Course Outline: 3470 Section N
Online

Winter 2026
Recruitment, Selection and Performance Appraisal of Personnel

Instructor: Dr. MJ Ducharme
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Office Hours: by appointment over zoom

Course Description:

This course examines recruitment and selection from a scientific and applied perspective, focusing on how organizations identify, attract, and select employees. Students will learn to conduct a job analysis and develop a selection system. The course emphasizes the importance of reliability, validity and the utility of scientific selection. We explore issues related to selection including legal issues, bias, ethics, and recent advancements. The goal of the course is to develop the knowledge of how to design a selection system that is effective, legally defensible and aligned with organizational strategy.

Required Text:

V.M. Catano, W.H. Wiesner, R.D. Hackett, L.L. Methot, Recruitment and Selection in Canada, Eighth Edition.
Any recent edition is ok.

Evaluation:

1.20% Test: will cover Chapters 1-10 of text and lectures. There is a focus on the lecture material. The test will be held online in Eclass, and will be open during the final exam period and will be remain open for one week. The exact date will be determined once the final exam schedule is out. The test will be open book. You are expected to complete the test independently (plagiarism tools make it really easy to tell when students have worked together--don't try it). The test consists of four short-answer questions, each with a strict word limit. Generative AI tools may be used to support idea generation, clarification, and consolidation of course concepts. However, responses must reflect the student's understanding of material emphasized in the course. The word limits are intentionally designed to require prioritization of key concepts, appropriate terminology, and course specific insights; generic answers will not be graded highly. Effective responses will demonstrate judgment about what is most relevant and central, drawing on lectures, and assigned readings rather than relying on broad or unspecific content. Do not go beyond course content. References are not necessary. Once you open the test you will have 90 minutes to complete it.

2. 30% Selection System Project Part One (SSP1): Intro and Job analysis. This is a group project. One member of your group submits the project with all group members' names on the first page. There is no preferred format for this. Think of it as a client report. How does it best make sense to present the information so it is practical for your client. You will be automatically assigned a group. This group will stay together for SSP1 and for SSP2 (SSP2 is a continuation of SSP1). The job analysis is based on the work of one member of your group who has a job or has had a job. The group will "job analyze" that person's job. Being the group member whose job is analyzed does not excuse you from any of the subsequent work. Individuals may be allowed to work alone in extenuating circumstances, so please reach out and ask. For SSP1 you are expected to do the following:

- A one paragraph description of the organization in which the job is based.
- The NOC listing for that job role
- The rough job analysis (the 5 questions discussed in class and their answers)
- The task bank. This is the bulk of the work. All group members need to be involved in this aspect of the work, it should not be assigned to one or two group members. This is a big job. We discuss in two lectures how to do this. Please refer to those lectures frequently when working on this. The task bank needs to include OUTPUTS, TASKS, KNOWLEDGE, SKILLS & ABILITIES, PERFORMANCE STANDARDS. Again, refer to the lecture to understand what I'm referring to here. The task bank is a big job but it's important for you to learn how to do this. Once you do a few tasks, the job becomes easier. If you would like to meet with me at anytime for help and feedback on this process, please email me.

3. 30% Selection System Project Part Two (SSP2): Continued from SSP1. Please include your SSP1, with any suggested edits, in your SSP2. Again, one group member submits for the whole group with the names of all group members attached. Please note, that you will hand in your SSP2 twice. First for peer feedback on March 16 (if you miss this deadline you only miss your chance to earn 5% for peer feedback—you can't give peer feedback if you don't submit yours on time). The final SSP2 hand-in, which you will integrate my feedback from SSP1, peer feedback from SSP1 and peer feedback for SSP2 (FYI only integrate useful feedback from peers).

Each of the lectures will serve as a section in your project. More detail is provided in each lecture about how to do each section.

- **Performance appraisal:** Develop a performance appraisal tool based on the information obtained in your job analysis. Explain the rationale of your choice of KSAOs as well as their weighting (it should be based on job analysis). Explain the rationale for the type of performance appraisal you chose. Your performance appraisal tool should have behavioural anchors.
- **Recruitment:** Based on what you now know about this job and organization, how would you recruit? Explain.
- **Screening**: Based on what you now know about this job and organization, how would you screen applicants? Why? Explain.
- **Testing:** What tests will you choose to select the appropriate candidates for this position, if any? Explain the rationale for your choices.

- **Interviewing:** Will you use an interview to select candidates? Why or why not? Even if your rationale is not to develop an interview, I want you to develop the interview and include it in this chapter. A BDI is required with appropriate behavioural anchors and probes.
- **Decision Making**: How will you make a final decision about candidates? Which approach will you use? Rationalize your approach.
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4. 5% Peer Feedback Component SSP1: Your group will be assigned the work of 2 other groups' SSP1s. You are to provide feedback based on your knowledge of the course material.

- Are all the components of the project included?
- Provide feedback on their outputs. Do they make sense based on the job? Are there enough outputs to capture the work but not so many that they are very small and insignificant? Do the outputs capture a significant aspect of the work?
- Are the tasks structured properly based on what we discussed in class? Do they belong in the output they are assigned?
- Do the lists of KSAOs make sense and flow from the job analysis?
- Is there a list of performance standards? Did they flow from the job analysis?

You will be graded out of 2.5 for each peer feedback submission. You have to make an honest attempt at helpful and knowledgeable feedback to get the full grade.

5. 5% Peer Feedback Component SSP2: This will be run exactly the same as peer feedback for SSP1. Based on the requirements for the project, what has the group done well and what do they need to work on?

6. 10% Article Application: This is a short assignment 900-1200 words. Find an article through our library and discuss its application to recruitment and selection. You can go two ways with this: an academic article or a trade journal article. Analyze the relevance of the article to recruitment and selection course concepts. You may use generative AI tools to help you extract information from the article (e.g., to summarize key ideas, define terms, or clarify unfamiliar concepts). However, the work you submit must reflect your own understanding, be accurate (watch out for AI hallucinations), your ability to apply course concepts, and your professional judgment about why the article matters for HR (specifically, hiring). Potential academic journals you could search:

- Journal of Applied Psychology
- Personnel Psychology
- Human Resource Management
- International Journal of Selection and Assessment
- Academy of Management Journal

Potential trade journals you could search:

- Harvard Business Review
- Canadian HR Reporter
- Society for Human Resource Management articles and reports
- HR Professional

After a very brief, one paragraph summary, your paper should answer 2 or more of the following:

- What are the most important contributions of the paper to selection practices?
- How does the article connect to theories and tools we have studied?
- What are the practical implications for selection practices?
- How the findings should (or should not) influence decision making around selection practices in organizations.
- One thoughtful limitation or caution that a practitioner should keep in mind.
- One concrete way an HR professional could apply this knowledge in a real world organizational context.

Course Schedule:

Date	**Topic**	**Reading Assignment**	**Note**
January 5	Introduction	Ch. 1	
January 12	Reliability, Validity, & Measurement	Ch. 2	
January 19	Legal Issues	Ch. 3	
January 26	Job Analysis	Ch. 4	
February 2	Job Analysis	Ch. 4	
February 9	Job Performance	Ch. 5	SSP1 Due
February 16	Break		SSP1 Peer Feedback Due
February 23	Recruitment & Screening	Ch. 6 & 7	
March 2	Testing	Ch. 8	Article application due
March 9	Interviewing	Ch.9 and 10	
March 16	Decision-Making	Chapters 1-10	SSP 2 Due (not yet graded, submitted for peer feedback)
March 23	SSP open discussion		SSP2 Peer Feedback Due

March 30	SSP Presentations (I choose excellent projects to present)		Final SSP 2 due (this one is graded by me)

FAQ:

1. What happens if a group member does not do their fair share? Reach out to them and let them know that unless they do their work, you will be reaching out to me. I will be taking them off of the group and they will have to work alone or get 0 on the project. Try and work out your group problems by being patient, understanding but direct about what needs to be done and when.
2. Who do we job analyze? Someone in your group who has had a job or has a job. If no one in the group works or has worked, then you may choose a parent/friend/relative. Choose someone who you know will be available and willing for a time consuming endeavor.
3. Why does my group have this weird name? The group names are chosen based on the names of prominent HR researchers. Google the name of your group + "HR researcher" and put a footnote about what you learned about them in the SSP1.
4. What if I don't get a deliverable in on time? In some extenuating circumstances I may be flexible about deadlines. When something happens, always reach out to your professor and explain.
5. I have accommodations. How will these accommodations be addressed? You will be given whatever you need to accomplish the course objectives based on your accommodations. More time will be added to your test. Deadlines can be adjusted—even if you're in a group.
6. How does the peer feedback component work? Not only do you do a group project, but you will be providing feedback to two other groups. This means you will be receiving feedback from two other groups.

IMPORTANT YORK POLICIES:

Academic Honesty (Senate Policy)

Atkinson as a Faculty considers breaches of the Senate Policy on Academic Honesty to be 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://www.yorku.ca/secretariat/legislation/senate/acadhone.htm

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

Grade Component Deadline (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. Please see Important Dates at: http://www.registrar.yorku.ca/importantdates/fw05.htm

Graded Feedback Rule (Senate Policy)
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, with the following exceptions:

- graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations;
- practicum courses;
- ungraded courses;
- courses in Faculties where the drop date occurs within the first three weeks of classes;
- courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of one credit hour per two calendar weeks or faster).

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.

For more information on the Graded Feedback Rule, please visit: http://www.yorku.ca/secretariat/legislation/senate/gradfeed.htm

20 % Rule (Senate Rule)
No examination or test worth more than 20 % of the final grade will be given during the last two weeks of classes in a term, with the exception of classes which regularly meet Friday evenings or on the weekend (Saturday and/or Sunday at any time). For further information on the 20% Rule, please visit: http://calendars.registrar.yorku.ca/examschedules/examinfo/twentypercent.htm. For further information on examination scheduling, and Atkinson examination exceptions to this rule, please see "Notes" in the table:

Reappraisals
For reappraisal procedures and information, please visit the Office of the Registrar site at: http://www.registrar.yorku.ca/services/policies/grade.htm

Accommodation Procedures:
Deferred Standing

Students who have experienced a misfortune or who are too ill to attend an examination in an LA&PS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: http://www.registrar.yorku.ca/services/ds_faq.htm

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.** For Atkinson specific resources, please visit the Atkinson Counselling Centre at: http://www.yorku.ca/atkcsc