

MGT4223: RECRUITMENT AND SELECTION

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Recruitment and Selection

Subject Code

MGT - Management

Course Number

4223

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

MGT3217 Human Resources Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims:

- To introduce the concepts of recruitment and selection from the dual perspectives of the individual and the organization.
- To develop in students the intellectual capacity to understand organization's human resource needs and how to develop a competent labour force.
- 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.
- To develop in students the competence required for identifying the most appropriate person for a particular position.
- 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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the various elements involved in the recruitment and selection process.	20		x	
2	Critically analyse the importance of a viable employment relationship.	20			x
3	Conduct effective job analyses and job interview.	20		x	
4	Apply the most appropriate methods for recruitment and selection.	20	x		
5	Discuss how the process of recruitment and selection effectively leads to a viable employment relationship.	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	Seminar	Students will learn the theories & concepts in recruitment & selection and Q & A.	1, 2, 3	35/12
2	Cases and problem based exercises	Students will learn to specific concepts and techniques relevant to recruitment & selection.	2, 3, 4, 5	4/2
3	Group projects	Students will conduct job analysis and designing selection tools.	1, 2, 3, 4, 5	Outside class/10

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Mid-term quiz	1, 2, 4	20	[Week 9]The test will cover lessons of the first eight weeks (Weeks 1 to 8).
2	Job analysis	3	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.
3	Case study	2, 4, 5	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.
4	Assessment protocol	2, 4, 5	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.
5	Class participation	1, 3, 4, 5	5	Students are encouraged to participate in the class discussion and ask questions in the class.

Continuous Assessment (%)

65

Examination (%)

35

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

Group projects (job analysis, case study, and assessment protocol)

Excellent (A+, A, A-)

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. Generalizes principles, models or practices to new, real-life contexts. 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. Written in correct English without typing mistakes.

Good (B+, B, B-)

The evidence presents a good appreciation of the general thrust of the project with relevant and accurate support of concepts taught in class. 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. 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 present convincing arguments and discussion. Written in correct English without typing mistakes.

Fair (C+, C, C-)

Evidence is relevant, and factually accurate. However, there is insufficient evidence of an overall coherent view of the project's requirement and issues involved. Able to justify content meaningfully but inadequate application and/or integration of items. Fair justification of recommendations. Presentation describes topic, refers to what is proposed to be done. More relevant points drawn from models or conceptual frameworks, evidence of grasp of issues but has some evidence of difficulty engaging in thoughtful analysis in a critical manner. Written in correct English without typing mistakes.

Marginal (D)

Pieces of evidence are relevant and accurate, but analyses are isolated, addressing a limited number of issues required in the project. Demonstration of descriptive understanding in a minimal way. Insufficient coverage, little originality, weak justifications of recommendations. 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 only a few mainstream references. Written in correct English without typing mistakes.

Failure (F)

Pieces of evidence are irrelevant and inaccurate. Analyses are isolated, addressing a limited number of issues required in the project. Do not demonstration of descriptive understanding in a minimal way. Insufficient coverage, no originality, no justifications of recommendations. Do not presents enough to describe what the issues are about. Do not uses a mainstream references. Written in correct English with many mistakes.

Assessment Task

Class Participation

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

Final Essay Examination and Mid-term Quiz

Excellent (A+, A, A-)

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” .

Good (B+, B, B-)

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” .

Fair (C+, C, C-)

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” .

Marginal (D)

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” .

Failure (F)

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**Keyword Syllabus**

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

Reading List**Compulsory Readings**

Title	
1	Heneman III, H., Judge, T. & Kammeyer-Mueller J. (2011). Staffing organizations (8th ed.). Irwin: McGraw-Hill.

Additional Readings

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