

**COURSE OUTLINE: BH2607 Talent Sourcing and Acquisition**

<b>Academic Year</b>	2022/2023	<b>Semester</b>	S1
<b>Course Coordinator</b>	A/P Lim Beng Chong		
<b>Course Code</b>	BH2607		
<b>Course Title</b>	Talent Sourcing and Acquisition		
<b>Pre-requisites</b>	AB105		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	3 x 13 = 39 hours		

**A) Course Aims/Description**

The ultimate competitive advantage of any company is the human capital (talent) that it has acquired, developed and sustained over time. Having the right talent is key to every successful organization. This course aims to provide you with the knowledge and skills in the domain of personnel recruitment, selection, and assessment. You will learn about staffing strategies, job analysis, external and internal recruitment, various selection and assessment methods, and decision making processes.

**B) Intended Learning Outcomes (ILO)/Objectives**

By the end of this course, you should be able to:

1. Explain the staff organizations model and how its various components work together to achieve the optimal talent pool for organizations
2. Plan and conduct a job analysis
3. Explain and plan for recruitment activities
4. Explain and apply the various measurement issues related to the selection process
5. Evaluate and compare the relative effectiveness of different assessment methods to determine which work best and why
6. Explain and apply the various methods of making a final selection choice
7. Engage other students in a meaningful and supportive way
8. Collaborate with other students to develop teamwork skills

**C) Course Content**

1. Staff organizations model
2. Job analysis
3. recruitment
4. measurements
5. assessment methods
6. decision making

**D) Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	NBS Learning Goal (Refer to Appendix 1 for list)	Weightage	# Team/ Individual	Assessment Rubrics (attach rubrics in appendix)
1. Team Project (Part 1 & 2) with peer evaluation	ILO1-8	Problem Solving and Decision Making	30	Team* - all members must present  (Individual presentation 15% & Project content 15%)	Problem Solving & Decision Making  Teamwork & Interpersonal skills  Motivation & Development of Self and Others  Oral Communication
2. Personal weekly Learning Journal (min 13 entries)	ILO1-6	Critical Thinking	30	Individual	Critical Thinking
3. Quizzes	ILO1-6	Acquisition of knowledge	10	Individual	N.A.
4. Mini Table Assignments	ILO1-8	Critical thinking  Problem Solving & Decision Making	20	Group** - any member can present	Critical thinking  Problem Solving & Decision Making
5. Class participation	ILO7	Class Participation	10	Individual	Class Participation
Total			100%		

\*Team – This refers to your project team. You will remain with the same team for the duration of the semester.

\*\*Group – this refers to the group you are seated with during individual sessions. Table assignment groups may change if the situation allows.

**E) Formative feedback**

You will be provided with feedback on your class quizzes and group presentations in class during the seminars.

**F) Learning and Teaching approach**

<b>Approach</b>	<b>How does this approach support you in achieving the learning outcomes?</b>
Compulsory Readings/Class Quizzes	This approach will equip you with the foundational knowledge to explain the theory and frameworks of Talent sourcing and acquisition in the context of the work environment.
Mini table assignments	This approach will provide you with ample opportunities to work on the different aspects of talent sourcing and acquisition and develop critical competencies such as oral communication, teamwork and interpersonal skill and critical thinking
Personal Learning Journal	This assignment will facilitate your continuous reflection /learning on the various talent sourcing and acquisition topics discussed in class and in the readings. Every week, specific reflection questions will be suggested.
Team project (Part 1 and 2)	This approach will provide you with a unique opportunity to develop a talent sourcing and acquisition plan for a specific company. Working with other team members, you will have an opportunity to convince a panel of judges your proposed plan. In the process, you will be able to develop critical competencies such as oral communication, teamwork and interpersonal skill and critical thinking.

**G) Reading and References****Textbook**

(1) Judge T.A., Kammeyer-Mueller, J.D. 2022. Staffing Organizations. Tenth Edition, McGraw Hill Education.

**Journal / Article**

(2) Relevant articles (both compulsory and recommended) will be provided for each seminar

**H) Course Policies and Student Responsibilities****(1) General**

BH2607 is a very demanding course. You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

**(2) Absenteeism**

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

Late submission policy: Late submission will automatically receive a penalty of one grade for every 24 hours.

**I) Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**J) Course Instructors**

Instructor	Office Location	Phone	Email	Consultation Hours
A/P Lim Beng Chong	S3-B2B-63	67905791	bclim@ntu.edu.sg	See below
A Zoom meeting has been set up within the course site for ease of communication			Send me an email to arrange for a Zoom call for team or individual consultations	

**K) Planned Weekly Schedule**  
**(HYBRID – Online\* and Physical classes)**

<b>Week</b>	<b>Topic</b>	<b>ILO</b>	<b>Readings/ Activities</b>
Week 1 10/11 Aug	Overview and introduction	ILO1	Textbook C1
Week 2 17/18 Aug	Understanding jobs and people I	ILO2	Textbook C3
Week 3 24/25 Aug	Understanding jobs and people II	ILO2	Textbook C4
*Week 4 31Aug/1 Sept	Recruitment I	ILO3	Textbook C5
Week 5 7/8 Sept	Recruitment II	ILO3	Textbook C6
*Week 6 14/15 Sept	Measurement & Assessment	ILO4	Textbook C7
Week 7 21/22 Sept	Assessing External Applicants I	ILO5	Textbook C8
Week 8: Recess 26 to 30 Sept			
*Week 9 5/6 Oct	Assessing External Applicants II	ILO5	Textbook C9
Week 10 12/13 Oct	Assessing Internal Applicant	ILO5	Textbook C10
*Week 11 19/20 Oct	Choosing and Hiring Finalists	ILO6	Textbook C11
Week 12 26/27 Oct	Choosing and Hiring Finalists II	ILO6	Textbook C12
Week 13: e-learning 2/3 Nov	Reflection & Consultation	ILO1-6	
Week 14 9/10 Nov	Project team Presentation	ILO1-8	

**ANNEX A****List of NBS Learning Goals**

LEARNING GOAL	LEARNING OBJECTIVE	CHECK
<b>TASK SKILLS</b>		
<b>Acquisition of Knowledge</b>	Foundational knowledge to explain the theory and frameworks of talent sourcing and acquisition in the context of the work environment.	<input checked="" type="checkbox"/>
<b>Ethical Reasoning</b>	The ability to recognize and understand ethical issues, and apply sound ethical reasoning.	<input type="checkbox"/>
<b>Critical Thinking &amp; Creative Thinking</b>	The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.	<input checked="" type="checkbox"/>
	The ability to provide insight in an innovative way characterized by high degree of adaptiveness.	<input type="checkbox"/>
<b>Problem Solving &amp; Decision Making</b>	The ability to identify problem, generate a plan to solve problem, implement and evaluate the plan and make sound business decision.	<input checked="" type="checkbox"/>
<b>Planning &amp; Execution</b>	The ability to set clear priorities and plans of action for the task and define task objectives to fulfill goals within a planned schedule for execution.	<input type="checkbox"/>
<b>PEOPLE SKILLS</b>		
<b>Oral Communication &amp; Written Communication</b>	The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.	<input checked="" type="checkbox"/>
	The ability to communicate well with others in writing so that it clearly expresses the intended message and is understandable and useful to the receiving party.	<input type="checkbox"/>
<b>Negotiation</b>	The ability to systematically plan and prepare for negotiation and apply negotiation skills in personal and professional practice.	<input type="checkbox"/>
<b>Cultural Intelligence</b>	The ability to function effectively in situations characterized by cultural diversity.	<input type="checkbox"/>
<b>Teamwork &amp; Interpersonal Skills</b>	The ability to work effectively with others in a group setting.	<input checked="" type="checkbox"/>
<b>Motivation &amp; Development of Self &amp; Others</b>	The ability to develop a better understanding of one's strengths and weaknesses, and learn to view others and mistakes positively as sources of personal and professional development.	<input checked="" type="checkbox"/>

Please write to NBS Accreditation office ([nbsaccro@ntu.edu.sg](mailto:nbsaccro@ntu.edu.sg)) for sample rubrics.

## Appendix 1: Assessment Rubrics

## Critical Thinking Rubric (Personal Learning Journal and Mini Table Assignments)

Adapted from North-eastern Illinois University's General Education Critical Thinking Rubric

	Poor	Average	Good	Excellent
Identifies & Summarizes the <b>Issues at Hand</b> (10%)	Fails to identify, summarize or explain the main issues. Represents the issues inaccurately/inappropriately	Identifies the main issues but does not summarize or explain them clearly	Identifies & summarizes the main issues but does not explain how or why they are related	Identifies & summarizes the main issues & explains how or why they are related. Identifies implicit issues and nuances
Identifies & considers <b>theoretical perspectives(s) (if any)</b> that are important to the analysis of the issue (20%)	Fails to identify and explain more than one theoretical perspective	Correctly identifies some of the theoretical perspectives	Correctly identifies all the theoretical perspectives	Correctly identifies all the theoretical perspectives and highlights the relationship and/or tensions between them
Identifies & assesses the quality of <b>supporting data/evidence (if any)</b> and provides additional data/evidence related to the issue (if any) (20%)	Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect.	Identifies the evidence and source of evidence but fails to evaluate fully its accuracy, precision, relevance, and/or completeness	Identifies the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect.	Identifies the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect. Provides new data or information for consideration
Identifies and considers <b>Key assumptions (if any)</b> and the influence of <b>the context</b> on the issue (20%)	Fails to identify or evaluate more than one of the assumptions that underlie the issue	Identifies some of the important assumptions but does not evaluate them for plausibility or clarity	Identifies and evaluates all of the important assumptions but does not analyse them in the context of the issue	Identifies and evaluates all of the important assumptions and analyses the issues with a clear sense of scope and context.
Identifies and assesses <b>conclusions, implications and consequences</b> (30%)	Fails to identify conclusions, implications, and consequences of the issues or the key relationships among the various elements such as context, evidence or assumptions.	Suggests some implications, conclusions and consequences but without clear reference to context, assumptions, data and evidence	Identifies and briefly discusses implications, conclusions and consequences considering most but not all the relevant assumptions, contexts, data and evidence	Identifies and discusses conclusions, implications, and consequences, considering context, assumptions, data, and evidence. Objectively reflects upon own assertions.

## Problem Solving and Decision Making (Team Project and Mini Table Assignments)

Criteria	Not Present	Developing	Proficient	Exemplary
<b>Define the talent Issue and Challenge (10%)</b>	<ol style="list-style-type: none"> <li>Does not identify the problem/issue clearly</li> <li>Demonstrates limited understanding of the problem or related contextual factors</li> <li>Weak introduction that repeats information from materials</li> <li>Identifies purpose of report and issues to be addressed but is vague, ambiguous or out of point</li> </ol>	<ol style="list-style-type: none"> <li>Adequate scope in identifying the problem/issue moderately</li> <li>Adequately demonstrates understanding in constructing a problem statement with some evidence of relevant contextual factors</li> </ol>	<ol style="list-style-type: none"> <li>Identifies the problem/issue moderately</li> <li>Demonstrates understanding by constructing clear and insightful problem statement with evidence of relevant contextual factors</li> </ol>	<ol style="list-style-type: none"> <li>Identifies the problem clearly and thoroughly</li> <li>Demonstrates the ability in constructing a clear and insightful problem statement with evidence of relevant contextual factors</li> </ol>
<b>Stakeholder Analysis (if any) (10%)</b>	Fails to identify and explain more than one stakeholders' perspective	Correctly identifies some of the stakeholders' perspectives	Correctly identifies all the stakeholders' perspectives	Correctly identifies all major stakeholders' perspectives and highlights the relationship and/or tensions between them
<b>Devise Strategies to Solve the Problem (50%)</b>	<ol style="list-style-type: none"> <li>Identifies strategies without regard to fit, which does not solve problem that apply within a specific context</li> <li>Does not demonstrate the ability to form a plan and clearly articulates the decision making</li> <li>Unable to identify alternative which reflect limited understanding of the situation</li> </ol>	<ol style="list-style-type: none"> <li>Limited strategies adopted in solving the problem that apply within a specific context</li> <li>Adequate demonstration in the ability to form a plan and clearly articulates the decision making</li> <li>Provides an alternative that reflect reasonable understanding of the situation</li> </ol>	<ol style="list-style-type: none"> <li>Adequate strategies adopted in solving the problem that apply within a specific context</li> <li>Demonstration in the ability to form a basic action plan and articulates the decision making</li> <li>Provides some alternatives that reflect reasonable good understanding of the situation</li> </ol>	<ol style="list-style-type: none"> <li>Identifies strategies for solving the problem that apply within a specific context</li> <li>Demonstrates the ability to form a clear action plan and clearly articulates the decision making</li> <li>Identifies good alternatives that reflects an in-depth understanding of the situation</li> </ol>
<b>Assess Implementation Feasibility (if any) (20%)</b>	<ol style="list-style-type: none"> <li>Does not examine how well the stakeholders are involved or engaged</li> <li>Not able to identify areas of risk and possible side-effects</li> <li>Does not specify how the implementation will be monitored and controlled</li> <li>No indicators or instruments to review or analyze the success of the action</li> </ol>	<ol style="list-style-type: none"> <li>Basic amount of assessment performed on stakeholders' engagement</li> <li>Considers limited areas of risks and provides basic insights in addressing possible side-effects</li> <li>Basic attempt on how the implementation will be monitored effectively</li> <li>Identifies just one progress measure and explain what results are expected to have been achieved at this stage</li> </ol>	<ol style="list-style-type: none"> <li>Sufficient amount of assessment performed on stakeholders' involvement and engagement</li> <li>Considers some areas of risks and provides a fair amount of insights in addressing possible side-effects</li> <li>Some evidence on how the implementation will be monitored effectively</li> <li>Identifies some stages at which progress should be measured and specify what results are expected to have been achieved at these stages</li> </ol>	<ol style="list-style-type: none"> <li>Thorough assessment on how well the stakeholders are involved</li> <li>Considers areas of risk and provides insights in addressing possible side-effects</li> <li>Able to state how the implementation will be monitored effectively</li> <li>Identifies the stages at which progress should be measured and specify what results are expected to have been achieved at these stages</li> </ol>
<b>Evaluate Outcomes (10%)</b>	<ol style="list-style-type: none"> <li>Reviews results superficially in terms of the problem defined with no consideration of need for further work</li> <li>Concludes with a weak and unbalanced views, with poor summary of findings and discussions</li> </ol>	<ol style="list-style-type: none"> <li>Review results moderately in terms of the problem defined with reasonable considerations for further work</li> <li>Organized, clear, adequate views with reasonable amount of work on the summary findings and discussions</li> </ol>	<ol style="list-style-type: none"> <li>Review results sufficiently in terms of the problem defined with good considerations for further work</li> <li>Organized, clear, adequate views with reasonable amount of work on the summary findings and discussions</li> </ol>	<ol style="list-style-type: none"> <li>Reviews results relative to the problem defined with thorough, specific considerations of need for further work</li> <li>Well organized, very concise, clear, with proper conclusion with well-grounded, balanced views and incisive summary of findings and discussions</li> </ol>



## Oral Communication (Presentation)

Criteria	Weight %	Unacceptable	Significantly Below	Below Average	Average	Above Average	Significantly Above	Excellent
		1	2	3	4	5	6	7
<b>Presentation Structure</b> <ul style="list-style-type: none"> <li>States the main point clearly and early to maintain the audience's attention</li> <li>Organizes content coherently</li> <li>Has strong, attention grabbing opening and closing</li> <li>Signals transitions and relationships between main points</li> </ul>	20							
<b>Non-Verbal</b> <ul style="list-style-type: none"> <li>Stands poised and confidently</li> <li>Establishes meaningful eye contact with all members of the audience</li> <li>Looks poised and in control; effectively conceals nervousness</li> <li>Uses appropriate facial expressions to show enthusiasm and energy</li> </ul>	30							
<b>Communication Outcome</b> <ul style="list-style-type: none"> <li>Appropriately recognizes the Talent requirements</li> <li>Conveys a message with a clear take-away for audience</li> <li>Effectively addresses the business and organizational needs and concerns of the given audience</li> <li>Successfully meets the most important objectives of the talent challenges</li> </ul>	50							

Teamwork and Interpersonal Skills and Motivation and Development of Self and Others Rubrics  
(assessed via Peer Evaluation)

Criteria	Weight	Performance			
		1	2	3	4
Knowledge Application (KA): This member made change management knowledge relevant by applying it to the case and context well	10	Strongly Disagree	Disagree	Agree	Strongly Agree
Drive to Learn (DL): This member shared unique insights not found in the basic text.	10	Strongly Disagree	Disagree	Agree	Strongly Agree
Knowledge Sharing (KS): This member was generous in sharing his knowledge on the subject.	15	Strongly Disagree	Disagree	Agree	Strongly Agree
Enthusiasm and Optimism: This member made the discussions interesting.	10	Strongly Disagree	Disagree	Agree	Strongly Agree
Responsibility and Commitment (RC): This member accepted full responsibility for assigned roles, completed assigned tasks and helped others when needed.	15	Strongly Disagree	Disagree	Agree	Strongly Agree
Value of Contribution (VC): This member contributed effectively, creatively and enthusiastically to the assignment.	10	Strongly Disagree	Disagree	Agree	Strongly Agree
Team Spirit (TS): This member helped to resolve interpersonal conflicts amicably, moderated conversations, managed differing views and worked to foster teamwork.	15	Strongly Disagree	Disagree	Agree	Strongly Agree
Team Goals (TG): This member demonstrated selfless behaviour by placing the achievement of team goals above self-interest. This member would go the extra mile for the team	15	Strongly Disagree	Disagree	Agree	Strongly Agree

### Peer Evaluation Instructions

We will use a member's ratings (on a scale ranging from 1 to 4) to award marks for the team project to other members by computing the average rating that a member receives from other members. The mark for the team project component will be computed as follows:

1. If a member's average rating is  $< 2.5$  but  $\geq 2.0$ , the member will receive **75%** of the overall mark awarded to the team project.
2. If a member's average rating is  $< 2.0$  but  $\geq 1.5$ , the member will receive **50%** of the overall mark awarded to the team project.
3. If a member's average rating is  $< 1.5$ , the member will receive **25%** of the overall mark awarded to the team project.

Class Participation

Criteria	Weight %	Unacceptable	Significantly Below	Below Average	Average	Above Average	Significantly Above	Excellent
		1	2	3	4	5	6	7
<b>Attitude</b>	30	<ul style="list-style-type: none"> <li>Displays lack of interest in class/group discussions and comments/questions by peers and/or tutor</li> <li>Often engages in distracting activities like text-messaging, Web surfing, etc.</li> </ul>			<ul style="list-style-type: none"> <li>Occasionally displays a lack of interest in class/group discussions and comments/ questions by peers and/or tutor</li> <li>Occasionally engages in distracting activities like text-messaging, Web surfing, etc.</li> </ul>			<ul style="list-style-type: none"> <li>Shows interest in class/group discussions, and listens actively to comments/questions by peers and/or tutor</li> <li>Does not engage in distracting activities like text-messaging, Web surfing, etc.</li> </ul>
<b>Contribution (Frequency, Quality &amp; Collaboration during Class sharing, Class presentation Q&amp;A, Course Blogs etc)</b>	70	<ul style="list-style-type: none"> <li>Seldom speaks up/participate</li> <li>Makes comments that are vague and reflect little preparation</li> <li>Makes comments/ask questions that reflect little attention or respect for peers/ instructor</li> </ul>			<ul style="list-style-type: none"> <li>Occasionally speaks up/participate</li> <li>Contributes comments, some of which are relevant</li> <li>Asks questions that clarify or focus conversation/discussion</li> </ul>			<ul style="list-style-type: none"> <li>(Frequency) Contribute consistently throughout the course</li> <li>(Quality) Contributes comments that are relevant/insightful. Show evidence of preparation and/or thought.</li> <li>(Collaboration) Makes comments that build on contributions by peers/instructor</li> </ul>