

Talent Acquisition

HURS6008

Course Outline (online)

Description:

This course introduces students to the appropriate tools needed to recruit and select employees, identify related competencies, identify performance appraisal methods, and evaluate the effectiveness of these programs within the context of our Canadian legal framework. Other topics include job analysis and manpower planning, human rights legislation in Canada, decision-making strategies in personnel recruitment and selection, and the many means of assessing performance once a person is actually on the job.

This blended course is designed in the philosophy of active learning and uses individual reflection and assignments, group discussions, case-studies and presentations in the process of learning.

Course Goals:

- To increase participant knowledge of how to recruit and select highly motivated employees with applicable knowledge, skills, abilities and other attributes
- To increase students awareness of how organizations can gain a substantial competitive advantage by ensuring that correct competencies are duly identified
- To challenge students to think critically about current challenges facing organizations such as on-going monitoring and evaluation of employee performance
- To increase students' awareness of how to be more effective in groups and teams
- To introduce students to the key concepts and strategies with respect to recruitment and selection

Course Objectives: At the completion of this course, students should be able to:

- Describe the legislative constraints associated with staffing and performance assessment
- Understand the importance of validation and demonstrate the critical ability necessary to evaluate HR systems
- Demonstrate the expertise necessary to develop behaviourally-based selection and appraisal tools
- Define, discuss and apply key recruitment and selection concepts in individual assignments, discussions and the final exam
- Improve their interpersonal skills through on-going discussions within and across teams

Texts:

TBA

Evaluation Methods:

1. Quizzes – 5%
2. Polls / Forums – 20%
3. Mid-Term Exam – 25%
4. Assignment (Paper) - 25%
5. Final Exam – 25%

3. Individual Assignment (Paper) 25%

This course outline is a sample only and is subject to change.

Western Continuing Studies

An outline of what is required for this assignment will be distributed and also discussed during the first class. Each student will prepare a written report/paper that will approximately consist of 8 to 10 double-spaced pages.

Students will use their learning from the textbook, readings and other resources to support their conclusions and ideas. Please cite appropriately.

The purpose of this assignment is to show comprehension of learning by applying the concepts in this assignment, practice critical thinking and basic research skills.

4. Mid-term (25%) and Final Exam (25%)

Notes on assignments (papers and reports):

- Must be academic in style and content
- Must have a clear focus
- Must present ideas in a logical and well thought-out flow
- Arguments, analysis and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources
- Must be in paragraph format
- Must be double-spaced, and typewritten
- Must follow APA style

****Please note: if this course is being taken as part of the Human Resources Professional Association's (HRPA) Certified Human Resources Professional (CHRP) coursework requirement, a minimum grade of 50% or higher is required on this final exam to gain credit for the course.**

Final Grading:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

****Please note: a minimum overall grade average of 70% is required, with no individual course grade lower than 65% to complete the Diploma in Human Resources. Students must obtain an average of 70% in all ten required courses with no individual course grade below 65% to progress to practicum.**

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on "Scholastic Offences" in the current University Academic Calendar, or on the web at <http://www.westerncalendar.uwo.ca>. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University's code of conduct.

This course outline is a sample only and is subject to change.

Plagiarism:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

Statement on Professionalism:

Students enrolled in this program are expected to maintain standards of professionalism consistent with those in the workplace. This includes absenteeism and lateness, appropriate attire, use of technology during class, and your overall demeanour, especially when giving presentations, going on site visits, or hearing from guest speakers. Please consult your instructor if you require clarification on these standards and their interpretation for a specific course.

Code of Student Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Policy on Late Assignments:

Late assignment policy entails a 10% per day deduction, including weekends, up to a maximum of 5 days, after which assignments will not be accepted and a grade of zero will be assigned unless documentation for accommodation has been provided in advance.

Tests and Exams:

Tests and examinations in this course will be conducted using the remote proctoring service, Proctortrack. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. More information about this remote proctoring service is available in the Online Proctoring Guidelines at the following link: <https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf>.

Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. Information about the technical requirements are available at the following link: <https://www.proctortrack.com/tech-requirements/>.

Requesting Academic Accommodation

We recognize that, from time-to-time, and for varied reasons, students may require accommodation for assignments, tests, or other academic responsibilities. The following information should be used as a guideline for you to balance fairness with personal accountability as you work to fulfill course and program requirements. If you have any questions about these details, please contact the Program Manager.

- If you have disability-related accommodation needs, [Services for Students with Disabilities](#) (SSD) plays a central role in Western's efforts to ensure that its academic programs are accessible for students with disabilities at the graduate and undergraduate levels. SSD arranges academic accommodation for classes, exams, internships and other course or program activities. To request academic accommodation for medical/disability-related needs, contact SSD to meet with a counsellor to discuss your accommodation needs as soon as possible. SSD can be reached at

This course outline is a sample only and is subject to change.

Western Continuing Studies

519-661-2147 or ssd@uwo.ca. Note that accommodation from previous studies does not transfer to Diploma/Certificate programs.

- If you require accommodation for other human-rights based needs, please contact your instructor directly with your accommodation request.
- Approval of non-medical or non-human rights based accommodations is at the discretion of course instructors, who may consult with the Program Manager in some circumstances.
- If you require accommodation for a short-term medical issue, please follow the [Accommodation for Illness – Undergrads](#) policy available through the Academic Policies section of the [University Secretariat website](#). You may also contact the Program Manager directly for assistance with this policy.

When will I receive my grades?

Assignments will be marked, and the grades available, as soon as possible after they are due. Final grades will be available within two weeks after the last scheduled day of the course and can be viewed through the Student Centre account <https://student.uwo.ca>.

Students taking this course for professional development can print a grade report from [myWCS](#).

How do I hand in assignments?

All assignments will be submitted electronically through OWL using the assignment tool. Failure to meet deadlines without the instructor's written permission will be subject to the late assignment policy. It is the student's responsibility to ensure that all assignments forwarded to the instructor arrive before the due date. If you experience difficulty in submitting assignments through OWL, you are responsible for contacting the instructor and arranging an alternate method of delivery (e.g. e-mail attachment) for the assignment.

Course Schedule:

Unit	Topic & Learning Objectives	Readings and Coursework
1	An Introduction to Recruitment and Selection Learning Objectives for this Unit: <ul style="list-style-type: none">• Recognize the importance and relevance of recruitment and selection to Canadian organizations.• Describe where recruitment and selection fit into the organization as a whole and the human resources management system in particular.• Discuss strategic planning as applied to recruitment and selection.• Explain how changes in both the external and internal environments have an impact on recruitment and selection.• Identify which professional associations and groups in Canada have a stake in recruitment and selection.• Outline basic ethical and professional issues in recruitment and selection.	Student Course work: <ul style="list-style-type: none">• Read Chapter 1 in Catano et al (pgs 1 – 23)
2	Foundations of Recruitment and Selection I: Reliability and Validity Learning Objectives for this Unit: <ul style="list-style-type: none">• Discuss the basic components that make up a traditional personnel selection model.• Explain the concepts of reliability and validity.	Student Course work: <ul style="list-style-type: none">• Read Chapter 2 (pgs 27-59) in Catano et al

This course outline is a sample only and is subject to change.

Unit	Topic & Learning Objectives	Readings and Coursework
	<ul style="list-style-type: none"> Recognize the importance and necessity of establishing the reliability and validity of measures used in personnel selection. Identify common strategies that are used to provide evidence on the reliability and validity of measures used in personnel selection. Discuss the requirement for measures used in personnel selection to evaluate applicants fairly and in an unbiased fashion. Describe the practical steps needed to develop a legally defensible selection system. 	
3	Foundations of Recruitment and Selection II: Legal Issues Learning Objectives for this Unit: <ul style="list-style-type: none"> Discuss the major legal issues affecting recruitment and selection. Identify how relevant human rights and employment equity legislation and policies affect recruitment and selection in your organization. Understand and describe how legal concerns affect the practice of recruitment and selection. Discuss the key legal concepts that have had an impact on recruitment and selection in Canada. Apply the basic concepts and principles discussed to the development of recruitment and selection systems that meet legal requirements. 	Student Course work: <ul style="list-style-type: none"> Read Chapter 3 (pgs 65 -107) Catano et al
4	Job Analysis Learning Objectives for this Unit: <ul style="list-style-type: none"> Recognize the importance of job analysis and the role it plays in recruitment and selection. Describe guidelines for conducting analyses employing a variety of job analysis techniques. Use standard tools and techniques to conduct a job analysis. Discuss the processes for identifying job specifications to be used in recruitment and selection of human resources. Describe competencies and their role in recruitment and selection. Know how to identify competencies Recognize the need to validate competency-based systems. Identify competency-based HR models from those based on job analysis. Recognize best practices in competency modelling. 	Student Course work: <ul style="list-style-type: none"> Read Chapter 4 (pgs 113-154 in Catano et al
5	Job Performance and the role of competencies Learning Objectives for this Unit: <ul style="list-style-type: none"> Recognize the important role played by job performance in selection and assessment. Define the differences among task, contextual, adaptive, and counterproductive work behaviours. Identify the different types of counterproductive work behaviours. 	Student Course work: <ul style="list-style-type: none"> Read Chapter 4 (pgs 154)-169 in Catano et al Read Chapter 5 (pgs 179-200)

Unit	Topic & Learning Objectives	Readings and Coursework
	<ul style="list-style-type: none"> Describe the importance of developing and using scientifically sound measures of job performance in selection and assessment. 	
6	Mid term exam	Chapters 1-4
7		
8	Measuring Job Performance Learning Objectives for this Unit: <ul style="list-style-type: none"> Recognize what constitutes acceptable criteria that may be used to assess performance. Explain the relationship among individual performance measures, criteria, and performance dimensions related to a job. Discuss the technical aspects of measuring job performance. 	Student Course work: <ul style="list-style-type: none"> Read Chapters 5 (pgs 200-218) in Catano et al
9	Recruitment: The First step in the selection process Learning Objectives for this Unit: <ul style="list-style-type: none"> Discuss recruitment as part of an organization's strategic planning. Recognize the link between recruitment and selection. Describe how the characteristics of the job and organization are influential in attracting job applicants. Explain the role that accurate expectations play in developing a fit between a person and an organization. Identify the internal and external factors that influence an organization's recruitment strategy. Design and implement a recruitment action plan. Identify the different methods used to recruit internal and external job applicants.	Student Course work: <ul style="list-style-type: none"> Read Chapter 6 (229-281) in Catano et al.
10	Selection I: Applicant Screening Learning Objectives for this Unit: <ul style="list-style-type: none"> Recognize the difference between employee screening and employee selection. Describe the advantages and disadvantages associated with screening tools such as application forms, biographical information blanks, reference / background checks, resumes, video resumes, social networking sites and virtual job auditions. Discuss the legal status of these screening tools and the extent to which they are predictive of job performance. Design an effective multiphase screening program appropriate to the position requirements for any target job. 	Student Course work: <ul style="list-style-type: none"> Read Chapter 7 (291-317) in Catano et al
11	Selection II: Testing and Other Assessments Learning Objectives for this Unit: <ul style="list-style-type: none"> Identify commonly used assessments in HR selection. Describe the advantages and disadvantages of using these assessments. Explain the importance of the validity and utility of HR assessments. Discuss how people undergoing these assessments view them and how these views impact their perceptions of the organization's attractiveness. 	Student Course work: <ul style="list-style-type: none"> Read Chapter 8 (327--371) in Catano et al

This course outline is a sample only and is subject to change.

Unit	Topic & Learning Objectives	Readings and Coursework
	<ul style="list-style-type: none"> Summarize the legal issues surrounding the use of HR assessments. 	
12	Selection III: Interviewing Learning Objectives for this Unit: <ul style="list-style-type: none"> Recognize the purposes and used of employment interviews. Identify the multiple phases of the employment interview and the factors affecting employment interview decisions. Describe the selection errors associated with traditional approaches to employment interviewing. Discuss the elements of employment interview structuring. Identify different structured interviewing techniques and their relative advantages and disadvantages. Explain the legal and predictive advantages of structured employment interviewing methods. Develop competence in the design of effective interview questions and scoring guides. Discuss innovations and future directions in interview research and practice. Recognize the role of employment interviews in the changing organizational environment. 	Student Course work: <ul style="list-style-type: none"> Read Chapter 9 (393-435) in Catano et al
13	Decision Making Learning Objectives for this Unit: <ul style="list-style-type: none"> Recognize the complexity of decision making in the employee selection context. Identify the sources of common decision-making errors in employee selection. Distinguish between judgmental and statistical approaches to the collection and combination of applicant information. Discuss the advantages and disadvantages of various decision-making models. Identify issues involved with group decision making. Describe the basic principles in the application of cutoff scores, banding, and top-down selection. Summarize the factors that need to be considered in making a job offer. Explain the role of letters of employment and employment contracts in the job offer process. Analyze the issues and legal concerns, as well as potential dangers, that need to be considered in drafting and/or signing letters of employment or employment contracts. Discuss the benefits of using best practices in recruitment and selection. 	Student Course work: <ul style="list-style-type: none"> Read Chapter 10 (460-502) in Catano et al