
MOS 3384B Section – 002 Personnel Recruitment & Selection Fall/Winter 2018 Course Outline

1. Course Information:

1.1 Class Location and Time:

Room: SSC 3024

Time: Mondays 1:30 p.m. – 4:30 p.m.

1.2 Contact Information:

Instructor: Mirit Grabarski

Office Hours: By appointment

Email: mgrabarski.phd@ivey.ca

DAN Department of Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation.

More information about “Accessibility at Western” is available at: <http://accessibility.uwo.ca>

2. Calendar Description

2.1 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

Antirequisite(s):

Prerequisite(s): Enrolment in 3rd or 4th year of BMOS

2.2 Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

This regulation is in regards to the COURSES required. Students not in BMOS are permitted to enroll in up to 1.0 MOS courses, per the Academic Timetable.

3. Textbook

Catano, V., M., Wiesner, W.H. & Hackett, R.D. (2018). *Recruitment and Selection in Canada*. 7th ed. Nelson Education. ISBN: 978-0176764661

Additional readings may include class handouts or articles on the internet, and/or readings to be assessed from the Western Online Library Catalogue in electronic resources.

Recommended reading:

Das, H. (2007). *Recruitment, selection and deployment of human resources: a Canadian perspective*. Pearson.

4. Course Objectives and Format

4.1 Course objectives

The objectives of this course are to explore the theory, build knowledge on the required tools, and practice the required skills for professional level practice. The emphasis will be on valid selection procedures. Other key topics include reliability/validity, job analysis, recruitment processes, and legal and ethical issues.

4.2 Course format

In each weekly lecture, numerous examples, role plays, case exercises and class discussion will be introduced to illustrate how theoretical concepts of personnel recruitment and selection are applied in practice. Students are expected to read all assigned chapters in the course textbook, all assigned additional reading, and apply that knowledge to class exercises and discussions. Students are also required to conduct research on one organization's recruitment and selection practices using a wide variety of resources from both the UWO library catalogue, interviews and other suitable sources and to summarize their findings in a research report. Students are required to contribute to their own learning and to the learning of others through participation in each class.

5. Learning Outcomes

Upon successful completion of this course students will be able to:

1. Describe the role and activities of human resources management in facilitating the steps required for recruitment and selection of human resources in organizations. This includes an evidence-based approach to formulating decisions, recommending plans of action that effectively link such HR policies to business objectives to improve performance, and measuring the impact of human resources management.

2. Define, describe, compare, and contrast key terms, theories, concepts, approaches, models and tools relevant to the human resource recruitment and selection process across Canadian workplaces.
3. Synthesize and critically assess the extent to which various recruitment and selection practices and associated activities (such as job and competency analysis, performance measurement, recruitment methods, applicant screening, testing and other assessments, and decision making) are based on professional standards of reliability and validity and implemented in an effective and ethical manner.
4. Recognize how legislation, technology, changing economic conditions, labour force dynamics, and other external factors influence personnel recruitment and selection practices.
5. Collaborate with a partner to approach an organization of interest and conduct research with representatives of the organization to identify and analyze recruitment and selection practices currently in use with a view to comparing such approaches to best practices in recruitment and selection learned in the course.
6. Collaborate with a partner to use writing and analysis skills to summarize research findings in a report that compares such findings with course theory and practice and concludes with insights and recommendations the organization may consider to improve its current practices.

6. Evaluation

Your final mark will be a product of your performance in this course as assessed by your instructor, and will be calculated using the weight assigned to each course component, as shown below:

Participation - 15% (attendance, contribution, presentation)

Mid Term - 30%

Final Exam - 30%

Research Assignment - 25%

PARTICIPATION (15%)

Participation is an important component of this course. Your participation mark is based on your attendance and level of contribution to class discussion and participation in group exercises and assigned activities **as per the attached Instructor's Standards for Participation**. Note that you are expected to remain in class (once arrived) except for class breaks determined by the instructor. "Drifting" in and out of the classroom while class is in session is distracting to the instructor and others and will negatively impact your participation mark. Class exercises are designed to provide experiential opportunities to clarify issues and considerations surrounding effective recruitment and selection strategies, techniques and processes. Your participation in role plays, class exercises and discussion will *contribute greatly* to understanding course theory and your ability to do well with the term assignment outlined below. If you are exceedingly shy, speak to me early in the course so that we can discuss other ways for you to contribute. You are expected to manage this aspect of your own learning style in order to meet course requirements. (For example, you may choose to bring the instructor course relevant articles from time to time if you feel you cannot contribute enough verbally to maintain your participation mark. The protocol for submitting such articles can be found on the OWL website for this class. Note that articles must be submitted *at the start of class*, and be relevant to the topics for discussion in that particular class. There are **no "makeups"** for missed participation.) Look to the University Policy Regarding Illness described in the General Information section of the course outline for direction on how to handle a variety of problems that may interfere with your attendance and/or performance in this course.

RESEARCH ASSIGNMENT (25%)

Working with one partner from class, you are required to write a 16–18 page (approximately 300 words per page excluding cover page and bibliography or works cited pages) research and opinion paper on an organization and its approach and issues with respect to recruitment and selection of human resources. The project will involve contacting a manager in an organization to arrange interviews and to access

information relevant to the project. The organization should have at least 100 employees and have been established for at least two years. Further details are contained in the Guidelines for Recruitment and Selection Research Report available on the course website. The Guidelines describe requirements, format and content expectations for your research assignment, as well as hints and suggestions to make the assignment as enjoyable as possible. You are expected to access and read the Guidelines prior to commencing the assignment. See above note on the link between class participation and your ability to do well on the research assignment. Of course, your ability *to work productively with your partner* will also be pivotal to success with this assignment. Together you will seek to establish contact with an organization, divide fairly the work involved, and find effective and credible research sources to understand and describe both the organization and its approach to recruitment and selection.

Deadlines:

Statement of Intent and Planned Approach: A statement outlining the focus for your research assignment is required and due by beginning of class **March 1, 2019**. The one-page Statement shall consist of 1-2 concise paragraphs identifying your organization of choice, your research goal, the name and position of your inside facilitator, and at least 3 credible research sources located in your preliminary literature review. (Identify such research sources using bibliographic format.) It should also provide an indication of how you and your partner intend to divide the work (your approach). That is, what do each of you commit to being responsible for?

Research Report: Your research report is due in hardcopy at the beginning of class, **March 29, 2019**. You and your class partner are also required to submit one digital copy of your assignment, to Turnitin.com (via the Assignments Dropbox to one of your accounts on the SAKAI course website) by midnight on the same deadline.

Penalties:

Statement of Intent and Approach: Failure to submit your Statement in the format described above by deadline shall result in a deduction of 5% from the overall mark of your assignment. Failure to submit a *late* Statement in what your instructor deems to be a timely manner could result in refusal to accept your assignment.

Research Report: A penalty of 5% for the first day and 2% for each day thereafter (including each day of a weekend or holiday) shall apply to all late research assignments.

MID TERM AND FINAL EXAM (60%)

You will have both a midyear examination, and a final examination. Both exams will be closed book exams, two hours in length. Content for each exam is presented in the topic timetable and more information will be provided closer to the exam by your instructor. Both exams are weighted at 30% in determining your final grade. As indicated in the topic timetable these exams are non-cumulative. The mid-term and the final exam will be presented in a *mixed format and could contain a combination of multiple-choice, matching, true false, short or longer answer, and/or essay questions based on case incidents*. Students are responsible for material covered in the assigned chapters/sections in the text as well as any additional material covered in the course and indicated for the exam. Portions of both exams will be scored using the program Scan Exam which examines the answer sheets for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating. Exams will not be returned to students but may be reviewed individually in the instructor's office (by appointment.)

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades **will NOT** be allowed.

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

6. Lecture and Examination Schedule

Schedule for coverage of textbook content is approximate; lectures may also include content in assigned Journal Articles, and any other additional course content as provided by the instructor.

Note: Additional readings may be assigned.

Jan 7	Course Orientation; Introduction to Recruitment and Selection	Chapter One
Jan. 14	Foundations of Recruitment and Selection I: Reliability and Validity	Chapter Two
Jan. 21	Foundations of Recruitment and Selection I: Reliability and Validity (continued); Foundations of Recruitment and Selection II: Legal Issues	Chapters Two and Three
Jan 28	Foundations of Recruitment and Selection II: Legal Issues (continued); Job Analysis and Competency Models	Chapter Three and Four
Feb. 4	Job Analysis and Competency Models (continued)	Chapter Four
Feb. 11	MID TERM – Covers Chapters 1 – 4, additional reading and lecture content, and class handouts as indicated Mid Term Exam	
Feb. 18	No Class – Reading Week: Read, relax and catch up	
Feb. 25	Recruitment, Selection and Job Performance	Chapter Five
March 4	Recruitment: The first step in the Selection Process	
	Statement of Intent and Planned Approach (for term assignment) due by beginning of class	Chapter Six
March 11	Selection I: Applicant Screening	Chapter Seven
March 18	Selection II: Testing and Other Assessments	Chapter Eight
March 25	Selection III: Interviewing	
	Research reports due in hardcopy beginning of class and digital copy submitted to Turnitin.com by midnight	Chapter Nine
April 1	Decision Making	Chapter 10
Final Exam	FINAL EXAM – Covers Chapters 5 – 10, additional lecture content, assigned journal article(s) and class handouts since the midterm. Exact date of exam TBA.	

7. Student Responsibilities

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

Respect

Please act respectfully towards the classroom, the Professor and your fellow students. Acting respectfully means arriving on time, turning off phones, avoiding private discussions during lectures,

refraining from viewing non-course material on your laptops, and cleaning up after yourself. Acting respectfully provides a better learning experience for everyone.

Private in-class discussions are distracting to students and the Professor. If other students are distracting your attention from the material, you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), please see the instructor.

Late arrivals are also distracting. Please try to arrive on time for classes.

7.1 No Recording of Classes

Students are not permitted to record any portion of a class, audio or video, without the prior written permission of the professor.

8. Exam Policies

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams
- To ensure fairness to all students, questions will not be answered during exams.

9. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

9.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

9.2 Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

9.3 Acceptable Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

9.4 Unacceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

10. Attendance

It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

10.1 Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

10.2 Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

11. Grade Fairness

Fairness requires that all students be treated equally and be evaluated using the criteria set out in this course outline. The evaluation criteria are based on actual achievement and not on how hard a student has tried. Claims by students of an excellent academic history, good attendance record, need to obtain or maintain a scholarship, desire to be admitted to Ivey or graduate school, or other personal issues, cannot be used to justify a higher grade in the course or a reweighting of course components. There is no extra work or assignments available for extra credit or to “make up” for a course component that was missed or performed poorly.

12. Posting of Grades

Midterm exam grades will be posted on OWL once the grades are available. Final exam grades and final course grades are not posted on OWL and are available once they have been posted by the Registrar under “Academic Summary” at the Student Centre website.

13. University Policy Regarding Illness

13.1 Illness

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office (the Office of the Dean of the student’s Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student’s file, and will be held in confidence in accordance with the University’s Official Student Record Information Privacy Policy

http://www.uwo.ca/univsec/pdf/academic_policies/general/privacy.pdf

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.)

A form to be completed by off-campus physicians is available at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

13.2 Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

14. University Policy on Cheating and Academic Misconduct

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 3135 WSSB, (519) 661-3573, ombuds@uwo.ca.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is

inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

15. Procedures for Appealing Academic Evaluations

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair: Student Affairs of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken.
4. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

16. Support Services

16.1 Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>
Student Support Services (**including the services provided by the USC listed here**) can be reached at: <http://westernusc.ca/services/>
Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western
http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

16.2 Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

17. Other Issues

17.1 Grade Policy

17.2 The DAN Program has a grade policy which states that for courses in the 3300 – 4499 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

17.3 Senate Policy

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: http://www.uwo.ca/univsec/academic_policies/index.html