

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester B 2019/20**

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**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 to:*

1. Introduce the concepts of staffing, which includes recruitment, selection, career management, and retention, from the dual perspectives of the employee and the organization.
2. Facilitate an understanding of the nature of jobs and organizational performance in order to achieve an appropriate job-person and person-organization match.
3. Facilitate the discovery of processes involved in analyzing jobs and conducting job interviews.
4. 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. 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 <sup>#</sup>	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 CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures	Key concepts and learning points will be illustrated with examples, cases, video clips, role play, etc.	✓	✓	✓	✓	✓	(1.5 hrs.)  This is the main session in which key theory is covered in the lecture.
In-class activities	In-class activities and practices will be arranged to students to assess students' grasp of knowledge taught in class.	✓	✓			✓	(1.5 hrs.)  These are covered through the various TLAs.
Group presentation project	In-company research, and case analysis		✓	✓	✓	✓	

### 4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.					Weighting *	Remarks (example assessment tasks only)
	1	2	3	4	5		
<b>Continuous Assessment: 60%</b>							
<b>Group Assignments</b> Throughout the whole course, there are several group-based assessment tasks (for example, job analysis, case study, assessment protocol design portfolio).		✓	✓	✓	✓	<b>20%</b>	
<b>Group Project</b> Groups will work on a research-based "Staffing portfolio" of one or more organization(s). They need to research, evaluate, and analyse the context and staffing practices and problems of the organization(s) and providing customized recommendations and solutions. Groups are expected to deliver oral presentation.	✓	✓	✓	✓	✓	<b>20%</b>	
<b>In-class Discussion</b> Involvement in weekly class discussions and activities.	✓	✓	✓	✓	✓	<b>10%</b>	
<b>Mid-term Test</b> Students will be assessed via the examination their	✓	✓	✓	✓		<b>10%</b>	

understanding of key concepts and learning points learned in the first half of the course in class, textbooks, reading materials and their ability to apply subject-related knowledge.								
<b>Examination: 40%</b> (duration: 2 Hours, if applicable)								
<b>Final Exam</b> Students will be assessed via the examination their understanding of concepts learned through the whole course in class, textbooks, reading materials and their ability to apply subject-related knowledge.	✓	✓	✓	✓				<b>40%</b>
<i>* The weightings should add up to 100%.</i>								<b>100%</b>

## 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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<b>1. Group Assignments (20%)</b>	Understanding of related learning points; originality; analytical skills and critical thinking	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.	Little evidence of familiarity with the subject matter; weakness in original and analytical skills; limited or irrelevant use of learning points and literature.
<b>2. Group Project Presentation (20%)</b>	Comprehensive research; original thinking; understanding of related learning points; analytical skills and critical thinking	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. Uses a few	Little evidence of familiarity with the subject matter; weakness in original and analytical skills; limited or irrelevant use of learning points and literature.

		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.	mainstream references and applies correct concepts.	
<b>3. In-Class Discussion (10%)</b>	Preparation for the class; punctuality; class attendance; participation in group discussions, answering questions, and offering ideas.	Student is almost always prepared for class with relevant class materials. Students is almost always punctual and attends fulltime. Student contributes to class a lot by participating in group discussions, answering questions, and offering ideas. Contribution is meaningful and inspiring.	Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Students frequently contributes to class by participating in group discussions, answering questions, and offering ideas.	Student is sometimes prepared for class with relevant class materials. Student is sometimes late to class and leaves early. Student occasionally contributes to class by participating in group discussions, answering questions, and offering ideas.	Student is almost never prepared for class with relevant class materials. Student is almost always late to class and leaves early. Student almost never contributes to class by participating in group discussions, answering questions, and offering ideas.	Not attending 70% or above of classes and lack of participation in class.
<b>4. Mid-term Test (10%)</b>	Understanding of concepts learned in class, textbooks, reading materials and their ability to apply subject-related knowledge.	High	Significant	Moderate	Basic	Not even reaching marginal levels

<b>5. Final Exam (40%)</b>	Understanding of concepts learned in class, textbooks, reading materials and their ability to apply subject-related knowledge.	High	Significant	Moderate	Basic	Not even reaching marginal levels
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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 (2019). *Staffing Organizations*. 9<sup>th</sup> 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</i> . 3rd Edition. 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.
4.	Cartwright, S. & Cooper, C.L. (2012). <i>The Oxford Handbook of Personnel Psychology</i> . OUP: Oxford.