



**JINDAL GLOBAL
BUSINESS SCHOOL**
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



O.P. Jindal Global University
A Private University Promoting Public Service
NAAC Accreditation - 'A' Grade

Jindal Global Business School
Course Outline

Course Title	Strategic Staffing
Core or Elective	Elective
Program and Batch	MBA-2; IBM-4; IBM-5
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	OB-HRM
Name of the Faculty Member/Course Instructor	Gulshan Bibi
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Faculty Member's Open Office Day/s & Time	Monday & Thursday 3:00-4:00 PM

Introduction to the Course

In today's dynamic and competitive business environment, organizations increasingly recognize that people are their most strategic asset. However, acquiring, deploying, and retaining the right talent requires more than traditional HR practices — it demands a strategic approach to staffing that is closely aligned with business goals and responsive to market realities.

This course, Strategic Staffing, focuses on the end-to-end staffing process through a strategic lens. It explores how firms plan for, attract, select, deploy, and retain human capital in ways that not only fulfil immediate talent needs but also build long-term organizational capability and competitive advantage. The course goes beyond hiring decisions to examine how staffing systems interact with other HR functions such as training, compensation, performance management, and succession planning.

Drawing on theoretical foundations, empirical research, and real-world case studies, students will critically analyse various staffing models, evaluate their alignment with business strategy, and engage in applied exercises that simulate the complexities of modern talent management. Special attention will be given to topics such as workforce planning, competency modelling, talent sourcing, assessment methods, technology in staffing, and metrics for evaluating staffing effectiveness.

By the end of the course, students will be equipped to design and evaluate strategic staffing systems that are fair, effective, data-driven, and capable of supporting sustainable organizational success.

Course Learning Objectives

At the end of the course, students should be able to

1. CLO1- Analyze the strategic role of staffing in achieving organizational goals and sustaining competitive advantage.
2. CLO2 - Design and evaluate staffing systems by integrating workforce planning, talent sourcing, selection, deployment, and retention practices.
3. CLO3 - Apply job analysis and competency modeling frameworks to align talent with current and future organizational needs.
4. CLO4 - Assess the impact of technology, data analytics, and performance metrics in enhancing staffing effectiveness and decision-making.
5. CLO5 - Critically evaluate the alignment of staffing strategies with business strategy, HR functions, legal requirements, and ethical standards

Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
3	Effective communication: Ability to effectively exchange ideas and information	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
		9. Use technology for effective communication
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis

		13. Evaluate alternatives
		14. Summarize and conclude
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO7; 8	PCG3	A1: Class Participation; A3: Group Presentation
PLO10; 14	PCG4	A2: Quiz; A4: End-term Case-based Exam
PLO16	PCG5	A3: Group Presentation
PLO1	PCG1	

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1 Class Participation	10%	Individual	Ongoing (Weeks 1–8)	PLO7; 8
A2 Quiz	20%	Individual	Week 4 (After Sessions 7–8)	PLO10; 14
A3 Group Presentation	40%	Group	Week 8 (Session 15)	PLO7; 8; 16
A4 Endterm Examination	30%	Individual	In the JGU Examination period/week	PLO7; 8; 10; 14

Description of Assessments:

A1 - Class Participation (10%)- This assessment evaluates your engagement and contribution during class discussions. Active participation includes asking insightful questions, offering thoughtful comments, and engaging with the course material and fellow students. You are expected to demonstrate your understanding of the concepts and provide relevant, constructive input to the discussions.

A2 - Quiz (20%)- The quiz aims to assess your understanding of the key concepts covered in the course. It will focus on the theoretical aspects and applications of staffing strategies. The quiz will include multiple-choice, short answer, and case-based questions to test your knowledge

A3 - Group Presentation (40%) - The group presentation is designed to assess your ability to work in a team and effectively present strategic staffing solutions. You will be evaluated based on your teamwork, the quality of the analysis, and how well you communicate your ideas. The presentation should align with course concepts and showcase practical applications of staffing strategies. Plagiarism and Integrity Policy: Any form of plagiarism, including copying content from others' work or external sources without proper citation, will result in a zero for this component.

A4 End term examination (30%)- The end term examination will be of 30 marks of 1.5 hours duration. This will be an invigilated exam according to the mode, modalities and process as decided by CoE.

Rubrics for Assessments

A1: Class Participation (10%)

Objective: Assess the student's engagement, contribution to discussions, and understanding of course concepts.

Criteria	Excellent	Good	Needs Improvement
Engagement	Actively participates in every class, asks insightful questions, and provides thoughtful comments.	Participates regularly but may lack depth in responses or questions.	Rarely participates or contributions lack relevance.
Relevance	Consistently contributes to discussions with highly relevant insights.	Contributions are occasionally relevant to the discussion.	Contributions are often off-topic or lack depth.
Collaboration	Always respectful, encourages others' participation.	Respectful and works well with peers during discussions.	Rarely engages with peers or interrupts others.

A2: Quiz (20%)

Objective: Evaluate the student's understanding of key concepts covered in the course.

Criteria	Excellent	Good	Needs Improvement
Conceptual Understanding	Demonstrates comprehensive understanding of all key concepts.	Demonstrates understanding but misses a few minor concepts.	Lacks understanding of key concepts or answers are incomplete.
Application	Applies concepts to scenarios with great	Applies most concepts correctly but with	Struggles to apply concepts correctly or

	accuracy and clarity.	minor errors.	answers are vague.
Clarity and Precision	Answers are clear, precise, and well-organized.	Answers are mostly clear but may lack precision or detail.	Answers are unclear, vague, or poorly organized.

A3: Group Presentation (40%)

Objective: Evaluate the ability to work in a team and present staffing strategies effectively.

Criteria	Excellent	Good	Needs Improvement
Content Knowledge	Demonstrates deep understanding of strategic staffing concepts and their application.	Good understanding of most concepts, but lacks depth in a few areas.	Limited understanding or several key concepts are missing.
Organization	Presentation is exceptionally organized, clear, and easy to follow.	Organization is good but may lack smooth transitions.	Disorganized, hard to follow, or missing critical components.
Delivery	Clear, confident delivery, engaging and well-rehearsed.	Generally clear but could be more confident or engaging.	Delivery lacks clarity, confidence, or engagement.
Team Collaboration	Excellent teamwork; all members contribute equally and collaborate well.	Good teamwork; all members contribute but collaboration could be improved.	Poor teamwork; uneven contribution or lack of collaboration.

Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning 'what to do', the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students' and managers' different experiences.

Textbook / Other Readings

Textbook:

- 1) Phillips, J. M. (2020). *Strategic Staffing*. 3rd Edition. Pearson. (Textbook)
- 2) Barney, J. (1991). "Firm resources and sustained competitive advantage." *Journal of Management*, 17(1), 99–120.
- 3) Ulrich, D. (1998). "A new mandate for human resources." *Harvard Business Review*, 76(1), 124–134.
- 4) Cappelli, P. (2008). "Talent management for the 21st century." *Harvard Business Review*, 86(3), 74–81.
- 5) Breugh, J. A. (2008). "Employee recruitment." *Human Resource Management Review*, 18(3), 288–304.
- 6) Ployhart, R. E. (2006). "Staffing in the 21st century: New challenges and directions." *Journal of Management*, 32(6), 1003–1036.

- 7) Schmidt, F. L., & Hunter, J. E. (1998). "The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings." *Psychological Bulletin*, 124(2), 262–274.
- 8) Lepak, D. P., & Snell, S. A. (1999). "The human resource architecture: Toward a theory of human capital allocation and development." *Academy of Management Review*, 24(1), 31–48.
- 9) Boudreau, J. W., & Ramstad, P. M. (2005). "Talentship and HR measurement: A new paradigm for human resource management." *Human Resource Planning*, 28(2), 17–26.

Session Plan

Session Details	Topics	PLOs Covered
Session 1	Introduction to Strategic Staffing	PLO10, 11, 14
Objective of the session	Understand the strategic importance of staffing and distinguish between traditional and strategic staffing approaches.	
Subtopics to be covered	Staffing context, strategic vs. traditional staffing, aligning staffing with business goals.	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapter 1. 2. Barney, J. (1991). Firm resources and sustained competitive advantage. <i>Journal of Management</i> . 3. Ulrich, D. (1998). A new mandate for human resources. <i>Harvard Business Review</i> .	
Case Title & Number	Talent Management at TCS (HBS Case No. 9-708-446)	
Pedagogy	Lecture, discussion, case analysis	
Session 2	Workforce Planning and Talent Sourcing	PLO1, 10, 11, 12
Objective of the session	Explore workforce planning and sourcing as foundational components of strategic staffing.	
Subtopics to be covered	Workforce planning process, environmental scanning, internal and external talent sourcing. AI in resume screening (ATS + NLP). Talent sourcing via platforms (LinkedIn AI, GitHub scraping).	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapters 2 & 3. 2. Cappelli, P. (2008). Talent management for the 21st century. <i>Harvard Business Review</i> . 3. Breaugh, J. A. (2008). Employee recruitment. <i>Human Resource Management Review</i> .	
Case Title & Number	Recruiting at Google (HBS Case No. 9-406-044)	
Pedagogy	Case discussion, sourcing simulation	

Session 3	Selecting and Acquiring Talent	PLO10, 12, 13, 14
Objective of the session	Understand key methods in selecting and acquiring talent aligned with organizational strategy.	
Subtopics to be covered	Selection tools, structured interviews, assessment centers, job offers. AI interviews (HireVue-type systems), algorithmic decision-making, and bias in AI selection.	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapters 4 & 5. 2. Ployhart, R. E. (2006). Staffing in the 21st century. Journal of Management. 3. Schmidt & Hunter (1998). The validity and utility of selection methods. Psychological Bulletin.	
Case Title & Number	Zappos: Delivering Happiness (HBS Case No. 610-015)	
Pedagogy	Mock interview activity, discussion	
Session 4	Deploying and Retaining Talent	PLO10, 13, 14
Objective of the session	Examine deployment strategies and employee retention frameworks.	
Subtopics to be covered	Internal mobility, promotions, job fit, engagement and retention strategies.	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapter 6. 2. Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining talent. Academy of Management Perspectives. 3. Hausknecht, J. P., Rodda, J., & Howard, M. J. (2009). Targeted employee retention. Human Resource Management.	
Case Title & Number	SAS: A Different Approach to Retention	
Pedagogy	Class debate, design a retention toolkit	
Session 5	Matchmaking and Strategic Fit	PLO11, 12, 13
Objective of the session	Understand the importance of aligning individual and organizational fit in staffing.	
Subtopics to be covered	Person-job fit, person-organization fit, realistic job previews, employer branding.	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapter 7. 2. Kristof-Brown, A. L. (2000). Perceived applicant fit. Personnel Psychology. 3. Cable, D. M., & Judge, T. A. (1997). Interviewers' perceptions of person-organization fit. Personnel Psychology.	

Case Title & Number	Southwest Airlines: A People-Centric Approach	
Pedagogy	Fit-analysis exercise, class discussion	
Session 6	Staffing Goals and System Alignment	PLO10, 13, 14
Objective of the session	Understand how strategic staffing goals support business strategy.	
Subtopics to be covered	Short- and long-term staffing goals, aligning staffing with organizational priorities, stakeholder expectations.	
Readings	<ol style="list-style-type: none"> 1. Phillips, J. M. (2020). Strategic Staffing. Chapter 8. 2. Lepak, D. P., & Snell, S. A. (1999). The human resource architecture. <i>Academy of Management Review</i>. 3. Boudreau, J. W., & Ramstad, P. M. (2005). Talentship and HR measurement. <i>Human Resource Planning</i>. 	
Case Title & Number	Netflix: Aligning People with Strategy	
Pedagogy	Interactive alignment mapping, case analysis	
Session 7	Integrating Staffing with HR Functions	PLO11, 12, 16
Objective of the session	Explore integration between staffing and other HR functions like T&D, compensation, and performance management.	
Subtopics to be covered	Cross-functional HR alignment, synergy among HR domains, feedback loops.	
Readings	<ol style="list-style-type: none"> 1. Phillips, J. M. (2020). Strategic Staffing. Chapter 9. 2. Becker, B. E., Huselid, M. A., & Ulrich, D. (2001). The HR Scorecard. (Selected chapter) 3. Aguinis, H. (2009). Performance Management. (Chapter on strategic integration) 	
Case Title & Number	Infosys HR Integration Model	
Pedagogy	Group discussion, integration model exercise	
Session 8	Business & Staffing Strategy Alignment	PLO1, 10, 12, 13, 14
Objective of the session	Understand how business strategies and talent philosophies influence staffing systems. Linking RBV with AI as a capability	
Subtopics to be covered	<p>RBV, cost-leadership vs. differentiation, talent philosophy, strategic workforce architecture.</p> <p>AI agents in HR: Autonomous sourcing agents, interview scheduling bots, and candidate engagement chatbots.</p>	

	AI as part of strategic workforce architecture. <ul style="list-style-type: none"> • AI agents vs traditional HR systems • Automation vs augmentation • Ethical boundaries • Future of HR roles 	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapter 10. 2. Wright, P. M., & Snell, S. A. (1998). Toward a unifying framework for HR systems. Academy of Management Review. 3. Collings, D. G., & Mellahi, K. (2009). Strategic talent management. Human Resource Management Review.	
Case Title & Number	Marriott: Human Capital Strategy and HR Alignment	
Pedagogy	Strategy alignment workshop	
Session 9		
Session 9	Job Analysis and Competency Modelling	PLO10, 11, 12
Objective of the session	Learn structured approaches for job analysis and developing competency models.	
Subtopics to be covered	Job descriptions/specifications, task and KSAOs, future-oriented models.	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapter 11 2. Sanchez, J. I., & Levine, E. L. (2009). What is functional job analysis? Human Resource Management Review. 3. Campion, M. A. et al. (2011). Doing competencies well. Personnel Psychology.	
Case Title & Number	Job Analysis at Accenture	
Pedagogy	Competency model creation exercise	
Session 10		
Session 10	Forecasting and Planning	PLO1, 10, 12, 13
Objective of the session	Understand forecasting techniques for strategic staffing and workforce planning.	
Subtopics to be covered	Quantitative and qualitative forecasting, planning models, succession planning. Predictive analytics: attrition prediction and hiring forecasts. Scenario modeling using AI.	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapter 12 2. Rothwell, W. J. (2010). Effective Succession Planning. (Selected chapters) 3. Becker, B. E., & Huselid, M. A. (2006). Strategic workforce planning. Human Resource Management.	
Case Title & Number	Succession Planning at GE	
Pedagogy	Forecasting scenario activity, discussion	
Session 11		
Session 11	Assessing Internal Candidates	PLO11, 12, 13
Objective of the session	Understand assessment techniques for internal mobility and promotion decisions.	

Subtopics to be covered	Performance appraisals, 360-degree feedback, succession and career planning.	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapter 13 2. DeNisi, A. S., & Smith, C. E. (2014). Performance appraisal and firm-level performance. Academy of Management Annals. 3. London, M., & Smither, J. W. (1995). Can multi-source feedback change perceptions of goal accomplishment? Personnel Psychology.	
Case Title & Number	General Electric: Hiring and Promotion Decisions	
Pedagogy	In-class feedback exercise, analysis	
Session 12		
	Choosing and Hiring Candidates	PLO12, 13, 14
Objective of the session	Explore best practices in decision-making during the final stages of staffing.	
Subtopics to be covered	Selection decision models, offer negotiation, final selection matrix.	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapter 14 2. Highhouse, S. (2008). Stubborn reliance on intuition in employee selection. Industrial and Organizational Psychology. 3. Bock, L. (2015). Work rules! Insights from inside Google that will transform how you live and lead. Twelve.	
Case Title & Number	Making the Offer: The Case of J.P. Morgan Chase	
Pedagogy	Group decision-making activity, hiring simulations	
Session 13		
	Managing Workflow and Onboarding	PLO8, 16
Objective of the session	Design onboarding programs that align with strategic staffing goals.	
Subtopics to be covered	Workflow planning, socialization tactics, onboarding metrics and feedback.	
Readings	1. Phillips, J. M. (2020). Strategic Staffing. Chapter 15 2. Bauer, T. N. (2010). Onboarding new employees: Maximizing success. SHRM Foundation. 3. Klein, H. J., Polin, B., & Leigh Sutton, K. (2015). Specific onboarding practices for the socialization of new employees. International Journal of Selection and Assessment.	
Case Title & Number	Facebook: Building a Start-up Culture in a Large Company	
Pedagogy	Workshop format, onboarding plan design, discussion	
Session 14		
	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

Session 15	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

*Elective Endterm Examinations may take place in the last week of classes.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.