

CUET · BUSINESS STUDIES · CLASS XII · CODE 305

# Staffing

CUET unit: Staffing

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## Snapshot

- Staffing is the managerial function of filling and keeping filled the positions in the organisation structure through manpower planning, recruitment, selection, training, development, placement, promotion, appraisal and compensation.
- Staffing is both a generic function of every manager and a specialised functional area (Human Resource Management) handled by a separate HR department in large firms.
- Three pillars receive focused treatment: Recruitment (internal vs external sources), Selection (an eight-step funnel from preliminary screening to contract of employment), and Training & Development (on-the-job and off-the-job methods).
- CUET regularly tests source-of-recruitment identification, selection-step ordering, types of selection tests, and the distinction between on-the-job and off-the-job training methods.

## Detailed Notes

### 2.1 Core concepts

- Staffing is defined as the managerial function of filling and keeping filled the positions in the organisation structure; in the simplest terms it is "putting people to jobs", beginning with workforce planning and including recruitment, selection, training, development, promotion, compensation and performance appraisal. (NCERT Meaning, p. 140)
- In a new enterprise the staffing function follows planning and organising; in an existing enterprise it is a continuous process because new jobs are created and existing employees leave. (NCERT Meaning, p. 140)
- Staffing has become more important due to rapid technological advancement, increasing organisation size and complicated human behaviour; the ability of an organisation to achieve its goals depends on the quality of its human resources. (NCERT Importance of Staffing, p. 141)
- Benefits of proper staffing: (i) discovering competent personnel, (ii) higher performance by putting right person on the right job, (iii) continuous survival and growth through succession planning, (iv) optimum utilisation of human resources (avoids overmanning and shortages), (v) improves job satisfaction and morale

through objective assessment and fair reward. (NCERT Importance of Staffing, p. 141)

- Staffing is a generic function of management and also a distinct functional area — referred to as both a line and a staff activity. In small organisations the line manager performs all duties; as firms grow, a separate Human Resource Department is formed. (NCERT Staffing as part of HRM, pp. 141–142)
- HR specialised duties include recruitment, job analysis, compensation/incentive plans, training and development, labour and union relations, grievance handling, social security and welfare, and defending the company in lawsuits. (NCERT Staffing as part of HRM, p. 142)
- HRM evolved from labour welfare officer → personnel officer/manager → human resource manager, driven by trade unionism, the factory system and the human relations approach. (NCERT Evolution of HRM, p. 143)
- Staffing process has eight steps: (i) Estimating Manpower Requirements, (ii) Recruitment, (iii) Selection, (iv) Placement and Orientation, (v) Training and Development, (vi) Performance Appraisal, (vii) Promotion and career planning, (viii) Compensation. (NCERT Staffing Process, pp. 143–148)
- Estimating manpower requirements involves workload analysis (number and type of human resources needed) and workforce analysis (number and type available); reveals whether the firm is overstaffed, understaffed or optimally staffed. (NCERT Staffing Process — (i), pp. 144–145)
- Recruitment is "the process of searching for prospective employees and stimulating them to apply for jobs in the organisation"; its objective is to create a pool of prospective candidates. (NCERT Recruitment, pp. 145, 148)
- Internal sources of recruitment: Transfers (horizontal shifting without substantive change in responsibility/status) and Promotions (vertical shifting to higher position with more responsibility, status and pay). (NCERT Internal Sources, pp. 149–150)
- Merits of internal recruitment: motivates employees (chain of promotions), simplifies selection and placement, transfer trains employees, shifts workforce from surplus to shortage departments, cheaper than external sources. (NCERT Merits of Internal Sources, pp. 150–151)
- Limitations of internal sources: reduces fresh talent ("inbreeding"), employees may become lethargic with time-bound promotions, a new enterprise cannot use it, may dampen competitive spirit, frequent transfers may reduce productivity. (NCERT Limitations of Internal Sources, p. 151)
- External sources of recruitment: (i) Direct Recruitment (notice on gate, casual/"badli" workers on daily wages — inexpensive), (ii) Casual Callers (database of unsolicited applicants — reduces recruiting cost), (iii) Advertisement (newspapers/journals, for senior positions, wider choice but flood of unsuitable responses), (iv) Employment Exchange (government-run, for unskilled and skilled operative jobs; sometimes compulsory by law), (v) Placement Agencies and Management Consultants (for

- technical, professional and managerial personnel; charge a fee), (vi) Campus Recruitment (from colleges, management and technical institutes), (vii) Recommendations of Employees (preliminary screening already done by referrer), (viii) Labour Contractors (close contact with labourers, supply unskilled workers at short notice; risk that workers leave when contractor leaves), (ix) Advertising on Television (publicises job + organisation profile), (x) Web Publishing (websites/portals dedicated to job-seekers and employers). (NCERT External Sources, pp. 151–153)
- Merits of external sources: qualified personnel, wider choice, fresh talent (new blood), competitive spirit. Limitations: dissatisfaction among existing staff, lengthy process, costly process. (NCERT Merits/Limitations of External Sources, p. 154)
  - Selection is "the process of identifying and choosing the best person out of a number of prospective candidates for a job"; ensures the organisation gets the best available and enhances the self-esteem of those selected. (NCERT Selection, pp. 146, 154)
  - Process of Selection (eight steps): (i) Preliminary Screening, (ii) Selection Tests, (iii) Employment Interview, (iv) Reference and Background Checks, (v) Selection Decision, (vi) Medical Examination, (vii) Job Offer, (viii) Contract of Employment. (NCERT Process of Selection, pp. 154–159)
  - Selection tests measured: (a) Intelligence Tests — IQ, learning ability and decision/judgment ability; (b) Aptitude Test — potential for learning new skills, capacity to develop; (c) Personality Tests — emotions, reactions, maturity, value system; (d) Trade Test — measures existing/actual skills and proficiency; (e) Interest Tests — pattern of interests of a person. (NCERT Important Tests Used for Selection, pp. 155–156)
  - The employment interview is a formal, in-depth conversation to evaluate the applicant's suitability; reference checks verify information and gain additional information; the final selection decision is generally taken by the concerned manager because he/she is responsible for the new employee's performance; medical examination follows the selection decision and precedes job offer. (NCERT Process of Selection (iii)–(vi), pp. 157)
  - Contract of employment is executed after the candidate accepts the job offer; typical headings include Job Title, Duties, Responsibilities, date continuous employment starts, rates of pay, allowances, hours of work, leave rules, sickness, grievance procedure, disciplinary procedure, work rules, termination of employment. The attestation form is one such document. (NCERT Process of Selection (viii), p. 159)
  - Training and Development is an attempt to improve current or future employee performance by increasing the employee's ability to perform through learning — usually by changing attitude or increasing skills and knowledge. (NCERT Training and Development, p. 159)

- Benefits of training to the organisation: systematic learning (better than hit-and-trial), enhances productivity in quantity and quality (higher profits), equips future managers for emergencies, increases morale and reduces absenteeism/turnover, helps in effective response to changing environment. (NCERT Benefits to the organisation, pp. 159–160)
- Benefits of training to the employee: better career, increased earnings, more efficient handling of machines (less prone to accidents), increased satisfaction and morale. (NCERT Benefits to the Employee, p. 160)
- Training vs Development vs Education: Training increases aptitudes/skills/abilities for specific jobs (short-term, job-oriented); Education increases knowledge and understanding (broader, develops logical/rational mind); Development is learning opportunities for overall growth (career-oriented, on-going). Development includes training. (NCERT Training, Development and Education, pp. 160–161)
- On-the-Job training methods (learning while doing, at the workplace): (i) Apprenticeship Programmes (trainee under master worker for skilled trades like plumber/electrician), (ii) Coaching (superior acts as coach, sets goals, reviews progress — trainee often groomed to replace senior), (iii) Internship Training (joint programme between educational institutions and business firms), (iv) Job Rotation (shifting trainee across departments/jobs for broader understanding). (NCERT On the Job Methods, pp. 161–162)
- Off-the-Job training methods (learning before doing, away from workplace): (i) Class Room Lectures/Conferences (rules, procedures, methods, with audio-visuals), (ii) Films (demonstrate skills not easily represented by other techniques), (iii) Case Study (real organisational problems analysed for solutions), (iv) Computer Modelling (simulates work environment, learning without real-life risk/cost), (v) Vestibule Training (employees learn on the actual equipment in a simulated workshop away from the work floor — for sophisticated machinery), (vi) Programmed Instruction (prearranged learning broken into sequential units from simple to complex). (NCERT Off the Job Methods, pp. 162–163)

## 2.2 Definitions to memorise

Term	Definition	Page
Staffing	Managerial function of filling and keeping filled the positions in the organisation structure.	140
Recruitment	Process of searching for prospective employees and stimulating them to apply for jobs in the organisation.	145, 148
Selection	Process of identifying and choosing the best person out of a number of prospective candidates for a job.	154
Transfer	Shifting of an employee from one job/department/shift to another without a substantive change in responsibilities and status — horizontal movement.	149

Term	Definition	Page
Promotion	Shifting an employee to a higher position carrying higher responsibilities, facilities, status and pay — vertical shifting.	150
Intelligence Test	Psychological test that measures the IQ of an individual — indicator of learning ability and decision/judgment ability.	155
Aptitude Test	A measure of an individual's potential for learning new skills; indicates capacity to develop.	155
Personality Test	Test that provides clues to a person's emotions, reactions, maturity and value system.	156
Trade Test	Test that measures the existing skills of the individual — level of knowledge and proficiency in the profession or technical training.	156
Interest Test	Test used to know the pattern of interests or involvement of a person.	156
Employment Interview	Formal, in-depth conversation conducted to evaluate the applicant's suitability for the job.	157
Placement	Employee occupying the position or post for which the person has been selected.	146–147
Orientation	Introducing the selected employee to other employees and familiarising him with the rules and policies of the organisation.	146
Training	Process by which the aptitudes, skills and abilities of employees to perform specific jobs are increased.	160
Development	Learning opportunities designed to help employees grow — overall growth, career-oriented.	160
Education	Process of increasing the knowledge and understanding of employees.	160
Vestibule Training	Training conducted away from the actual work floor on the same equipment employees will be using, in a simulated work environment.	163

### 2.3 Diagrams / processes to remember

- "Aspects of Staffing" diagram showing Applicant–Organisation linkage via Recruitment (identification and attraction) → Selection (assessment, evaluation and final match) → Training (acquainting and skill development). (NCERT p. 149)
- Selection process flowchart: Sources of Application → Preliminary Screening → Selection Tests → Employment Interview → Reference and Background Analysis → Selection Decision → Job Offer → Employment Contract → Evaluation of effectiveness (with "Reject" branches at every stage). (NCERT p. 158)
- Difference table between Training (knowledge and skills, job-oriented, do the job better) and Development (learning and growth, career-oriented, overall growth of the employee). (NCERT p. 161)

## 2.4 Common confusions / NTA trap points

- Recruitment vs Selection: Recruitment is positive (attracting a pool); Selection is negative (eliminating unfit candidates from that pool). NTA often swaps these definitions.
- Transfer vs Promotion: Transfer is horizontal (no substantive change in responsibility/status); Promotion is vertical (higher responsibility, status and pay). Remember — transfer may change duties but NOT necessarily salary.
- Aptitude Test vs Trade Test: Aptitude measures **potential to acquire** skills; Trade Test measures **actual existing** skills. This pair is the classic distractor set.
- Sequencing in selection: Medical Examination comes AFTER the Selection Decision and BEFORE the Job Offer — not at the start. Reference checks come AFTER the interview, not before.
- Vestibule training is OFF-the-job (away from work floor) even though it uses the same equipment — students often misclassify it as on-the-job because actual equipment is involved.
- Apprenticeship, Coaching, Internship and Job Rotation are ON-the-job; Class Room Lectures, Films, Case Study, Computer Modelling, Vestibule and Programmed Instruction are OFF-the-job.
- Employment Exchange is for unskilled and skilled OPERATIVE jobs (not senior management); Placement Agencies/Management Consultants are for technical, professional and managerial personnel.
- **Eight steps of staffing process** — manpower planning → recruitment → selection → placement & orientation → training & development → performance appraisal → promotion & career planning → compensation. Easy to confuse with the eight-step selection process.
- **Training vs Development vs Education** — three separate terms. Training = job skills (short-term); Education = knowledge and understanding (broader); Development = career growth (ongoing, includes training).
- **Internal sources benefits vs external sources benefits** — internal gives motivation and chain of promotions; external gives fresh talent and competitive spirit. CUET item-writers often pair these wrong.
- **Functions of management vs staffing process steps** — eight staffing steps fit under the staffing function, but should not be confused with the five POSDC functions.

## 2.5 Case examples

- **Infosys campus recruitment (NCERT context, External Sources, p. 152)** — Infosys's mass campus recruitment from engineering colleges is the canonical Indian example of campus recruitment as an external source. NCERT presents campus recruitment as suited to entry-level technical and management positions.

- **Tata Steel's apprenticeship programme (NCERT context, On-the-Job, p. 161)** — Tata Steel's long-running apprenticeship for craftsmen (technicians, electricians, fitters) at Jamshedpur is the classic example of apprenticeship training in Indian industry.
- **TCS Kohli Centre / Trivandrum training centre — Vestibule training (NCERT context, Off-the-Job, p. 163)** — TCS uses simulated workshops to train fresh recruits before they touch live client systems, an industry-leading example of vestibule training.
- **Maruti Suzuki promotions / chain promotions (NCERT context, Internal Sources merits, p. 150-151)** — Maruti's structured promotion system rewards seniority and merit, motivating workers; illustrates how internal recruitment builds a "chain of promotions" through the hierarchy.
- **HUL management trainees (NCERT context, Placement Agencies, p. 152)** — Hindustan Unilever's recruitment of management trainees through executive search firms illustrates how placement agencies and management consultants are used for technical, professional and managerial personnel.

### Q1. Staffing has been described as the managerial function of:

(A) Designing the organisation structure and assigning authority. (B) Filling and keeping filled the positions in the organisation structure. (C) Determining the goals and strategies of the organisation. (D) Monitoring deviations and taking corrective action against employees.

**Answer:** B **Source:** NCERT Meaning, p. 140, paragraph beginning "Staffing has been described as the managerial function of filling and keeping filled the positions in the organisation structure." **Explanation:** The NCERT defines staffing exactly as "filling and keeping filled the positions in the organisation structure". Option A describes organising; option C is planning; option D is controlling.

### Q2. Which of the following is an internal source of recruitment?

(A) Casual Callers (B) Campus Recruitment (C) Promotions (D) Labour Contractors

**Answer:** C **Source:** NCERT Internal Sources, pp. 149–150, paragraph beginning "There are two important sources of internal recruitment, namely, transfers and promotions".

**Explanation:** NCERT lists exactly two internal sources — transfers and promotions. Casual callers, campus recruitment and labour contractors are all external sources listed on pp. 151–153.

### Q3. Which selection test measures an individual's potential for learning new skills rather than skills already acquired?

(A) Trade Test (B) Aptitude Test (C) Personality Test (D) Interest Test



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**Answer:** B **Source:** NCERT Important Tests Used for Selection, p. 155, paragraph (b) beginning "Aptitude Test: It is a measure of individuals potential for learning new skills."

**Explanation:** NCERT explicitly states aptitude tests measure "potential for learning new skills" and indicate "the person's capacity to develop". The trade test, by contrast, measures the **existing** skills/actual skills possessed (p. 156).

**Q4. Arrange the following steps of the selection process in the correct order as given in the NCERT:**

I. Medical Examination II. Preliminary Screening III. Employment Interview IV. Selection Tests V. Reference and Background Checks

(A) II, IV, III, V, I (B) II, III, IV, V, I (C) IV, II, III, I, V (D) II, IV, V, III, I

**Answer:** A **Source:** NCERT Process of Selection, pp. 154–157, paragraphs (i)–(vi).

**Explanation:** NCERT lists the order as Preliminary Screening (i) → Selection Tests (ii) → Employment Interview (iii) → Reference and Background Checks (iv) → Selection Decision (v) → Medical Examination (vi). Hence II → IV → III → V → I is correct.

**Q5. Match the recruitment source in List I with its description in List II:**

List I (Source)	List II (Description)
P. Direct Recruitment	1. Internet-based portals for job seekers and employers
Q. Employment Exchange	2. Notice on the factory gate; on-the-spot selection of casual/'badli' workers
R. Web Publishing	3. Government-run agency for unskilled and skilled operative jobs
S. Labour Contractors	4. Persons in close contact with labourers who supply unskilled workers at short notice

(A) P-2, Q-3, R-1, S-4 (B) P-2, Q-1, R-3, S-4 (C) P-3, Q-2, R-1, S-4 (D) P-4, Q-3, R-1, S-2

**Answer:** A **Source:** NCERT External Sources (i), (iv), (viii), (x), pp. 151–153.

**Explanation:** Direct Recruitment — notice on gate, casual/badli workers; Employment Exchange — government-run for unskilled/skilled operative jobs; Web Publishing — internet portals; Labour Contractors — supply unskilled workers via contacts. Only option A pairs each correctly.

**Q6. Assertion (A): Vestibule training is classified as an off-the-job training method.**

**Reason (R):** In vestibule training, employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor.

(A) Both A and R are true, and R is the correct explanation of A. (B) Both A and R are true, but R is not the correct explanation of A. (C) A is true but R is false. (D) A is false but R is true.

**Answer:** A **Source:** NCERT Off the Job Methods (v) Vestibule Training, p. 163, paragraph beginning "Vestibule Training: Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor."

**Explanation:** NCERT lists vestibule training under off-the-job methods precisely because the training is held away from the actual work floor in a simulated classroom workshop — making R the correct explanation of A.

**Q7. A paper-plate manufacturing company receives an urgent festive order requiring extra unskilled workers at short notice. As per NCERT, which external source of recruitment would be MOST suitable to meet such a temporary surge?**

(A) Campus Recruitment (B) Placement Agencies and Management Consultants (C) Labour Contractors (D) Advertising on Television

**Answer:** C **Source:** NCERT External Sources (viii) Labour Contractors, p. 153, paragraph beginning "Labour contractors maintain close contacts with labourers and they can provide the required number of unskilled workers at short notice."

**Explanation:** NCERT explicitly notes that labour contractors can provide unskilled workers at short notice — ideal for an urgent, temporary requirement. Campus recruitment is for educated personnel; placement agencies serve middle/top management; TV advertising suits publicising the firm, not quick unskilled labour supply.

**Q8. Which of the following statements about training and development is INCORRECT as per the NCERT?**

(A) Training is a short-term process, while development is an ongoing process. (B) Development includes training. (C) Training is career-oriented, while development is job-oriented. (D) Training enables the employee to do the job better; development enables the overall growth of the employee.

**Answer:** C **Source:** NCERT Difference between Training and Development table, p. 161, and Training, Development and Education, p. 160. **Explanation:** The NCERT table clearly states training is **job-oriented** and development is **career-oriented** — option C reverses this. Statements A, B and D directly match NCERT.

**Q9. Which of the following is an on-the-job training method?**

(A) Vestibule Training (B) Case Study (C) Job Rotation (D) Programmed Instruction

**Answer:** C **Source:** NCERT On-the-Job Methods, p. 161-162.



**Q10. Statement I: Recruitment is a positive process that attracts a pool of candidates.**

**Statement II: Selection is a negative process that eliminates unfit candidates from the pool.**

(A) Both statements are true (B) Statement I is true; Statement II is false (C) Statement I is false; Statement II is true (D) Both statements are false

**Answer:** A **Source:** NCERT §Recruitment and §Selection, pp. 145, 154.

**Q11. Which selection test would best measure a candidate's existing proficiency as an electrician?**

(A) Intelligence Test (B) Aptitude Test (C) Trade Test (D) Personality Test

**Answer:** C **Source:** NCERT §Important Tests Used for Selection, p. 156.

**Q12. The medical examination in the selection process is conducted:**

(A) Before preliminary screening (B) Before the selection tests (C) After the selection decision but before the job offer (D) After the contract of employment is signed

**Answer:** C **Source:** NCERT §Process of Selection, p. 157.

## Practice MCQs

**Q1. Staffing has been described as the managerial function of:**

- A. Designing the organisation structure and assigning authority.
- B. Filling and keeping filled the positions in the organisation structure.
- C. Determining the goals and strategies of the organisation.
- D. Monitoring deviations and taking corrective action against employees.

**Q2. Which of the following is an internal source of recruitment?**

- A. Casual Callers
- B. Campus Recruitment
- C. Promotions
- D. Labour Contractors

**Q3.** Which selection test measures an individual's \*potential\* for learning new skills rather than skills already acquired?

- A. Trade Test
- B. Aptitude Test
- C. Personality Test
- D. Interest Test

 **8 more MCQs + answer key**

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## PYQ Alignment

This chapter is a high-yield CUET unit, typically contributing around 6–8 MCQs per year. Questions repeatedly target identification of recruitment sources (internal vs external), classification of training methods as on-the-job or off-the-job, the correct sequence of selection-process steps, the type of selection test for a given purpose (aptitude vs trade vs personality), and case-based application questions where students must match a business situation (urgent unskilled labour, sophisticated machinery training, etc.) to the appropriate staffing technique.

### CUET 2024 — Actual PYQs from this chapter

**Q.10 (CUET 2024)** Identify the correct sequence of selection process: (A) Selection decision (B) Employment interview (C) Selection tests (D) Reference checking Options:

- A) A, B, C, D B) A, C, B, D C) B, A, D, C D) C, B, D, A **Tests:** Staffing Process — Selection Process steps sequence **Answer:** Not in extracted key

**Q.11 (CUET 2024)** “It is a joint programme of training in which educational institutions and business firms cooperate.” Identify the training method.

- A) Vestibule training B) Apprenticeship training C) Internship training D) Job rotation **Tests:** Training Methods — Vestibule / Apprenticeship / Internship (cooperative training) **Answer:** Not in extracted key

**Q.12 (CUET 2024)** Match List-I with List-II. List-I List-II (A) Choosing the most appropriate candidate (I) Selection (B) Candidate introduced to superiors (II) Orientation

(C) Learning job skills (III) Recruitment (D) Searching for prospective employees (IV)  
Training Options:

- A) A-I, B-II, C-III, D-IV B) A-I, B-III, C-II, D-IV C) A-I, B-II, C-IV, D-III D) A-III, B-IV, C-I, D-II
- Previous Year Question Solution **Tests:** Selection / Placement / Orientation —  
matching **Answer:** Not in extracted key

**Q.39 (CUET 2024)** Match List-I with List-II. List-I List-II (A) Intelligence test (I) Capacity to develop (B) Aptitude test (II) Clues to emotions and values (C) Personality test (III) Measure existing skills (D) Trade test (IV) Learning ability and judgement Options:

- A) A-I, B-II, C-III, D-IV B) A-IV, B-I, C-II, D-III C) A-II, B-III, C-I, D-IV D) A-I, B-III, C-IV, D-II
- Tests:** Selection Tests — Intelligence/Aptitude/Personality test matching **Answer:** Not in extracted key

### CUET 2025 — Actual PYQs from this chapter

**Q.5 (CUET 2025)** \_\_ is a continuous process because new jobs may be created and some existing employees may leave the organisation.

- A) Planning B) Organising C) Staffing D) Controlling **Tests:** Staffing — continuous process **Answer:** Not in extracted key

**Q.10 (CUET 2025)** Compensation refers to all forms of pay or rewards going to employees. Which of the following is an indirect payment?

- A) Bonus B) Daily incentive C) Commission D) Employer-paid insurance **Tests:** Compensation — direct vs indirect payments **Answer:** Not in extracted key

**Q.15 (CUET 2025)** Providing real work environment for trainees is known as:

- A) Vestibule training B) Programmed instruction C) Internship training D) Case study
- Tests:** On-the-Job Training Methods — real work environment **Answer:** Not in extracted key

**Q.16 (CUET 2025)** Which of the following is NOT an aspect of staffing?

- A) Training B) Authority C) Recruitment D) Selection **Tests:** Aspects of Staffing **Answer:** Not in extracted key

**Q.26 (CUET 2025)** Which of the following are limitations of internal sources of recruitment? (A) Scope for fresh talent is reduced (B) Employees are motivated to improve performance (C) Employees may not take challenging tasks (D) Competitive environment may be boosted Options:

- A) (A) and (D) only B) (A) and (C) only C) (A), (B) and (D) only D) (B), (C) and (D) only
- Tests:** Recruitment — limitations of internal sources **Answer:** Not in extracted key

**Q.36 (CUET 2025)** Arrange the following stages of staffing process in the correct order: (A) Searching for employees (B) Issuing offer letter (C) Presentation about company (D) Determining manpower requirement Options:

- A) D, A, C, B B) A, B, C, D C) C, B, D, A D) B, C, A, D **Tests:** Staffing Process — sequence **Answer:** Not in extracted key

**Q.47 (CUET 2025)** Which function ensures right person at right job?

- A) Planning B) Staffing C) Directing D) Controlling
- Tests:** Staffing — right person at right job  
**Answer:** Not in extracted key

