



**COMMERCE 4BB3, C01
RECRUITMENT & SELECTION (ONLINE)
COURSE OUTLINE
Fall 2020**



<p>Dr. Frances Tuer, Facilitator Office: DSB/419, my basement, and other locations around Hamilton. Email: tuerfl@mcmaster.ca MS Teams Chat: @Tuer Office Tel.: N/A for Fall 2020 Cell: 905-708-4472 Virtual Office Hours: Monday, Tuesday, and Friday from 10:30 to 11:30 a.m. For more on me see: www.francestuer.com</p>	<p>As with all courses at McMaster in Fall 2020, this course will be offered in an <u>online</u> format. Because 4BB3 has been offered online for three years it is <u>not</u> required to have a virtual synchronous classroom component (instructor and <u>all</u> students online at same time).</p> <p>However, you will to participate in weekly discussion groups on MS Teams (various times) and you can speak to me “face-to-face” using MS Teams private meeting during Virtual Office Hours and at a mutually convenient time.</p> <p>TA: TBD</p>
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COURSE OBJECTIVES

This course will provide a *conceptual* and *operational* understanding of the key aspects of human resources staffing functions, including job analysis, recruitment, assessment, selection, and performance evaluation. At the completion of this class, students should be able to design and implement an effective and legally defensible staffing system tailored to organizational requirements. They should also be able to evaluate existing staffing programs for efficaciousness and legal compliance.

Prerequisite: COMMERCE 2BC3 (or 3BC3) or 3BB3; and registration in any Commerce or Engineering and Management program. (See undergraduate calendar for more information). This course has received approval from the HRPA as preparation for their knowledge examination, and as such, must cover the full domain of recruitment and selection. Those not pursuing a career in HR though will still find it very relevant to future hiring decisions in which you may become involved.

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation(group) :	Yes	Innovation:	Yes	Group work:	Yes/No	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	Yes	Guest speaker(s):	No

LEARNING OUTCOMES

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

- Understand the basic processes and principles related to organizational staffing
- Understand the Canadian legal environment as it relates to recruitment and selection of human resources.
- Understand the scientific foundation of recruitment and selection research and practice.
- Appreciate the contribution of recruitment and selection practices to organizational effectiveness.
- Recognize the importance of having the results of empirical research on recruitment and selection inform the use of these practices in organizational settings.
- Appreciate the influence of individual, job-related, and organizational characteristics on the attraction of job applicants.
- Know the advantages and disadvantages of various types of psychological tests that may be used in the selection of human resources.
- Know the limitations of traditional employment interviewing methods and the advantages of structured employment interviews
- Critically evaluate the recruitment and selection practices being used by organizations.
- Contribute to the improvement of an organization's recruitment and selection practices

CONTENT AND METHOD OF INSTRUCTION

This course exposes students to staffing issues in the Canadian context. Topics include job analysis, legal and measurement issues related to staffing, recruitment, employment testing, interviewing, and selection decision-making strategies.

<i>What you will do</i>	<i>Where you will do it</i>	<i>How you will do it</i>	<i>How it will be assessed</i>
Acquire content knowledge	Avenue to Learn	Self-study of textbook and annotated PP slides	Online chapter quizzes
Learn about, discuss and critique Recruitment and Selection practices that disadvantage black Canadians.	Microsoft Teams And PebblePad	Weekly reading/viewing followed by online discussion and written reflection in a digital workbook	Weekly review of your Pebble workbook to assess completion & effort. You will self-assess online discussion contributions for each week in the workbook.
Create a recruitment and selection plan designed to improve black employment/promotion in a specific occupation.	PebblePad	Final take-home assignment	Demonstrated understanding of employment equity and human rights legislation.

REQUIRED COURSE MATERIALS AND READINGS

Recommended Textbook: Catano, V.M., Wiesner, W.H., & Hackett, R.D. (2019). *Recruitment and Selection in Canada (7th edition)*. Toronto: Nelson Education Ltd.

- **ISBN-10:** 0176764666
- **ISBN-13:** 978-0176764661

Used copies available may in bookstore, and possibly through other channels, as this version was adopted in Fall 2018. An e-book is also available by purchasing an access code to MindTap from Nelson Education. The online resources that come with this e-book can be useful but are not mandatory. Use previous version at your own peril.

On **Avenue to Learn** you will find a set of quite detailed PP slides provided by the publisher, to which I have added comments. The slides and comments highlight the key points of each chapter and I would recommend going through these before you use the textbook to clarify your understanding. However, if you find it works better the other way for you, feel free to travel your own path! Some students choose not to obtain a textbook; quizzes are built on the assumption that you have access to the textbook. PP slides with comments may not be sufficient but it is your decision.

You will need to download **Microsoft Teams** in order to participate in virtual discussions MS Teams is **FREE** to all McMaster students as part of the McMaster site license for Microsoft Office 365. If you are using an older version of Office, you will need to upgrade.

Most of you should already have a **PebblePad** account from previous courses e.g. Commerce 3S03. If not, please contact me in the first week. The digital workbook will be completed within PebblePad and auto-submitted weekly and the final Take Home Assignment will be submitted and assessed through PebblePad.

EVALUATION

Components and Weights

<u>Component</u>	<u>Weight</u>	<u>Dates</u>
Chapter Quizzes (10 @ 5% each)	50%	See Class Schedule
Written Reflections (Pebble workbook)	10%	auto submitted weekly
Discussion Contribution (Pebble workbook)	10%	auto submitted weekly
Open Book Take-Home Assignment (individual or pair)	30%	due last day of Fall term
Total: 100%		

Grade Conversion:

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA</u>	<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA</u>
A+	90 - 100	12	C+	67 - 69	6
A	85 - 89	11	C	63 - 66	5
A-	80 - 84	10	C-	60 - 62	4
B+	77 - 79	9	D+	57 - 59	3
B	73 - 76	8	D	53 - 56	2
B-	70 - 72	7	D-	50 - 52	1
			F	00 - 49	0

DESCRIPTION OF COURSE COMPONENTS

Chapter Quizzes (50%, 10 at 5% each; we are counting all of them this term)

Each week, once you have reviewed the relevant chapter using the commented PP slides and the textbook, there is an online quiz on Avenue to Learn. You can do quizzes week by week or work ahead; all ten will be open from the start of the term. The only criterion is that each quiz must be submitted by its final deadline. So, for instance, you could do 2 quizzes one week, 3 another week, take 2 weeks off, and so on. Each quiz will contain 10 randomly selected, multiple choice questions ranging from recall to comprehension level; you will have 17 minutes to complete the quiz. Quizzes are graded as soon as you submit them. You are allowed a **second attempt** at each quiz, **only if you get a minimum score of 55% on your first attempt**; note that the questions will not be the same the second time round. If you decide to use the second attempt, we will take the highest attempt, but consider that if you did well on attempt # 1 your time might be better spent on something else. **All quizzes must be completed to gain course credit.** Quizzes are MSAF eligible, but MSAF must be submitted in a timely manner and can only be used once per term (across courses). Therefore, plan to do the quiz early in the week and leave yourself a buffer in case things come up. Please use a robust device on a high-speed network to complete your quizzes.

#BlackLives Matter – (PebblePad Workbook: 10% for written reflections and 10% for self-assessment of online discussion contribution)

Current events in the United States and Canada have once again highlighted the different treatment and life experiences of members of the black community. Relevant to Commerce 4BB3 course is differential access to employment and promotion. We will take this opportunity to “listen and learn” via readings and commentaries to become more informed about the challenges, causes, and solutions facing black Canadians, in particular. We will “seek to understand, not to be understood”. We will create a safe environment in which we can discuss without judgement and from which all of us will be better positioned in influence hiring and promotion policies and practices in our current and future organizations.

Each week you will be assigned a reading/video relevant to black recruitment and selection, which could be Canadian or from another country but would fit with Canadian situation. You will need to process and reflect on this information in your digital workbook on PebblePad before joining in an online discussion (3 timeslots each week, drop-in to anyone of them). In the online discussion we will probe for deeper insight, challenge the information, and propose solutions. After the session you will then go back to your PebblePad workbook add to your initial reflection and assess your role in that week’s discussion using a Behaviourally Anchored and weighted Rubric.

Workbooks will be auto-submitted each week and reviewed to evaluate completion and effort. What you say will not be evaluated – how much thought you put into it will be evaluated. PebblePad uses Turnitin.com; academic dishonesty will result in a zero grade on the entire workbook. These are highly personal reflections so identical or very similar reflections will be a big red flag. **A minimum grade of 6/10 on the written reflections is needed to obtain course credit. A minimum grade of 6/10 is also needed on self-assessment of online contributions to obtain course credit. Attendance during online discussions will be captured to verify presence in online discussion. You can’t get 8/10 on contribution if you missed 3 weeks of discussion.**

In short, there isn’t a way to “duck” the discussion and reflection component and just do the quizzes and the assignment. If you will not be able to participate in discussions and reflections, please consider taking a different course.

Final Integrative Assignment (1 @ 30%)

To conclude the course, you will be given the opportunity to demonstrate your cumulative knowledge and skills gained from the content quizzes and the online readings and discussions. **The final assignment will require you to create a recruitment and selection plan to increase hiring/promotion of black Canadians in a specific occupation.** You will be provided with a template asking for specific discussions – not everything you have learned or thought about.

At any point in the term, but at latest upon receipt of the assignment instructions and template, YOU are to notify me of the occupation you would like to focus on for your assignment OR you can ask to be assigned an occupation. Choosing an occupation sooner rather than later will ensure you have time to confirm that relevant statistics will be available to you. Starting at the beginning of the term, choices will be updated on a class-level document on a first-come first serve basis, so you can see what has already been allocated; duplicate topics are not allowed because:

- a) It reduces temptation to engage in academic dishonesty
- b) I have a hard time reading about the same thing over and over. I use assignments to enhance my own knowledge and round out my perspective.

You can work by yourself or with ONE partner. If you choose to work with a partner both of you are responsible for the content of the entire submission and will receive the same grade. Do not “divide and conquer” unless you are going to engage in mutual review and constructive criticism. As with all HR practices they have to be aligned with each other; if you split up the assignment then you run the risk of misalignment. If you would like to work with someone but don’t know anyone then you can “post” your need in a “Seeking Partner” channel on MS Teams. Last, but not least, do NOT “ditch” a partner if something/someone “better” comes along (friend, someone with different topic). That is completely unprofessional; expect to have a chat with me about that behaviour.

Citation of external sources to give background information on the current situation in that occupation will be required, but further research is not to be used. I am not interested in what other people have said or recommended to improve the situation. The bulk of your submission must demonstrate what you have learned about best-practices in recruitment and selection and employment equity. This will require making careful choices from the range of recruitment practices and careful choices from the range of selection practices. Choices must be accompanied by explanations and descriptions/examples (where requested). Assignments will be submitted on PebblePad (separate file upload and share (not in your workbook).

IMPORTANT NOTICES

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results (or could result) in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

In this course we will be using a web-based service (Turnitin.com) to review submitted papers for plagiarism. Students will be expected to submit their work electronically to a Drop Box on Avenue to Learn. The submitted work will be assessed by Turnitin.com for evidence of plagiarism. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to;

www.mcmaster.ca/academicintegrity

In addition, an online proctoring service may be used and the instructor reserves the right to request and examine patterns of online communication on any device during the period of the examination.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or other course component in the following ways:

- a) **for absences from classes lasting up to three (3) days; or**
- b) **for absences from classes lasting more than three (3) days.**
- c) **for conflicts arising from Student Experience - Academic Office (SEAO) approved events**

a) For missed coursework worth less than 25% of the final grade (and/or absences lasting 3 days or less):

Students must use the MSAF (McMaster Student Absence Form) for their first incidence of missed coursework worth less than 25% for each term. This is an on-line, self-reporting tool, for which submission of medical or other types of supporting documentation is normally not required. Students may use this tool to submit a maximum of one (1) request for relief of missed academic work per term as long as the weighting of the component is worth 24% of the final grade or less. Students must follow up with their course instructors regarding the nature of the relief within two days of submitting the form. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course. **In this course, weight of one or more assessments CANNOT be transferred to other components, unless you have received approval for extended accommodation (see section b, below).**

If the value of the component is worth 25% or more, students must report to the SEAO to discuss their situation and will be required to provide appropriate supporting documentation.

b) For missed coursework worth 25% or more of the final grade (and/or absences lasting more than 3 days):

Students MUST report to the SEAO to discuss their situation and will be required to provide appropriate supporting documentation. If approved, students will be given access to the MSAF system where they will be required to enter the details of the missed coursework for which they were approved. Students must follow up with their course instructors regarding the nature of the relief within two days of submitting the form. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

Students who wish to submit more than one request for relief of missed academic work per term cannot use the online MSAF tool without permission. They must report to the SEAO and discuss their

situation with an academic advisor. They will be required to provide supporting documentation and possibly meet with the Manager.

c) For conflicts arising from Student Experience - Academic Office (SEAO) approved events

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Please see the DeGroote Missed Course Work Policy for a list of conflicts that qualify for academic accommodation

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

Such requests must be made to the Student Experience - Academic Office at least ten (10) working days before the scheduled exam along with acceptable documentation.

Non-Commerce students must submit their documentation to their own Faculty Office and then alert the Student Experience - Academic Office of their interest in an alternate sitting of the midterm.

Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by the Student Experience - Academic Office.

The MSAF cannot be used during any final examination period.

POLICY FOR <u>APPROVED</u> MISSED ACADEMIC WORK
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Students who cannot write a test, **and have advanced knowledge and permission as described above, will be given the opportunity to write an alternate version of the test and an alternate time.**

Students who did not write an exam, and subsequently provide an MSAF submission, or documentation for which they have been approved by the Student Experience – Academic Office, will have the weight of the missed work reallocated to the final exam. The student must follow up with the instructor to understand this process and decision.

Students who submit an MSAF, or have been approved by the Student Experience – Academic Office, for an assignment deadline, will be given an extension of 3 days for the assignment. Please note, the student will ultimately be required to submit the assignment.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

STUDENT COURSE EVALUATION

Administration of the teaching evaluation questionnaire will be conducted near the end of the course, in accordance with the School of Business Guidelines, and all students are expected to participate.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate **from their official McMaster University email account**. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants.

Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

Students who wish to have a course component re-evaluated must complete the following form:

http://www.mcmaster.ca/policy/Students-AcademicStudies/Form_A.pdf

In order for the component to be re-read:

- the component must be worth 10% or more of the final grade in the course
- students pay a fee of \$50 in Gilmour Hall #209 and the receipt is then brought to Student Experience - Academic Office (formerly the APO) in DSB 104
- the Area Chair will seek out an independent adjudicator to re-grade the component
- an adjustment to the grade for the component will be made if a grade change of three points or greater on the 12 point scale (equivalent to 10 marks out of 100) has been suggested by the adjudicator as assigned by the Area Chair
- if a grade change is made, the student fee will be refunded

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

CLASS SCHEDULE

Week	Topic/Chapters	KEY DELIVERABLES
1: 8/9	Course Intro: Join us on MS Teams to watch the course intro (live or recording)	Introduce yourself on MS Teams Complete the doodle poll about preferred discussion times
2:14/9	Chapter 1: Introduction to Recruitment & Selection <i>Last day to Add/Drop is Wednesday Sep 16 (my birthday!)</i>	Pre-Reading: Drop-in Discussion (DID) # 1 – attend any one of the three times Written Reflection (WR) # 1 Workbooks will be reviewed every week starting following Monday.
3:21/9	Chapter 2: Measurement – Reliability and Validity	Ch. 1 Quiz by noon Monday Sep 21 Pre-Reading: DID and WR # 2 – attend any one of the three times
4:28/9	Chapter 3: Legal Issues	Ch. 2 Quiz by noon DID and WR # 3
5:5/10	Chapter 4: Job Analysis and Competency Models	Ch. 3 Quiz by noon Monday Oct 5 Pre-Reading: DID and WR # 4
Oct 12 – 16.	MIDTERM RECESS –No quiz due this week but feel free to work ahead on quiz and/or workbook	
6:19/10	Chapter 5: Recruitment & Selection and Job Performance	Ch. 4 Quiz by noon Mon Oct 19 by noon Pre-Reading: DID and WR # 5
7:26/10	Chapter 6: Recruitment:	Ch. 5 Quiz due Mon Oct 26 by noon DID and WR # 6
8:2/11	Chapter 7: Applicant Screening	Ch. 6 Quiz due Mon Nov 2 by noon Pre-Reading: DID and WR # 6
9:9/11	Chapter 8: Testing	Ch. 7 Quiz due Mon Nov 9 by noon Pre-Reading: DID and WR # 7
10:16/11	Chapter 9: Selection Interviewing	Ch. 8 Quiz due Mon Nov 16 by noon DID and WR # 8
11:23/11	Chapter 10: Strategies for Selection Decision Making	Ch. 9 Quiz due Mon Nov 23 by noon DID and WR #9
12:30/11	www.evals.mcmaster.ca Integrative Assignment released at noon on Monday November 30th with Q & A during Drop-in Discussion Times (optional attendance)	Ch. 10 Quiz due Mon Nov 30. by noon Integrative Assignment due by noon Monday, December 14th, 2020 on PebblePad (separate from the workbook)