

Recruitment and Selection

2016-17 Academic Year

Program	Year	Semester
BITM-Business-Human Resources Diploma	2	3
BITM-Business-Human Resources Diploma-Transfer to UOIT Bachelor of Commerce (Hons)	2	3
BITM-Business Administration-Human Resources Advanced Diploma	2	3

Course Code: HRM 2204	Course Equiv. Code(s): HRM 2253, HRM 2284
Course Hours: 56	Course GPA Weighting: 4
Prerequisite: HRM 2200 OR HRM 2251 OR HRM 1253 OR HRM 1283 OR HRM 1293	
Corequisite: N/A	
Laptop Course: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Delivery Mode(s): In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/>	
Authorized by (Dean or Director): Marianne Marando Date: August 2016	

Prepared by		
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Course Description:

This course provides the human resources management student with an introduction to fundamental theories, terminology, concepts and practices related to the successful design, delivery and evaluation of recruitment and selection programs and services in a corporate setting. Such programs and services are examined in the context of dynamic external and corporate environments as well as in recognition of emerging social and legal contexts. The student will examine a range of contemporary recruitment and selection practices in relationship to other key human resources management activities such as HR planning, job analysis, orientation and performance management. Emphasis will be placed on the quantitative and qualitative dimensions within the hiring process. The use of assignments, simulations, case studies, films and access to web-based resources will enhance the student's awareness of key concepts and theories acquired through assigned readings, lectures and small group activities. Successful completion of this courses, with a minimum final grade of 65%, will qualify as an approved credit towards the academic component of either the Certified Human Resources Professional (CHRP) or the Certified Human Resources Leader (CHRL) designations granted by the Human Resources Professional Association (HRPA).

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Essential Employability Skill Outcomes (EESO)

Student receiving a credit for this course will have demonstrated their ability to:

This course will contribute to the achievement of the following Essential Employability Skills:

CLO1	Identify the characteristics of desirable potential employees based on defined job requirements or competencies.	<input checked="" type="checkbox"/>	EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
CLO2	Determine optimal methods for sourcing potential employees both within and external to the organization.	<input checked="" type="checkbox"/>	EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
CLO3	Develop the use of valid assessment tools, such as screening, testing, interviews and reference and background checks, to determine suitability of prospective employees in accordance with relevant employment standards, labour and human rights laws, policies and regulations.	<input type="checkbox"/>	EES 3. Execute mathematical operations accurately.
		<input checked="" type="checkbox"/>	EES 4. Apply a systematic approach to solve problems.
		<input checked="" type="checkbox"/>	EES 5. Use a variety of thinking skills to anticipate and solve problems.
CLO4	Evaluate potential employees based on available fit with the job requirements and organizational strategic objectives and culture.	<input checked="" type="checkbox"/>	EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
CLO5	Design measures to assess the impact of recruitment and selection initiatives related to staffing.	<input checked="" type="checkbox"/>	EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
CLO6	Develop policy and programming options to support employee retention.	<input checked="" type="checkbox"/>	EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
		<input checked="" type="checkbox"/>	EES 9. Interact with others in groups or team in ways that contribute to effective working relationships and the achievement of goals.
		<input checked="" type="checkbox"/>	EES 10. Manage the use of time and other resources to complete projects.
		<input checked="" type="checkbox"/>	EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assign't 1. (Week 5) - Job analysis for an entry level HR position to be used later in Assign't #3. May be completed by an individual student or two class members as a pair of contributors. See DC Connect Assignments folder.	CLO1	EES1, EES2, EES6, EES7	10
Mid-term test. (Week 7) - Closed book test (1.5 hours) consisting of multiple choice and short answer questions.	CLO1, CLO2, CLO3	EES1, EES2, EES5, EES11	20
Assign't 2. (Week 9) - Candidate screening activity. Based on Assign't #1 detail, develop two initial screening processes to narrow down applicant pool to a manageable size for further testing. May be completed by an individual student or two class members as a pair of contributors. See DC Connect Assignments folder.	CLO1, CLO3, CLO4	EES4, EES6, EES7, EES11	15
Assign't 3. (Week 12) - Selection panel simulation. Group activity (6-8 members) involving creation of job posting, resume submissions, one pre-interview test design, structured interview development and execution and selection decision making. See DC Connect Assignments folder.	CLO3, CLO4, CLO5	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	25
Final examination. Closed book test (2.0 hours) consisting of multiple choice, short answer and case study questions.	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES10, EES11	30
Total			100%

Notes:

1. For Assignment #1 - this first assignment utilizes content from Chapter 4 in the course text + DC Connect folder materials. The assignment may be completed by an individual student or two students, registered in the course, working as a pair of contributors. Assignment #1 is also a contributing element to Assignment #3 in this course.
2. For Assignment #2 - this second assignment builds on Assignment #1 details and adds two initial screening processes to be used to narrow down applicant pool to a manageable size for further testing. This assignment may be completed by an individual student or two class members, registered in the course, as a pair of contributors. Assignment #2 is also a contributing element to Assignment #3 in this course.

3. Assignment #3. this third assignment is a group activity (self-selected groups). It uses content from the first two assignments in the course and adds the following content: an internal job posting, three resume submissions, one pre-interview test design, structured interview format, simulation and a selection decision making protocol.
4. Spelling, grammatical and composition errors in any submitted assignment will result in a 1/2 mark deduction per occurrence up to a maximum of 10% penalty on the final grade for the assignment.
5. A peer evaluation will be used for Assignment #3. Input will be received on five guiding criteria from all group members. A ten percent penalty will be applied to any class member who does not provide input into this process. The professor will determine each student's final mark on Assignment #3 based on this input plus a face-to-face discussion any student whose mark may be affected by the peer evaluation.
6. Mid-term test and final exam reviews will be done in scheduled class time. Study resources will be provided one week prior to the scheduled in-class review session.
7. A student who cannot appear for the mid-term test must notify the professor by phone or e-mail 24 hours before or after the scheduled date and time of the test. In such cases, an "Incomplete" mark (INC) will be registered for this evaluation item and the weighting of the term test will be added to the final exam.
8. A student who cannot appear for the final exam must follow steps as outlined in Durham College's Missed Final Examinations policy and procedures document as seen on the college's website.

Required Text(s) and Supplies:

1. V. Catano, W. Wiesner & R. Hackett. Recruitment and Selection in Canada. (6th ed.). Nelson Education. ISBN-13 978-0-17-657031-6.

Recommended Resources (purchase is optional):

1. Resources will be identified in DC Connect on the course web site.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
+ Acceptable Use of Information Technology	+ attendance
+ Academic Policies	+ absence related to tests or assignment due dates
+ Academic Honesty	+ excused absences
+ Student Code of Conduct	+ writing tests and assignments
+ Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies	+ classroom management can be found in the Program Guide (full time programs only) in MyCampus http://www.durhamcollege.ca/mycampus/

Course Specific Policies and Expectations:

See the following link to the Program Guide for the School of Business, IT & Management.
<http://www.durhamcollege.ca/wp-content/uploads/BUS-GUIDE-web.pdf> .

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	4	Delivery:	In Class
1	<p>Intended Learning Objectives</p> <p>Chapter 1. Introduction to Staffing. Illustrate how recruitment and selection are linked to other HRM program areas. Describe external and internal forces that may affect staffing. Differentiate the roles of the HR professional and line managers in staffing. Explain professional HR ethical standards that guide corporate staffing programs.</p> <hr/> <p>Intended Learning Activities</p> <p>Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Name and explain one environmental and one corporate or employee challenge that may impact either recruitment or selection programming. Using the Statistics Canada website link (p. 23), identify one demographic consideration that will impact staffing programs in the next decade. Exercise 3 (p. 23) and Recruitment and Selection Today 1.4 (p. 20).</p> <hr/> <p>Resources and References</p> <p>Course text. Chapter 1. DC Connect. Course Readings folder: Stone and Meltz HRM programs chart. Web links folder: Statistics Canada. Human Resources Professional Association (HRPA).</p> <hr/> <p>Evaluation</p>			
Wk.	Hours:	4	Delivery:	In Class
2	<p>Intended Learning Objectives</p> <p>Chapter 3. Legal issues. Describe key legal concepts and principles that support staffing programs. Compare and contrast human rights and employment equity legislation as each applies to staffing programs. Construct a candidate screening policy that is in keeping with the Canadian legal framework protecting human rights.</p> <hr/> <p>Intended Learning Activities</p> <p>Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Using Notebook 3.6 (p. 102), discuss one of the four HRM roles supporting any two listed practices seen in this diagram that promote positive recruitment programming. Answer discussion questions in assigned OHRC cases re: discrimination in staffing. Suggest changes that could be made in these cases to avoid future claims and damages. Define the term bona-fide occupational requirement. Answer Discussion Q. 1 (p. 107).</p> <hr/> <p>Resources and References</p> <p>Course text. Chapter 3. DC Connect: Course Readings folder: Ontario Human Rights cases involving discrimination in staffing.</p> <hr/> <p>Evaluation</p>			

Wk.	Hours: 4	Delivery: In Class
3	Intended Learning Objectives	
	<p>Chapter 4. Job analysis & competencies. Illustrate how job analysis programming supports successful recruitment and selection activities in contemporary employment settings. Compare and contrast the job requirements and the job competency approaches to job analysis. Identify the characteristics of desirable potential employees. Support the benefits and risks associated with the use of certain work-oriented job analysis methods and certain job-oriented job analysis methods.</p>	
	Intended Learning Activities	
	<p>Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Discussion Q. 2, 5 & 7 (p. 167). See ESDC (Govt. of Canada, Employment and Social Development) "Explore Careers by Essential Skills" Select link to HR Professional. Identify one skill set of the listed 9 examples. Justify the examples as being highly important for HRM professionals in today's job market. See Fig. 4.12 & 4.13. Competency architecture and definition examples. Case study. Q. 1 & 2 (p. 168-169). Use NOC instead of O*NET and reference to one job analysis method and how it could be applied in this case.</p>	
Resources and References		
<p>Course text. Chapter 4. See DC Connect: Web links folder: Government of Canada: Employment and Social Development Canada. Guide to Essential Skills Profile. National Occupational Classification (NOC) Index.</p>		
Evaluation		Weighting
		10
Wk.	Hours: 4	Delivery: In Class
4	Intended Learning Objectives	
	<p>Chapter 4. Job descriptions - Structure & creation. Explain common elements in contemporary job description formats. Contrast job description components that are used in recruitment or selection programming. Contribute to the development of a job description based on job analysis or other data sources.</p>	
	Intended Learning Activities	
	<p>Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Explain and illustrate the following job description elements: job identification; job (summary) statement; essential functions; job specifications; and work conditions. Compare and contrast uses of job description elements in staffing activities. Practice writing a job description using basic information provided from various sources. Discussion Q. 3 (p. 167).</p>	
Resources and References		
<p>Course text. Chapter 4 (p. 115-116). See DC Connect: Job descriptions folder. Web links folder. HRdownloads.</p>		
Evaluation		

Wk.	Hours:	4	Delivery:	In Class
5	Intended Learning Objectives			
	Chapter 6. Recruitment, Part 1 - Direct methods. Explain the linkage between a company's strategic plan and its approaches to recruitment of employees. Determine the optimal methods for sourcing desirable potential employees. Compare and contrast the concepts of "person-job" and "person-organization" fit. Give examples of internal recruitment practices in an organization.			
	Intended Learning Activities			
	Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Discussion Q. 1 & 2 (p. 273). Discussion topic: Why should the company spend resources on realistic job previews? (p. 266-268).			
Resources and References				
Course text. Chapter 6. (p. 224-240). DC Connect: Job Descriptions folder. Assignments folder.				
Evaluation			Weighting	
Assignment #1 - this first assignment utilizes content from Chapter 4 in the course text + DC Connect folder materials. The assignment may be completed by an individual student or two students working as a pair of contributors. Assignment #1 is also a contributing element to Assignment #3 in this course.			10	
Wk.	Hours:	4	Delivery:	In Class
6	Intended Learning Objectives			
	Chapter 6. Recruitment, Part 2 - 3rd party approaches. Discuss how characteristics of both jobs and the organization are influential in attracting job applicants. Explain the importance of both the "person-job fit" and the "person-organization fit". Assess benefits and challenges of recruitment options associated with emerging web-based technologies. Measure the impact of attraction initiatives. Chapter 7. Applicant screening: The "basics". Identify potential employees using an appropriate mix of interviews, assessments, and reference checks. Compare and contrast the processes of selection and screening of candidates for job vacancies. Explain the advantages and disadvantages of popular screening tools used in staffing.			
	Intended Learning Activities			
	Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Chapter 6. Discussion Q. 6, 9 & 10 (p. 273). Guest speaker(s) option on e-recruiting and social media approaches. Mid-term test review session.			
Resources and References				
Course text. Chapter 6 (p. 240 - 270).				
Evaluation				

Wk.	Hours: 4	Delivery: In Class
7	Intended Learning Objectives	
	Chapter 7. Applicant screening: The "basics". (cont'd). Explain the advantages and disadvantages of popular screening tools used in staffing.	
	Intended Learning Activities	
	Blended classroom delivery strategy (2.5 hours) including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Discussion Q. 4 (p. 313). Case study. ABC Glass. (p. 314 - 315), Q. 1, 2, 6 & 8.	
Resources and References		
Course text. Chapter 7.		
Evaluation		Weighting
Mid-term test. (1.5 hours) - Closed book test consisting of multiple choice, short answer and mini-case study questions.		20
Wk.	Hours: 4	Delivery: In Class
8	Intended Learning Objectives	
	Chapter 2. Applicant screening - Reliability, validity & metrics. Summarize the basic components that make up a traditional employee selection model. Describe the concepts of reliability and validity in the context of staff selection for job vacancies. Identify common strategies that are used to provide evidence of reliability and validity of measures used in staffing activities. Examine metrics used in staffing.	
	Intended Learning Activities	
	Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Discussion Q. 1, 2 & 3 (p. 59). Exercise 2 (p. 61).	
Resources and References		
Course text. Chapter 2. DC Connect: See Course Readings folder. Staffing metrics.		
Evaluation		

Wk.	Hours: 4	Delivery: In Class
9	Intended Learning Objectives	
	Chapter 8. Applicant screening - Candidate testing. Identify key considerations in the choice of pre-employment testing. Give examples of ability, aptitude, work sample, personality and integrity testing used in candidate screening. Discuss legal ramifications related to physical ability and drug screening pre-employment tests.	
	Intended Learning Activities	
	Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Discussion Q. 3, 5 & 7 (p. 380). Exercise 1. Compare and contrast the policy guidelines re: pre-employment drug testing as set out by the Ontario Human Rights Commission and the Canadian Human Rights Commission. See DC Connect: Course Readings folder. Case study - RCMP candidate testing. Q. 1, 2 & 3 (p. 382-383).	
Resources and References		
Course text. Chapter 8. DC Connect: Assignments folder. Course Readings folder.		
Evaluation		Weighting
Assignment #2 - this second assignment builds on Assignment #1 details and adds two initial screening processes to be used to narrow down applicant pool to a manageable size for further testing. This assignment may be completed by an individual student or two class members as a pair of contributors. Assignment #2 is also a contributing element to Assignment #3 in this course.		15
Wk.	Hours: 4	Delivery: In Class
10	Intended Learning Objectives	
	Chapter 9. Selection interviews - The "basics". Summarize the purpose, uses and costs associated with selection interviews. Illustrate how information processing and decision making challenges may be understood through the use of a "core processes" staffing model - see (p. 413). Explain how structuring of selection interviews contributes to interview reliability and validity. Create structured interviews and design complementary scoring systems to aid in selection decision-making.	
	Intended Learning Activities	
	Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Discussion Q. 2, 3, 4 & 8 (p. 448). What are two key research findings (See Recruitment and Selection Notebook 9.2 - p. 421) you would use to advocate for a change from unstructured to structured interview techniques at a work setting? Interview question writing. Select four examples from this section (p. 449), and make an improvement on each chosen interview question. See DC Connect: Web links folder for three examples of jobs taken from NOC. Write two behavioral descriptive and two situational questions for one of these given jobs.	
Resources and References		
Course text. Chapter 9.		
Evaluation		

Wk.	Hours:	4	Delivery:	In Class
11	Intended Learning Objectives			
	Chapter 9. Selection interviews - The "practice". Design a time-limited, mock selection interview scenario to be conducted in small groups. Develop competence in designing effective interview questions. Propose a scoring guide that assures a "true positive" selection from among the candidate pool.			
	Intended Learning Activities			
	Blended classroom delivery strategy including: mini-lectures, small group simulations, Web-accessed materials, and PowerPoint presentations. See Assignment #3 outline criteria. Team clusters will involve 6-8 students serving in candidate, interview panel and observer roles.			
Resources and References				
Course text. Chapter 9. DC Connect: See Assignments folder.				
Evaluation				
Wk.	Hours:	4	Delivery:	In Class
12	Intended Learning Objectives			
	Chapter 5. Staffing and job performance. Summarize the key concepts of reliability and validity in supporting sound staffing practices. Explain the components of employee (individual) work performance. Identify types of counter-productive work behaviours. Discuss Campbell's job performance model. Relate the link between job performance and the quality of employee selection procedures.			
	Intended Learning Activities			
	Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Discussion Q 2 & 7 (p. 214-215). Case study (p. 215-216). Q. 2, 3 & 4.			
Resources and References				
Course text. Chapter 5. See DC Connect: Assignments folder.				
Evaluation				
Assignment #3. this third assignment is a group activity (self-selected groups) It uses content from the first two assignments in the course and adds the following content: an internal job posting, three resume submissions, one pre-interview test design, structured interview format, simulation and a selection decision making protocol.				
				Weighting
				25

Wk.	Hours: 4	Delivery: In Class
13	<p>Intended Learning Objectives</p> <p>Chapter 10. Decision making in Staffing - Part 1. Describe approaches to assembling data for decision making in staffing. Explain "hits" and "misses" in hiring decisions. Discuss selecting potential employees based on available evidence of fit with organizational strategic objectives. Analyze the benefits of multiple decision makers in staffing choices.</p> <p>Intended Learning Activities</p> <p>Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Discussion Q. 2, 4 & 6 (p. 517).</p> <p>Resources and References</p> <p>Course text. Chapter 10. (p. 467-496).</p> <p>Evaluation</p>	
Wk.	Hours: 4	Delivery: In Class
14	<p>Intended Learning Objectives</p> <p>Chapter 10. Decision making in Staffing - Part 2. Explain key factors that should be considered in making a job offer. Illustrate proper formats used in employment offers /contracts. Discuss considerations associated with negotiating job offers. Distinguish measures to retain top talent.</p> <p>Intended Learning Activities</p> <p>Blended classroom delivery strategy including: mini-lectures, small group discussions. Web-accessed materials, and PowerPoint presentations. Using Recruitment & Selection Notebook, 10.2 (p. 498), identify three useful tips re: making a job offer. Using Recruitment & Selection Notebook, 10.3 (p. 500-503), identify three useful tips re: negotiating a job offer. Case study. (p. 274-275). Q. 1, 5, 7 & 8. Article: "What drives retention?"</p> <p>Final exam review session.</p> <p>Resources and References</p> <p>Course text. Chapter 10. (p. 496-514). See DC Connect: Readings folder and Test & Final Exam study guides.</p> <p>Evaluation</p>	