

I. COURSE DESCRIPTION:

This course provides an overview of the principles, issues, trends and legislative requirements affecting the recruitment and selection process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify the legislation that impacts recruitment and selection and to explain the intent of equal opportunity in the employment function. (Chapter 2)

Potential Elements of the Performance

- understand the major legal issues affecting recruitment and selection.
- know how relevant human rights and employment equity legislation and policies affect recruitment and selection.
- understand how legal concerns translate into recruitment and selection.
- know the key legal concepts that have had an impact on recruitment and selection in Canada.
- be able to use the basic concepts and principles discussed in the chapter in the development of recruitment and selection systems that meet legal requirements.

2. Demonstrate knowledge of all functional areas in recruitment and selection. (Chapter 4, 8,9,10,11)

Potential Elements of the Performance

- be able to describe the purposes of organizational analysis and its relation to human resources recruitment and selection.
- be able to describe guidelines for conducting analyses employing a variety of job analysis techniques and recognize processes for identifying personnel specifications to be used in recruitment and selection of human resources.
- know how to utilize information acquired through job analysis in order to effectively recruit.
- know the relationship between job analysis and the predictor and criterion measures that are used in selection.
- know the advantages and disadvantages of using five common screening devices.
- be familiar with the professional and legal standards that govern the use of employment tests.
- understand common decision-making errors in employee selection.

3. Discuss current and future challenges in the field of recruitment and selection. (Chapter 1)

Potential Elements of the Performance

- global competition has created the need for higher efficiencies and lower costs of goods and labour.
- rapid advances in technology - job displacement, jobs being redefined, contingent employment
- changing workforce demographics – increased diversity, variations in educational levels, aging workforce

4. Explain the contribution of recruitment and selection to an organization's success. (Chapter 1)

Potential Elements of Performance

- discuss relationship between recruitment and selection and competitive advantage.
- explain the role of recruitment and selection in reducing employee turnover and increasing productivity.
- discuss the correlation of an organization's long-term profitability and productivity and relate this to the recruitment and selection activities.

5. Discuss the role of competencies and criterion measurement in selection. (Chapter s 5 & 6)

Potential Elements of Performance

- understand what competencies are.
- understand the role competencies play in recruitment and selection.
- be able to distinguish competency-based human resources models from those based on job analysis.
- know how to identify competencies.
- be able to distinguish core competencies from specific and unique competencies.
- appreciate the important role played by job performance in selection and assessment.
- know how organizational goals influence both individual and group performance.
- discuss the need for any criteria chosen for use to be valid, reliable, practical and capable of withstanding legal challenge.
- explain the relationship between job performance dimensions or competencies and the type of criterion measurement selected

6. Demonstrate the most effective methods for identifying and attracting candidates. (Chapter 7)

Potential Elements of Performance

- understand the link between recruitment and selection.
 - appreciate the strategies used by job seekers to investigate jobs and organizations.
 - understand how a job seeker's interests and values influence job search strategies.
 - appreciate how job candidates use characteristics of the job and organization in choosing among jobs.
 - know the role that accurate expectations play to improve the fit between a person and an organization.
 - understand the linkage of recruitment to job and organization analysis.
 - be aware of the internal and external factors that influence an organization's recruitment strategy.
 - be able to design and implement a recruitment action plan.
 - be aware of the different methods that can be used to recruit internal and external job applicants.
 - understand the increasingly important role played by the Internet in recruiting.
7. Demonstrate the ability to effectively conduct a behavioural employment interview using a variety of questioning techniques. (Chapter 10)

Potential Elements of performance

- understand the purposes and uses of employment interviews.
- Appreciate the selection errors associated with traditional approaches to employment interviewing.
- understand different structured interviewing techniques and their relative advantages and disadvantages.
- explain the nature of patterned behaviour description interviews (BDI) and be able to develop effective questions.
- appreciate aspects of the law as it pertains to interview practice.
- understand the BDI questions are designed by examining each task or situation to identify the behavioural dimension underlying the situation.
- comprehend the nature of the behavioural sample interview (BSI) and utilize it effectively.

TOPICS:

1. Legal issues Affecting Recruitment and Selection
2. Organization and Job Analysis
3. Role of Competencies and Job Performance in Selecting Employees.
4. Performance Measurement: The role of Criteria in Selecting Employees.
5. Recruitment: Identifying, Contracting and Attracting the Talent Pool
6. Applicant Screening and Selection.
7. Testing
8. Interviewing
9. Decision Making

Required Resources

“Recruitment and Selection in Canada” by Catano, Cronshaw, Wiesner, Hackett, Methot
 Publisher: Thomson Nelson

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment(s)	20%
Participation	10%
Midterm Test	30%
Final Test	<u>40%</u>
	100%

Note: A minimum grade of 70% is required to pass this course.

The following semester grades will be assigned to students in other than postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations	

with extenuating circumstances giving a student additional time to complete the requirements for a course.

NR Grade not reported to Registrar's office.
W Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

There is no PLAR in Human Resource Practice Certificate courses.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.