution demonstrating original contribution, going well beyond standard	As in C, but also shows logical progression and possibly new and original insights. Most/all relevant points drawn from prevalent models or conceptual	Presentation describes topic, refers to what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks,	Presents enough to describe what the issues are about. Some relevant points, however only re-describes the factual elements in a wooden manner, mainly pro and con.	

		resources/ references / concepts, stating a point of view in one's own voice. Suitably impresses with critical analysis in the judgment of the marker.	frameworks, uses appropriate structure to resolve issues with convincing arguments and discussion.	evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.	Uses a few mainstream references and applies correct concepts.	
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

This course will help you understand the dynamics of recruiting and selecting people, and why, as potential managers yourselves, you can help your organization achieve its strategic objectives through its choice of employees.

Recruitment, advertisement, e-CV, employment selection interview, selection tests, computer simulated recruitment and selection, behavioural interviewing technique, impression management, non-verbal cues, reference checks, orientation, socialization, employee engagement, choice employer, Y-generation at work, benchmarking, corporate reputation.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1. Heneman III, H., Judge, T. & J. Kammeyer-Mueller (2015). *Staffing Organizations*. 8th ed. New York: Irwin/McGraw-Hill.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Phillips, J.M. & S. M. Gully (2015). <i>Strategic Staffing. 3rd Edition</i> . Upper Saddle River, NJ: Pearson Prentice Hall.
2.	Cook, M. (2016). <i>Personnel Selection: Adding Value Through People - A Changing Picture</i> . 6th Ed. Oxford, England: Wiley-Blackwell.
3.	Waitley, D. (2016). <i>Psychology of Success</i> . 6th Ed. New York: Irwin/McGraw-Hill.