



**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**

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Jindal Global Business School  
*Course Outline*

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Course Title	Strategic Staffing
Core or Elective	Elective
Program and Batch	BBA 23
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	OB HR
Provide details if this course is a Prerequisite for any course/specialization	
Name of the Faculty Member/Course Instructor	Prof. Sonam Chawla
Contact Details of the Faculty Member	
Contact Details of Support Staff	igbs-co@jgu.edu.in
Faculty Member's Open Office Day/s & Time	

### **Introduction to the Course**

Strategic staffing is an essential component of modern human resource management, serving as the backbone of organizational success through effective talent acquisition, deployment, and retention. This course is meticulously designed to provide students with a comprehensive understanding of strategic staffing processes, enabling them to master key practices essential for aligning human capital strategies with overall business objectives.

In today's competitive business environment, organizations recognize staffing not merely as a transactional HR function but as a strategic element capable of driving competitive advantage. Strategic staffing involves aligning organizational objectives with workforce planning, recruitment, selection, onboarding, retention, and development strategies. The approach emphasizes proactive planning, ensuring that staffing decisions are not reactionary but rather are grounded in long-term organizational goals.

Over the course of all sessions, students will explore various dimensions of strategic staffing, beginning with foundational concepts such as job analysis and competency modelling, and progressing through advanced topics including recruitment strategies, Technology in Staffing, and ethical considerations in staffing through AI. Each session is crafted to blend theoretical concepts with practical insights, employing pedagogical methods such as case studies, interactive workshops, simulations, and expert guest lectures to enhance learning outcomes.

A significant highlight of the course is the group project, which offers students a unique opportunity to engage directly with real-world staffing challenges. Through this project, students will simulate the role of Human Resource Managers, tackling tasks such as detailed job analyses, crafting impactful recruitment advertisements, developing comprehensive sourcing strategies, and designing structured behavioural interviews. This practical component is segmented into three parts, each emphasizing specific staffing competencies, allowing students to progressively apply classroom knowledge to practical, real-world scenarios.

The project encourages collaborative teamwork, critical thinking, creativity, and professional communication skills, preparing students to effectively manage staffing challenges in diverse organizational contexts. Through interactions with industry professionals and practical assignments, students will not only deepen their understanding of strategic staffing concepts but also gain valuable insights into contemporary challenges such as crisis staffing, remote and virtual team management, diversity and inclusion, and sustainable staffing practices. Assessment throughout the course is designed to be both formative and summative, enabling students to continuously evaluate their understanding and application of course content. Detailed rubrics provided for each segment of the group project ensure clarity in expectations and facilitate structured feedback, fostering ongoing improvement and skill development.

By the end of this course, students will have gained a robust strategic perspective on staffing, equipped with both theoretical knowledge and practical skills essential to lead staffing initiatives effectively in any organization. They will emerge as capable HR professionals, ready to contribute strategically to organizational success by effectively managing one of the most critical assets of any business—its people.

### **Course Learning Objectives**

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

1. CLO 1-Conduct comprehensive job analyses to identify essential tasks and required competencies.
2. CLO 2-Design staffing strategies that align with organizational goals and business strategies.
3. CLO 3-Develop innovative recruitment and sourcing strategies tailored to organizational needs.
4. CLO 4-Implement effective workforce planning and forecasting processes.
5. CLO 5-Utilize various assessment and selection methods to attract and retain top talent.
6. CLO 6-Apply effective onboarding strategies
7. CLO 7- Understand and incorporate use of technology, ethical AI and sustainable practices within all aspects of strategic staffing.

## Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)
		Students will be able to
1	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues
		2. Understand global business issues
		3. Demonstrate sensitivity towards ethical issues
		4. Demonstrate sensitivity towards social issues
2	<b>Effective communication:</b> Ability to effectively exchange ideas and information	5. Present their ideas with clarity
		6. Write in a coherent manner
		7. Use technology for communication
3	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems
		9. Examine information from different sources
		10. Draw inferences from analysis
4	<b>Teamwork:</b> Ability to work and contribute effectively in group -settings	11. Understand the factors to work effectively in groups
		12. 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
PCG 2- PLO 5 PCG3- PLO8, PLO 9, PLO 10	PCG 2 PCG3	A1
PCG 2-PLO 5, PLO 6 PCG3-PLO-8, PLO-9, PLO-10, PCG4-PLO-11, PLO-12	PCG 2 PCG3 PCG4	A2
PCG-1PLO-1, PLO-4, PCG2-PLO-5, PLO-6, PLO-8, PLO-10 PCG3-PLO-9, PLO-10	PCG-1 PCG2 PCG 3	A3, A 5
PCG1: PLO-1, PLO-2, PCG3-PLO-9,PLO-10	PCG1 PCG 3	A4

### 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	All Weeks	PCG 2- PLO 5 PCG3- PLO8, PLO 9, PLO 10
A2:Group Project/presentation	30%	Group	Part A- Week 5 Part B- Week 9 Part C- Week 14	PCG 2-PLO 5, PLO 6 PCG3-PLO-8, PLO-9,PLO-10, PCG4-PLO-11, PLO-12
A3: Midterm	20%	Individual	Midterm Week	PCG-1PLO-1,PLO-4, PCG2-PLO-5,

				PLO-6,PLO-8,PLO-10
A4: Quiz	10%	Individual	Week 12	PCG3-PLO-9,PLO-10
A5: Endterm Examination	30%	Individual	Last Teaching Week	PCG 1-PLO-1,PLO-4, PCG2-PLO-5, PLO-6, PCG3 :PLO-8,PLO-10

### Description of Assessments:

#### A1- Class Participation

Students will be evaluated on the frequency and quality of their participation, respectful interaction with peers, and the depth of questions and insights shared during class discussions, case analyses, and interactive sessions.

#### A2 – Group Project

This course has a primarily practical orientation and, as such, a part of the student grade is determined by a series of assignments and projects embedded in a group project which is something like a simulation.

#### Assignment A:

##### Strategic Job Analysis & Job Description (10 Marks)

- Choose an innovative, trending, or futuristic job role.
- Interview at least 3 Subject Matter Experts (SMEs) to understand job tasks and required competencies (online interviews permitted).
- Develop:
  - Task Inventory.
  - Knowledge, Skills, Abilities, and Other Characteristics (KSAOs) Inventory.
  - Obtain task and KSAO ratings from at least 5 SMEs using appropriate rating scales.
- Clearly outline how the role aligns strategically with business objectives.

##### Deliverable:

- A comprehensive job analysis report and structured job description to be presented by the group

#### Assignment B:

##### Innovative Recruitment & Sourcing Strategy(10 Marks)

- Develop a creative and persuasive recruitment ad (maximum 200 words), aligned clearly with the earlier job analysis.
- Post your ad in a mutually agreed social media group/forum and analyze the effectiveness through generated responses or interactions.
- Formulate an innovative sourcing strategy that includes:
  - Channels/platforms for sourcing.
  - Social media engagement strategy.

- Employer branding strategies relevant to your chosen role.

**Deliverable:**

- Recruitment ad and sourcing strategy presentation (PowerPoint, maximum 10 slides).
- Include analysis/results from ad engagement.

**Assignment C**

**Behavioural Interviewing and Candidate Assessment Plan (10 Marks)**

**Project Tasks:**

- Create a structured behavioural interview form based on the competencies identified in Part 1, including:
  - Competency definitions and behavioural anchors (4-6 competencies).
  - Competency-questions matrix (minimum 12 structured behavioural interview questions with clear probes).
- Conduct a simulated interview (role-play in class) demonstrating use of developed tools (one/two mock candidate).
- Propose a scoring and assessment mechanism to rate candidate responses objectively.

**Deliverable:**

- Structured behavioural interview guide (Word/PDF).
- A role play (10–15 minutes max) demonstrating a behavioural interview.
- Candidate scoring & assessment plan document (1–2 pages).

**A3 Midterm-** The midterm examination will be of 20 marks of 1.5 hours duration. This will be a pen and paper invigilated exam held on the JGU campus.

**A4 Quiz:** The quiz will be of 10 marks of 15 minutes duration. It will evaluate students’ understanding of specific staffing concepts and their ability to recall critical information quickly. It will consist of objective questions, including multiple-choice questions, true/false, and short-answer questions, covering key topics covered.

**A5 End term examination-** The end term examination will be of 30 marks of 1.5 hours duration. This will be invigilated exam held on the JGU campus according to the mode decided by CoE.

**Rubrics for Assessments :**

**Group Project:**

**Part A :**

<b>Criterion</b>	<b>Marks</b>
Clarity and depth of Task Inventory	3
Completeness & clarity of KSAO Inventory	3
Strategic alignment & justification	2
SME involvement & authenticity	1
Presentation and organization	1

**Part B:**

<b>Criterion</b>	<b>Marks</b>
Quality, creativity, clarity of job ad	3
Strategic fit of sourcing strategy	3
Innovation & creativity in sourcing methods	2
Analysis of ad responses & interaction	1
Presentation quality & professionalism	1

**Part C:**

<b>Criterion</b>	<b>Marks</b>
Clarity & quality of behavioural questions	3
Appropriateness & clarity of anchors	2
Professionalism & effectiveness of mock interview demonstration	2
Quality & practicality of assessment plan	2
Document structure & clarity	1

**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:**

The required text book for the course is Strategic Staffing, Jean M Phillips and Stanley M Gully, Pearson, 2016. Chapters from this book would be assigned as required readings in the class schedule below

**Supplementary Text:**

Staffing Organizations by Herbert G Heneman III & Timothy A Judge & John D. Kammeyer- Mueller, McGraw-Hill Education, 2018

**Session Plan**

<b>Session Details</b>	<b>Topics</b>	<b>PLOs Covered</b>
<b>Session 1</b>	<b>Introduction to Strategic Staffing</b>	
Objective of the session	<ul style="list-style-type: none"> <li>•Understanding why staffing is critical to the organisations</li> <li>•Contrast traditional and strategic staffing</li> </ul>	PLO 1, PLO 2

	How staffing influences and is affected by other areas of staffing	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• What is Strategic Staffing</li> <li>• Staffing Context</li> <li>• Components of Strategic Staffing</li> <li>• Integrating Functional Areas of Human Resource Management</li> </ul>	
Readings	<ul style="list-style-type: none"> <li>•Chapter 1: Heneman, Judge &amp; Kammeyer- Mueller</li> <li>•<a href="https://hbr.org/2020/05/now-is-an-unprecedented-opportunity-to-hire-great-talent">https://hbr.org/2020/05/now-is-an-unprecedented-opportunity-to-hire-great-talent</a></li> </ul>	
Case Title & Number	NA	
Pedagogy	Participative discussion, article and news articles discussion.	
<b>Session 2</b>	<b>Aligning Staffing Strategy with Business strategies</b>	PLO 1, PLO 2
Objective of the session	<ul style="list-style-type: none"> <li>• Learn the linkage of Firms' strategic staffing decisions, Firms' business strategies and talent philosophy and achieving competitive talent advantage.</li> </ul>	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• How different staffing strategies support different: <ul style="list-style-type: none"> <li>• Business Strategies</li> <li>• Phases in the life-cycle of the company</li> <li>• Talent Philosophies</li> </ul> </li> </ul>	
Readings	•Chapter 2 of the textbook by Phillips & Gully	
Case Title & Number	HBR Case: Somany Ceramics: Recruitment Challenges(No. W18499)	
Pedagogy	Participative discussion, article and news articles discussion.	
<b>Session 3</b>	<b>Aligning Staffing Strategy with Business strategies</b>	
Objective of the session	Linkage of Firms' strategic staffing decisions with phases in the life-cycle of the company and talent philosophies	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• How different staffing strategies support different: <ul style="list-style-type: none"> <li>• Phases in the life-cycle of the company</li> <li>• Talent Philosophies</li> </ul> </li> </ul>	
Readings	<ul style="list-style-type: none"> <li>• Chapter 2 of the text book by Phillips &amp; Gully</li> </ul>	
Case Title & Number	Self-designed caselet	
Pedagogy	Lecture, discussion, news articles	
<b>Session 4</b>	<b>Strategic Job Analysis</b>	PLO 1, PLO 2, PLO 8,
Objective of the session	<ul style="list-style-type: none"> <li>• Techniques of Job Analysis and Strategies behind it</li> </ul>	

Subtopics to be covered	<ul style="list-style-type: none"> <li>• What is job analysis and why it needs to be strategic</li> <li>• Define <i>job description</i> and <i>person/job specification</i> and describe how they are used.</li> <li>• Understand and apply the different methods of doing job analysis</li> </ul>	PLO 9, PLO 10
Readings	•Chapter 4 of Jean and Gully Published Job descriptions from different sectors would be shared with the students to be analysed and discussed	
Case Title & Number	NA	
Pedagogy	Lecture, Class discussion, class exercise & presentation	
<b>Session 5</b>	Strategic Job Analysis and Competency Modelling	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10
Objective of the session	<ul style="list-style-type: none"> <li>• How to plan and conduct a job analysis</li> </ul>	
Subtopics to be covered	Conducting a Job Analysis Competency Modelling and Job Analysis	
Readings	<ul style="list-style-type: none"> <li>• Chapter 4 of Jean &amp; Gully</li> <li>• Discussion on Job descriptions offered by companies visiting the campus for placement purposes</li> </ul>	
Case Title & Number	NA	
Pedagogy	Lecture, Class discussion, class exercise & presentation	
<b>Session 6</b>	<b>Manpower Planning and Forecasting</b>	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10
Objective of the session	<ul style="list-style-type: none"> <li>•Understand &amp; Apply Workforce planning processes,</li> <li>•Forecasting labour demand and supply,</li> </ul>	
Subtopics to be covered	Forecasting a firm's labor demand Forecasting a firm's labor supply	
Readings	Chapter 5 of Jean & Gully	
Case Title & Number		
Pedagogy	Lecture, Class discussion,	
<b>Session 7</b>	<b>Manpower Planning and Forecasting: Gap Analysis &amp; Action Plans</b>	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10, PLO 5
Objective of the session	Understand gap analysis and formulation of action plan	
Subtopics to be covered	Gap analysis, strategic options for talent surplus and shortage	
Readings	Chapter 5, Jean & Gully "Workforce Planning Essentials" (SHRM) "Workforce Planning in a Changing Environment" (HR Magazine)	
Case Title & Number	"Microsoft's Workforce Planning and Talent Gap Analysis" (HBR)	
Pedagogy	Forecasting Activity, Discussion	

<b>Session 8</b>	<b>Sourcing Talent-External</b>	PLO 1, PLO 2, PLO 8, PLO 9,PLO 10
Objective of the session	Understand sourcing strategies and their alignment with organizational goals.	
Subtopics to be covered	Strategic Recruitment Process External Sourcing Methods	
Readings	Chapter 6, Jean & Gully; "Talent Acquisition Strategies" (Deloitte Insights)	
Case Title & Number	NA	
Pedagogy	Lecture, Class discussion	
<b>Session 9</b>	<b>Sourcing Talent-Internal</b>	PLO 1, PLO 2, PLO 8, PLO 9,PLO 10
Objective of the session	Understand internal sourcing strategies	
Subtopics to be covered	Internal Recruitment Process Internal Sourcing Methods	
Readings	"Innovative Talent Sourcing Strategies" (YouTube)	
Case Title & Number	NA	
Pedagogy	Lecture, Class discussion	
<b>Session 10</b>	<b>Talent Attraction</b>	PLO 1, PLO 2, PLO 8, PLO 9,PLO 10
Objective of the session	<ul style="list-style-type: none"> <li>• Formulate employer branding strategies;</li> <li>• Design compelling EVP.</li> <li>• Implement digital recruitment campaigns; Evaluate the use of social media in staffing.</li> <li>• Digital Tools &amp; Social Media</li> </ul>	
Subtopics to be covered	Employer brand, EVP	
Readings	Chapter 7, Jean & Gully	
Case Title & Number	NA	
Pedagogy	Lecture, Class discussion, Digital campaign exercise	
<b>Session 11</b>	<b>Group Presentation- Part A of the project</b>	PLO 5, PLO 6 -PLO-8, PLO-9, PLO-10,PLO -11, PLO-12
Objective of the session	All groups to present	
Subtopics to be covered		
Readings		
Case Title & Number	NA	
Pedagogy		
<b>Session 12</b>	<b>Selection-External</b>	PLO 1, PLO 2, PLO 8, PLO 9,PLO 10
Objective of the session	Apply selection methods effectively; Critically analyze selection techniques.	
Subtopics to be covered	External Assessment Goals Methods to Assess	
Readings	<ul style="list-style-type: none"> <li>• "Assessment at Amazon"</li> </ul>	

Case Title & Number	NA	
Pedagogy	Lecture, class discussion	
<b>Session 13</b>	<b>Selection-Internal</b>	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10
Objective of the session	Apply the candidate selection strategies and process •Familiarize with different assessment methods with focus on succession planning	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Methods of Internal Assessment</li> <li>• Succession Planning</li> </ul>	
Readings	<ul style="list-style-type: none"> <li>• Chapter 8 of the book</li> </ul> Latest case of succession planning in the industry	
Case Title & Number	NA	
Pedagogy	Lecture, class discussion	
<b>Session 14</b>	<b>Interviews as a Selection Tool</b>	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10
Objective of the session	Conduct Interviews	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Types of interviewas</li> <li>• BEI- <ul style="list-style-type: none"> <li>• Identify Competencies</li> <li>• STAR Model</li> <li>• Conduct a BI</li> </ul> </li> </ul>	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture & Role-plays	
<b>Session 15</b>	<b>Guest Lecture-Ms. Rubina Aman</b>	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10
Objective of the session	HR Head-IBO	
Subtopics to be covered	Recruitment in Startups	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Interactive discussion	
<b>Session 16</b>	<b>Decision Making in Selection</b>	PLO 1, PLO 2, PLO 3, PLO 4, PLO 8, PLO 9, PLO 10
Objective of the session	Implement structured decision-making frameworks; Identify and mitigate biases.	
Subtopics to be covered	Structured decision-making, Biases	
Readings	"Reducing Bias in Hiring" (SHRM)	
Case Title & Number	NA	
Pedagogy	Lecture, class discussion	
<b>Session 17</b>	<b>Negotiating Job Offers</b>	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10
Objective of the session	Execute effective negotiation strategies; Address candidates' compensation expectations.	

Subtopics to be covered	Compensation negotiation, offer management	10
Readings	Chapter 10, Jean & Gully; "Negotiation Tactics" (Fast Company)	
Case Title & Number	NA	
Pedagogy	Negotiation exercise	
<b>Session 18</b>	<b>Group Presentation-Part B of the Group Project</b>	PLO 5, PLO 6 -PLO-8, PLO-9, PLO-10,PLO -11, PLO-12
Objective of the session	All groups to present	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
<b>Session 19</b>	<b>Onboarding Strategies</b>	PLO 1, PLO 2, PLO 8, PLO 9,PLO 10
Objective of the session	Design onboarding programs; Facilitate effective employee integration.	
Subtopics to be covered	Onboarding processes, socialization techniques	
Readings	Chapter 12, Jean & Gully "Onboarding at Zappos" (Youtube)	
Case Title & Number	NA	
Pedagogy	Lecture, class discussions	
<b>Session 20</b>	<b>Re-imagining Retention through Career Management</b>	PLO 1, PLO 2, PLO 8, PLO 9,PLO 10
Objective of the session	<ul style="list-style-type: none"> <li>Retention Management</li> <li>Understand the concept of career and changing career concept today</li> <li>Understand what employees and employers can do to support career development</li> <li>Career Management of Dual Career Couples</li> </ul>	
Subtopics to be covered	What is career management? What does it mean in today's context? Employer & Employees' role in career management Managing Careers of Dual Career Couples	
Readings	"Its Time to Re-imagine Employee Retention" (HBR)	
Case Title & Number	NA	
Pedagogy	Lecture, class discussions	
<b>Session 21</b>	<b>Technology in Staffing</b>	PLO 1, PLO 2, PLO 8, PLO 9,PLO 10
Objective of the session	Integrate technology in staffing; Evaluate impact of AI on staffing.	
Subtopics to be covered	Technologies including AI applications	
Readings	"AI in Talent Acquisition" (HBR)	

Case Title & Number	NA	
Pedagogy	Technology demonstration, discussion	
<b>Session 22</b>	<b>Ethical Use of AI in Staffing</b>	PLO 1, PLO 2, PLO 3, PLO 4, PLO 8, PLO 9, PLO 10
Objective of the session	Assess ethical considerations of AI in recruitment; Design responsible AI staffing strategies.	
Subtopics to be covered	Ethics of AI, AI transparency	
Readings	"Responsible AI" (MIT Sloan)	
Case Title & Number		
Pedagogy	Debate, ethical case scenario analysis	
<b>Session 23</b>	<b>Diversity &amp; Inclusion in Staffing</b>	PLO 1, PLO 2, PLO 3, PLO 4, PLO 8, PLO 9, PLO 10
Objective of the session	Implement inclusive recruitment; Assess diversity outcomes.	
Subtopics to be covered	Diversity hiring, inclusive strategies	
Readings	NA	
Case Title & Number	"Building Diverse Teams" (HBR)	
Pedagogy	Diversity audit, group exercise	
<b>Session 24</b>	<b>Staffing for Startups &amp; SMEs</b>	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10
Objective of the session	Design staffing strategies for SMEs; Evaluate agile staffing solutions.	
Subtopics to be covered		
Readings		
Case Title & Number	"Staffing Challenges at Startups" (self-designed)	
Pedagogy	Lecture, class discussions	
<b>Session 25</b>	<b>Staffing in the Gig Economy</b>	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10
Objective of the session	Manage contingent workforce; Navigate gig economy staffing challenges.	
Subtopics to be covered	Freelancing, gig workforce management	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture, class discussions	
<b>Session 26</b>	<b>Guest Lecture</b>	PLO 1, PLO 2, PLO 8, PLO 9, PLO 10
Objective of the session		
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy	Lecture	
<b>Session 27</b>	<b>Remote Staffing and Virtual Teams</b>	PLO 1, PLO

Objective of the session	Design staffing solutions for remote work; Optimize performance of virtual teams	2, PLO 8, PLO 9,PLO 10
Subtopics to be covered	Remote hiring processes, virtual team management	
Readings	"The Art of Remote Hiring" (Forbes)	
Case Title & Number	"Managing Remote Teams" (HBR)	
Pedagogy	Case study, interactive group discussion	
<b>Session 28</b>	<b>Sustainability in Staffing Practices</b>	PLO 1, PLO 2,PLO 3, PLO 4, PLO 8, PLO 9,PLO 10
Objective of the session	Promote sustainable staffing practices; Evaluate the long-term impact of staffing decisions.	
Subtopics to be covered	Sustainable HR, long-term talent management	
Readings	"Sustainable Talent Management" (Deloitte Insights)	
Case Title & Number	NA	
Pedagogy	Sustainability scenario analysis, group exercise	
<b>Session 29</b>	<b>Group Presentations-Part C of the Group Project</b>	PLO 5, PLO 6 -PLO-8, PLO-9, PLO-10,PLO -11, PLO-12
Objective of the session	All groups to present	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
<b>Session 30</b>	Reflection on the key learnings from the course	PLO 1, PLO 2, PLO 8, PLO 9,PLO 10
Objective of the session	The objective of this session is to reflect on the key concepts studied in the course, revision, and doubt clarification. Students discuss their take-aways from the course.	
Subtopics to be covered	Linking the entire staffing process	
Readings		
Case Title & Number	NA	
Pedagogy	Class discussions	

## 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](mailto:disabilitysupportcommittee@jgu.edu.in)