

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title:	Recruitment and Selection
Course Code:	MGT4223
Course Duration:	One Semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	MGT3217 Human Resources Management
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims:

1. To introduce the concepts of recruitment and selection from the dual perspectives of the individual and the organization.
2. To develop in students the intellectual capacity to understand organization's human resource needs and how to develop a competent labour force.
3. To facilitate an understanding of the nature of jobs as well as the processes involved in analyzing jobs and achieving an appropriate job-person and person-organization match.
4. To develop in students the competence required for identifying the most appropriate person for a particular position.
5. To develop in students the ability to apply theories of recruitment and selection to the problems individuals and organizations face when creating a viable employment relationship.

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 recruitment and selection process.	20%		✓	
2.	Critically analyse the importance of a viable employment relationship.	20%			✓
3.	Demonstrate an ability to conduct effective job analyses and job interview.	20%		✓	
4.	Apply the most appropriate methods for recruitment and selection.	20%	✓		
5.	Demonstrate how the process of recruitment and selection effectively leads to a viable employment relationship.	20%			✓
		100%			

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

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
Seminar	This will involve conceptual inputs on recruitment & selection and Q & A.	✓	✓	✓			35/12
Cases and problem based exercises	These activities will focus on application of specific concepts and techniques relevant to recruitment & selection.		✓	✓	✓	✓	4/2
Group projects	The projects will focus on conducting job analysis and designing selection tools.	✓	✓	✓	✓	✓	Outside class/10

There will be three hours of class each week, which will involve a mixture of seminars, small group discussions, and structured role-plays.

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 65%							
Mid-term quiz						20%	[Week 9] The test will cover lessons of the first eight weeks (Weeks 1 to 8).
Job analysis						10%	[Due Week 6 – group project] The class will be divided into small groups, each group consisting of 4-5 members. Each team will conduct a comprehensive job analysis on a job role/function of their interests. Use the steps and methods of job analysis as discussed during the class, and provide an output of the job analysis.
Case study						10%	[Week 11 – group project] A Case Study will be assigned to each team to complete. Each team is required to review the specific background materials and complete the assignment questions as provided.
Assessment protocol						20%	[Due Week 12 – group project] Each team will create a new assessment protocol to assess an individual's personal attribute/quality, which becomes a critical selection criterion for organizations to sustain their success in the new century.
Class participation						5%	Students are encouraged to participate in the class discussion and ask questions in the class.

Examination: 35% (duration: 2 Hours, if applicable)								
Final exam (2 hours)	✓	✓	✓	✓	✓		35%	At the end of the semester, students will take a written examination (essay type) for two hours.
							100%	

* The weightings should add up to 100%.

Remarks: Assessment includes 65% coursework, and 35% final examination. Coursework assessments include three group assignments, participation, and a mid-term quiz. Pass mark is 50%.

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)
1. Group projects (job analysis, case study, and assessment protocol)		<p>As in B, but with even higher degree of coherence, originality and even good evidence of reflection on one's own effort based on theory.</p> <p>Generalizes principles, models or practices to new, real-life contexts.</p> <p>Interesting and suitably complex account of analysis/solution demonstrating original contribution, going well beyond standard resources/ references / concepts, stating a point of view in one's own voice.</p> <p>Suitably impresses with critical</p>	<p>The evidence presents a good appreciation of the general thrust of the project with relevant and accurate support of concepts taught in class.</p> <p>A clear view of how various aspects of the project integrate to form the main purpose and at the same time, recommendations are well justified.</p> <p>As in C, but also shows logical progression and possibly new and original insights.</p> <p>Most/all relevant points drawn from prevalent models or conceptual frameworks, uses appropriate structure to</p>	<p>Evidence is relevant, and factually accurate. However, there is insufficient evidence of an overall coherent view of the project's requirement and issues involved.</p> <p>Able to justify content meaningfully but inadequate application and/or integration of items. Fair justification of recommendations.</p> <p>Presentation describes topic, refers to what is proposed to be done.</p> <p>More relevant points drawn from models or conceptual frameworks, evidence of grasp of</p>	<p>Pieces of evidence are relevant and accurate, but analyses are isolated, addressing a limited number of issues required in the project.</p> <p>Demonstration of descriptive understanding in a minimal way. Insufficient coverage, little originality, weak justifications of recommendations.</p> <p>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.</p> <p>Uses only a few mainstream references.</p>	<p>Pieces of evidence are irrelevant and inaccurate. Analyses are isolated, addressing a limited number of issues required in the project.</p> <p>Do not demonstration of descriptive understanding in a minimal way. Insufficient coverage, no originality, no justifications of recommendations.</p> <p>Do not presents enough to describe what the issues are about.</p> <p>Do not uses a mainstream references.</p>

		analysis in the judgment of the marker. Written in correct English without typing mistakes.	present convincing arguments and discussion. Written in correct English without typing mistakes.	issues but has some evidence of difficulty engaging in thoughtful analysis in a critical manner. Written in correct English without typing mistakes.	Written in correct English without typing mistakes.	Written in correct English with many mistakes.
2. Class Participation		The student always attends class on time. The student always answers at least one question or make a meaningful comment every week. The student always gets the assigned reading done.	The student often attends class on time. The student often answers one question or make a meaningful comment every week. The student often gets the assigned reading done.	The student mostly attends class on time. The student sometimes answers questions or make a meaningful comment in the class. The student sometimes gets the assigned reading done.	The student hardly attends class on time. The student hardly answers question or make a meaningful comment in the class. The student hardly gets the assigned reading done.	The student never attends class on time. The student never answers question or make a meaningful comment in the class. The student never gets the assigned reading done.
3. Final Essay Examination and Mid-term quiz		Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. For the mid-term quiz, scores equal to or above 90 out of 100 is considered "Excellent"	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter. For the mid-term quiz, scores between 89 and 80 out of 100 is considered "Good"	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. For the mid-term quiz, scores between 79 and 65 out of 100 is considered "Adequate"	Sufficient familiarity with the subject matter to enable the student to progress. For the mid-term quiz, scores between 64 and 50 out of 100 is considered "Marginal"	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. For the mid-term quiz, scores below 50 out of 100 is considered "Failure"

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.)

Strategic perspectives on recruitment and selection; selection tools; job analysis; job descriptions; job interview; selection processes; staffing; internal selection; external selection

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. & Kammeyer-Mueller J. (2011). <i>Staffing organizations</i> (8 th ed.). Irwin: McGraw-Hill.
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2.2 Additional Readings

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

. 1.	Cartwright, S. & Cooper, C.L. (2012). <i>The Oxford Handbook of Personnel Psychology</i> . OUP: Oxford.
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