

THE UNIVERSITY OF WESTERN ONTARIO  
Faculty of Social Science  
Bachelor of Management and Organizational Studies Program  
**MOS 384a**  
**Personnel Recruitment and Selection**  
Fall 2007

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| Mondays, 1:30 – 4:30<br>University College Room 289 |
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### **Required Text**

Catano, V.M., Wiesner, W.H., Hackett, R.D., & Methot, L.L. (2005). *Recruitment and selection in Canada* (3rd ed.). Toronto, ON: Nelson.

### **Additional Materials**

Supplementary readings and materials, as required, will be distributed in class.

Slides will be posted on the course website on WebCT.

### **Course Description**

An introduction to the theory and scientific methods of psychological assessment for the purposes of personnel selection, with an emphasis on the most current and valid selection procedures. Related topics include job analysis and competency modeling, recruitment, decision-making, legal and ethical issues

3 lecture hours, 0.5 course.

### **Prerequisite(s)**

Enrolment in 3rd or 4th year of BMOS Program.

### **Course Description and Objectives**

Recruitment and selection are core human resource management functions, and can create competitive advantage for organizations. As human resource managers, you will participate in the design, operation, and evaluation of recruiting and selection systems. This course will provide a framework for engaging in these activities that is thoughtful,

critical, and driven by the best available evidence in the management and industrial/organizational psychology literatures.

The course has been designed to build our knowledge of personnel recruitment and selection cumulatively, beginning with methodological issues and progressing through selection methods to organizational and legal issues. This design requires careful attention to the material as it unfolds week-to-week, as later sessions will increasingly depend on prior learning.

Our goals are to build familiarity with the literature, to improve our ability to identify, diagnose and respond effectively to recruitment and selection issues and problems, and to prepare for successful professional practice. We will also sharpen our management skills, with particular emphasis on clear, accurate and persuasive communication.

## **Evaluation**

### Overview

|                          |                                |     |
|--------------------------|--------------------------------|-----|
| Final Exam:              | During December Exam Period    | 40% |
| Individual Presentation: | In class and submitted handout | 30% |
| Team Exercise:           | In class                       | 20% |
| Class contribution:      | In class                       | 10% |

### Exam (40 %)

Managers are expected to be subject matter experts, and often are required to recall and apply knowledge extemporaneously, in meetings or discussions. The exam will include questions concerning both the content of the course and its application to managerial problem-solving.

### Individual Presentation (30%)

Effective managers are familiar with the evidence base that relates to practice, and are able to retrieve, interpret, evaluate and communicate new sources of evidence.

Each student will identify a relevant paper from the academic literature on recruitment and selection, subject to the approval of the instructor. The best sources of papers are peer-reviewed academic journals like the *Journal of Applied Psychology*, *Personnel Psychology*, the *Academy of Management Journal*, the *Journal of Occupational and Organizational Psychology*, and the *International Journal of Selection and Assessment*. This requirement has two components:

Present the key elements of the paper to your classmates in a 5-minute oral presentation, including questions from the class (10%); and

Prepare a 2-page (500w maximum) summary of the research question(s), methods, findings, and contribution of the paper to human resource management practice (20%). The summary is due in class, the week following the presentation.

Course members will submit their proposed papers for the individual presentation, in APA bibliographic format, NLT the start of class on Sep 17. Presentations will be scheduled in accordance with the topic structure of the course.

### Team Exercise (20%)

Much contemporary work is team-based, and experience working in this way is valuable on many levels. The class will form groups of 4-5, and each team will select a session from a list based on the course outline. Teams will design and deliver a short, practical exercise to support learning objectives in a specific session of the course. For example, a team might contrast job analysis and competency modelling approaches to analyzing a job commonly held by students. Each team will present and lead a short discussion following their presentation. Total time allotted for this requirement is 15 minutes, and exercises will typically be conducted at the start of class.

Exercises will be evaluated based on form, content, and creativity. Each member of the team will receive the team mark, and all are expected to contribute to the preparation and delivery of the exercise.

The best exercises are well-organized, creative yet practical, short, and clearly tied to specific learning objectives in the session in which they occur. Some class time will be allocated to discussion of this requirement in detail.

### Class contribution (10%)

There is a normative expectation in management education that class members will attend class. This is based on linkages between attendance and academic performance as well as your obligation to your peers to be informed and engaged in class discussion.

Our time together in class represents a valuable, scarce resource, and the quality of the collective experience depends to a very great extent on the value of our individual contributions to class. At a minimum, we ought to attend class, be prepared, and engage in courteous, respectful dialogue with each other. We may also promote discussion in line with the principles discussed in Bonnycastle (1996), create opportunities for others to engage, clarify abstract or difficult points, or be helpful to the group in any number of ways.

### **Schedule**

Individual and group presentations will be scheduled once groups are formed and individual presentation papers are approved, typically no later than the third session of the course.

| <b>Date</b> | <b>Topic</b>  | <b>Class preparation</b>     |
|-------------|---|------------------------------|
| Sep 10      | Course Introduction, and Introduction to Selection and Recruitment            | CWHM Ch 1                    |
| Sep 17      | Methodology I: Measurement, validity and reliability                          | CWHM Ch. 2                   |
| Sep 24      | Methodology II: Validity Generalization, bias, fairness, applicant reactivity | CWHM Ch.2 (cont'd) and notes |
| Oct 1       | Job Analysis and Competency Modeling  | CWHM Ch. 4                   |
| Oct 8       | Thanksgiving holiday  |                              |
| Oct 15      | Work performance  | CWHM Ch.5                    |
| Oct 22      | Recruitment   | CWHM Ch. 6                   |
| Oct 29      | Selection I: Screening  | CWHM Ch. 7                   |
| Nov 5       | Selection II: Testing   | CWHM Ch. 8                   |
| Nov 12      | Selection III: Interviewing   | CWHM Ch. 9                   |
| Nov 19      | Overall Evaluation of Selection Methods                                       | Notes                        |
| Nov 26      | Decision Making   | CWHM Ch.10                   |
| Dec 3       | Legal Issues in Recruitment and Selection and Summary/ Integration            | CWHM Ch. 3                   |

Notes:

No meeting Oct 8 (Thanksgiving holiday)

Assigned readings are part of your preparation for class. Typically, in class activity proceeds on the assumption that students have read the material and identified specific issues for clarification or elaboration.

## **Academic conduct**

The conduct of the course is subject to university regulations described in the undergraduate calendar. Further, students are expected to act ethically and in a manner consistent with professional norms of Canadian management practice.

### **Due dates are hard deadlines.**

The Social Science Academic Counselling Office procedures described on their website at: <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> will be upheld.

Some important excerpts from this document are as follows:

### **FINAL EXAMINATIONS**

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You should also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see reverse side for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval.

**Note:** Make sure you know the date, time and location of the special examination. For more information see [Examinations - Common Situations](#).

### **LATE ASSIGNMENTS**

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Be prepared to provide documentation, if requested by the instructor (see reverse side for information on documentation).
3. If you are granted an extension, establish a due date. The approval of the Dean is not required if assignments will be completed prior to the last day of classes.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. Documentation is mandatory. In these instances, please follow the procedure for Final Examinations above. A Recommendation of Incomplete form must be filled out

indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, Dean or the Dean's representative in the Academic Counselling Office.

### **A Note on Plagiarism:**

From Academic Policies and Regulations, The University of Western Ontario Academic Calendar 2006:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).