

YORK UNIVERSITY
SCHOOL OF HUMAN RESOURCE MANAGEMENT
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES
HRM 3470 A, Summer 2020
Recruitment & Selection

Course Director:

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Email: shaha@yorku.ca

Time: Monday, 7:00 p.m. – 10:00 p.m.

Location: Ross South, 203

COURSE DESCRIPTION:

The recruitment and selection of highly motivated employees with applicable knowledge, skills, abilities, and other attributes remains critical to the success of any organization. This course will provide you with an introduction to the issues and procedures used in recruitment and selection, including: methods and procedures of recruitment; screening and interviewing based on required knowledge, skills, abilities and other attributes; testing and measurement issues; hiring decisions; and assessing incumbents' performance. We will also discuss critical terms and concepts, including reliability and validity of selection and appraisal procedures, and most importantly, evaluate the effectiveness of recruitment and selection programs within the context of our Canadian legal framework

Course Website:

I will use the Moodle system to facilitate communication to and from students. Note that Moodle will be the main venue through which lecture slides/PowerPoints will be posted, as well as up-to-date notices about the course, and your course grades. Please check the site as well as your Yorku email regularly for course related updates and information.

PREREQUISITES:

Prerequisite: AP/HRM 2600 3.0 or AK/ADMS 3480 3.0

REQUIRED TEXTBOOK:

Catano, V., Wiesner, W., Hackett, R. (2016). Recruitment and Selection in Canada, 6th edition. ISBN 978-0-17-657031-6

I have borrowed some of the materials and content for this course from Dennis Hodgkinson, who has previously taught this course. Some of the class slides borrow heavily from Nelson Publishing, the publisher of the course text book.

COURSE ORGANIZATION:

Certain chapters have “de-emphasize” notes listed below. This does not mean that you can skip them altogether. It means that while you must understand these topics and why they are discussed, you will not be expected to answer very detailed questions relating to them.

Date	Topic	Chapter
May 4, 2020	Introduction to the course: Discussion on course outline and performance evaluation. An Introduction to Recruitment and Selection	Chapter 1
May 11, 2020	Foundations of Recruitment and Selection Reliability and Validity	Chapter 2
May 18, 2020	No Class – Statutory Holiday – Victoria Day	
May 25, 2020	Legal Issues	Chapter 3
June 1, 2020	Job Analysis and Competency Models	Chapter 4
June 8, 2020	Recruitment, Selection, and Job Performance	Chapter 5
June 15, 2020	Recruitment: The First step in the Selection Process	Chapter 6
June 22, 2020	Midterm exam on Chapters 1- 6 (In Class)	
June 29, 2020	Selection I: Applicant Screening	Chapter 7
July 6, 2020	Selection II: Testing and Other Assessments	Chapter 8
July 13, 2020	Selection III: Interviewing	Chapter 9
July 20, 2020	Decision Making Group Mock Interview Presentations	Chapter 10
July 27, 2020	Group Mock Interview Presentations	
Aug 3, 2020	Final Exam on Chapters 7 – 10 (In Class)	

*Class schedule may be changed at the discretion of the Instructor.

Specific Course Learning Objectives:

By the end of the course, you will be able to:

1. Conduct a thorough organization and job analysis.
2. Describe and explain recruitment and selection within the Canadian legal framework, and
3. within a societal context that is highly diverse with regards to race, gender and disabilities.
4. Develop and implement an effective recruitment program.
5. Assess and utilize appropriate recruitment tools to attract qualified applicants.
6. Design and apply effective and efficient decision-making tools for candidate selection.
7. Explain job-related performance and its relationship to competency-based HR systems.
8. Accurately and effectively measure job performance and its relationship to selection.
9. Design and conduct effective applicant screening and selection procedures.
10. Conduct effective interviewing using situational and behavioral interview techniques.
11. Implement selection and testing based on technical, ethical and legal requirements.

COURSE EVALUATION:

Professionalism: 15% * See below and attached
Mid-term Exam: 40% * To be held in class, June 22, 2020
Group Project: 25%
Final Exam: 20% * To be held in class, Aug 3, 2020

All final grades will be reviewed by the School of Human Resources Management. The School reserves the rights to modify them in order to maintain high standards.

Professionalism: (15%): See below and attached

Mid-Term Exam: (40%): A mid-term examination will be held during the sixth week of the course. The mid-term exam is a closed-book exam covering materials covered in class. The format will most likely be a combination of multiple choice and essay/short answer questions, but that can change. Details to be confirmed closer to the date. You will be advised of the format prior to the midterm date. It is imperative that you attend the mid-term **since there will be no other alternative dates to write a make-up exam.** If you miss the midterm exam for a valid reason (as set out in York policies) then the value of the mid-term will be added to the value of your final exam, making your final exam worth 70%.

Group Project Details – Mock Panel Interview: (25%) –

Group Mock Panel Interview In groups of 6 (six) (depending on class size), your assignment is to design and briefly present to the class a recruitment and selection strategy for an HR Generalist (sometimes referred to as an HR Business Partner or internal HR Consultant). You will very briefly describe to the class items 1, 2, 3, 4, 5 below, followed by a brief panel interview of a member of your group (interviewee) by a panel consisting of the other members of your group. I recommend that one member of your group briefly present items to 1 - 5 (5 minutes maximum). The interview segment should last no more than 10 minutes (consisting of five 1minute questions with one minute per answer.) Have one member of the interview panel briefly explain your selection decision to the class as to whether or not you would hire the candidate/interviewee and why (5 minutes maximum). Your total presentation time should be no more than 20 minutes. Please be mindful of your time, as one mark will be deducted for each minute over your 20 minute time allocation.

Presentation material need to be submitted, however, your presentation grade will be based on your presentation only.

Your presentation should include the following:

- 1) Job analysis process (research the requirements of the position),
- 2) A one page original job description including, duties, tasks, and responsibilities, and job specification, i.e. KSAO's (knowledge, skills, abilities and other attributes) required for successful performance in the job (don't be tempted to copy an existing job description).
- 3) Appropriate externally competitive compensation (some research required).
- 4) An objective, non-discriminatory recruitment process used to generate a pool of qualified candidates.

- 5) Selection criteria, including a short list of situational questions to determine the most appropriate candidate for the position.
- 6) A member of your group should be selected to be interviewed by a panel consisting of the remaining members of your group.
- 7) One member of the interview panel will explain the panels selection decision based on your interview criteria.

In cases where contributions of group members are in question, the instructor reserves the right to adjust the grade on the group presentation and paper accordingly for those individuals.

Further details relating to the group presentation and paper will be provided later.

Final Examination: (20%): The exam will be held in class on **July 25th, 2019**. Details will be announced closer to the exam date. More details will follow as the semester progresses, but the exam will not be cumulative, it's only covering Chapters 9-13 (see above). There will be no other alternative date to write the final exam. The instructor will provide more details of the format.

Marks for *Professionalism vs. Participation*

My decision to base part of the course mark on *professionalism* is based, in part, on teaching experience, through which I found there to be a direct correlation between students' marks and their level of participation in class discussions.

However, in considering this further, I decided that mere *participation* is insufficient, but in fact, it is *professionalism* (which includes participation, among other things) that should be considered. It is my hope that in basing a material portion of your final mark on professionalism, this will better prepare you for the "real world".

The article "*Professionalism Marks vs. Participation Marks: Transforming the University Experience*"¹ is posted on this course's Moodle website and serves as the basis for the decision to award marks for professionalism in this course.

Practically-speaking, some of the things that will count towards this component of your final grade include (but are not limited to) the following:

- Attending class and being on time
- Having your name clearly displayed in a large, dark font so I can read it from the front of the room
- Bringing news articles of interest to class to discuss, and posting them on Moodle
- Paying attention in-class, not using mobile devices, iPhones or other electronic devices
- Being prepared for class, having done all of the assigned readings, and being prepared to speak when called upon, often *randomly*
- Participating in class discussions with *meaningful* contributions; including Moodle discussions online and in-class debates
- Asking pertinent questions
- Carefully following all instructions relating to classes, assignments and exams
- Handing-in your work on-time (or early)
- Respecting other students

This is not a kindergarten class and it is not my intent to "*police*" you. However, professionalism is extremely important in the real world, and what better training than to begin now! To be clear, you will not fail this course by missing classes, but if you regularly miss class with no valid reason, this will certainly impact your professionalism mark, the same way regularly missing work with no valid reason would certainly impact your career.

¹ Wells, Elizabeth A. "Professionalism Marks vs. Participation Marks: Transforming the University Experience." Collected Essays on Learning and Teaching: The Evolving Scholarship of Teaching and Learning. 1. Ed. Alan Wright, Shannon Murray, Margaret Wilson. Windsor: 2008. 115-118. Print.

IMPORTANT YORK POLICIES:

Academic Honesty (Senate Policy)

Breaches of the Senate Policy on Academic Honesty are serious matters. To quote the Senate Policy on **Academic Honesty**:

The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the York Academic Honesty policy for themselves at: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <http://www.yorku.ca/academicintegrity/tutorial.htm>

Grading Scheme and Feedback Rule (Senate Policy)

The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first two weeks of classes. Under normal circumstances, some graded feedback worth at least 15% per cent of the final grade for Fall, Winter or Summer term, and 30% for 'full year' courses in the Fall/Winter term should be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see policy for exceptions to this aspect of the policy: <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

Final Examinations 20% Rule (Senate Policy)

No examinations or tests collectively worth more than 20 per cent of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Reappraisals

For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures:

Deferred Standing

The School of Human Resource Management's Deferred Standing Request process for Final Exams: **Within 7 calendar days** of a missed final exam, students must request a deferred exam by following these steps:

1. Submit a request online using the HRM Deferred Standing system: <http://shrm.laps.yorku.ca/students/deferred-exam-request/>

2. Submit the Deferred Standing Agreement (DSA) form along with supporting documentation (ie. Attending Physician's Statement) to the School of Human Resource Management. Students will be notified via email about the status of their request once their forms have been processed by the Undergraduate Program Director.

Students with Special Needs (Senate Policy)

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. **Please alert the Course Director as soon as possible should you require special accommodations.**