

MGT4308: STAFFING

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Staffing

Subject Code

MGT - Management

Course Number

4308

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Organizational Behavior & Human Resources Management (MGT3306) OR Organizational Behavior (MGT3206) OR Human Resource Management (MGT3217)

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

MGT4223 Recruitment and Selection

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Describe the various elements involved in the staffing process.	20	x		
2	Critically analyse the nature of job and organizational performance.	20		x	
3	Conduct effective job analysis and job interviews.	20		x	x
4	Explain appropriate tools for staffing.	20			x
5	Discuss how the staffing process creates value-added human capital.	20			x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in key concepts and learning points will be illustrated with examples, cases, video clips, role play, etc.	1, 2, 3, 4, 5	(1.5 hrs.) This is the main session in which key theory is covered in the lecture.
2	Drill and Practices	With the use of in-class activities, students will be assessed on the knowledge taught in class.	1, 2, 5	(1.5 hrs.) These are covered through the various LTAs.
3	Peer Discussions and presentations	In-company research, and case analysis.	2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Group Assignments: Throughout the whole course, there are several group-based assessment tasks (for example, job analysis, case study, assessment protocol design portfolio).	2, 3, 4, 5	20	-	No
2	Group Project: 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.	1, 2, 3, 4, 5	20	-	No
3	In-class Discussion: Involvement in weekly class discussions and activities.	1, 2, 3, 4, 5	10	-	No

4	Mid-term Test: Students will be assessed via the examination their 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.	1, 2, 3, 4	10	-	No
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Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

Group Assignments (20%)

Criterion

Understanding of related learning points; originality; analytical skills and critical thinking

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in original and analytical skills; limited or irrelevant use of learning points and literature.

Assessment Task

Group Project Presentation (20%)

Criterion

Comprehensive research; original thinking; understanding of related learning points; analytical skills and critical thinking

Excellent (A+, A, A-)

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. Suitably impresses with critical analysis in the judgment of the marker.

Good (B+, B, B-)

As in C, but also shows logical progression and possibly new and original insights. Most/all relevant points drawn from prevalent models or conceptual frameworks, uses appropriate structure to resolve issues with convincing arguments and discussion.

Fair (C+, C, C-)

Presentation describes topic, refers to what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.

Marginal (D)

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 mainstream references and applies correct concepts.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in original and analytical skills; limited or irrelevant use of learning points and literature.

Assessment Task

In-Class Discussion (10%)

Criterion

Preparation for the class; punctuality; class attendance; participation in group discussions, answering questions, and offering ideas.

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

Not attending 70% or above of classes and lack of participation in class.

Assessment Task

Mid-term Test (10%)

Criterion

Understanding of concepts learned in class, textbooks, reading materials and their ability to apply subject-related knowledge.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Final Exam (40%)

Criterion

Understanding of concepts learned in class, textbooks, reading materials and their ability to apply subject-related knowledge.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

Title	
1	Heneman III, H., Judge, T. & J. Kammeyer-Mueller (2019). Staffing Organizations. 9th ed. New York: Irwin/McGraw-Hill.

Additional Readings

Title	
1	Phillips, J.M. & S. M. Gully (2015). Strategic Staffing. 3rd Edition. Upper Saddle River, NJ: Pearson Prentice Hall.
2	Cook, M. (2016). Personnel Selection: Adding Value Through People - A Changing Picture. 6th Ed. Oxford, England: Wiley-Blackwell.
3	Waitley, D. (2016). Psychology of Success. 6th Ed. New York: Irwin/McGraw-Hill.
4	Cartwright, S. & Cooper, C.L. (2012). The Oxford Handbook of Personnel Psychology. OUP: Oxford.