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Kenneth Levene Graduate School of Business

GBUS 863
Staffing Organizations
Winter 2026 Course Outline (subject to minor changes)

Instructor: ███████████████	**Class Time:** ████████████████
Phone: ███████████	**Classroom:** ██████████████
Email: ███████████████████	**Term Dates:** ███████████████
Office: ████████	**Office hours:** ██████████████ by appointment

Land Acknowledgment: *The University of Regina is situated on the territories of the nêhiyawak, Anihšināpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.*

Calendar Description
The course introduces and develops concepts used in the staffing of organizations. The course will cover general staffing models, basic labour markets, laws and regulations affecting staffing, introduction to measurement theory, recruitment techniques, selection techniques and tools, decision-making for selection, and formalizing the job offer.

Overview of the Course
This course focuses on recruitment and selection of employees. The course integrates theory and practice. It will offer a review of evidence-based best practices in recruitment and selection and will highlight the importance of recruitment and selection within human resource systems. Students will be expected to engage as reflective practitioners and consider the implications for organizations. Cases and research articles will be used to illuminate a variety of contemporary challenges in employee recruitment and selection. Students will learn to employ robust research evidence while making HR decisions in their present or future workplace.

Learning Objectives
By the end of the course:

Students will:
- Gain insight into recruitment and selection as essential components of strategic HR planning, with an emphasis on their role in enhancing productivity.
- Understand the professional and legal requirements at all stages of the recruitment and selection process.
- Be able to translate their learning to practical HR situations in organizational settings.
- Be able to apply evidence-based management practices in HR-related decision-making.

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Accessibility and Accommodations:
If there is any student in this course who, because of disability, may have a need for accommodation, please contact the Coordinator for Special Needs Services at (306)585-4631. It would also be beneficial for you to discuss the accommodation with me.

Format
This *Hyflex* course will involve lectures, group discussions, article reviews, and case studies. I use an evidence-based management and problem-based learning approach for teaching that focuses on translating research-based learning into practice. This approach is most effective when students fully engage with the materials and the weekly activities.

Zoom link for class:
To be provided on the course website.

To get the most out of this course, students must prepare in advance by completing the weekly readings and/or other assigned tasks before coming to class. There will be two sessions. The first session will focus o*n providing students with a conceptual understanding of the topic,* and the second session will provide students with evidence-based learning *to understand real organizational problems and to solve those problems or recommend the best possible solutions based on robust research evidence.*

Writing Assistance
The Student Success Centre (**www.uregina.ca/student/ssc**) offers both on-line resources and in-person tutoring on writing skills.

Course Materials

Required Readings: There is no specific textbook for this course. However, the following textbook (free access online via Archer library login credentials) is highly recommended for theory-based understanding of current and future trends in staffing recruitment and selection. Additionally, I have assigned peer-reviewed articles based on the weekly content. When possible, I will post PDFs of the readings to our course website. Otherwise, they should all be available through the library. Please let me know if you are having difficulty accessing one of the articles.

Case Studies: Banff Aspen Case and JC Premium Cars HBR case

Textbook for theoretical understanding: Handbook of Strategic Recruitment and Selection: A Systems Approach by Bernard O'Meara and Stanley Petzall
https://ebookcentral.proquest.com/lib/uregina/detail.action?docID=1593391

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STUDENT CONDUCT

Academic Integrity

"Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor."

"Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community.

Use of AI is NOT PERMITTED

Students are expected to complete assignments, tests, and other academic evaluations using their own knowledge and abilities. The use of generative AI tools, including but not limited to ChatGPT, Claude, Grammarly, Jasper, Scite AI, Gemini, Perplexity, CoPilot, is considered a breach of this expectation.

Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. Unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily
2. Copying from the work of other students
3. Communicating with others during an examination to give or receive information, either in the examination room or outside it
4. Consulting others on a take-home examination (unless authorized by the course instructor)
5. Commissioning or allowing another person to write an examination on one's behalf
6. Not following the rules of an examination
7. Using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early)
8. Altering answers on an assignment or examination that has been returned
9. Taking an examination out of the examination room if this has been forbidden

Plagiarism

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Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

1. Not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. Presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

COMMON QUESTIONS

Formatting

There are many resources and websites on how to format and reference a document according to APA guidelines. When in doubt refer to the 7th edition APA resources provided by the Dr. John Archer library: https://library.uregina.ca/c.php?g=606347&p=4202685

At a minimum you must:
- Submit everything in MS Word
- Include a title page with a running header
- Page numbers on all pages including the title page
- Times New Roman 12" font with standard margins
- Double space
- Indent each new paragraph in the body text and use a hanging indent for the reference list (if you have a reference list)
- Use sub-headings to identify sections within your essay
- Have an introduction and a conclusion
- Reference list must be ordered alphabetically

Deadlines and Extensions

Any late submissions will be deducted 10% for each additional day. So, if something is due February 1 and submitted February 2, you will lose 10%. If submitted on February 3, you will lose 20%, and so on. This will continue for 10 days until you have lost 100% of the marks.

I understand that the life of a graduate student can be challenging sometimes. Please feel free to approach me to request extensions for any deliverables; however, I have a firm policy that no

extensions requested within 24 hours of the original deadline will be granted. Should you require an extension, it must be requested well in advance of the day something is due to avoid late penalties.

Course Evaluation Overview (Follow the rubrics provided- see Appendices)

Deliverable	2026 Due date	Value
I. Individual Contribution	Ongoing	10%
II. Journal article review	Individual assignment: February 3rd by 11:59 pm	20%
III. Job scenario analysis (Review CV, test instrument and interview type)	Mid-term paper (Individual assignment): February 26 by 11:59 pm)	20%
IV. In-class Group Case Assignments (Groups will be assigned by the Professor and these in-class assignments will be worth 10% each)	Group assignments: Thursday, Jan 22 Thursday, March 26	20%
V. Individual work – Final Project HR report	April 16, Thursday, by 11:59 pm	30%
Total		**100%**

Course Evaluation (Follow the rubric for exact details on specifics)

I.   Individual Contribution (10%) – Ongoing

This portion of your grade will be based on attendance and participation, level of preparation and engagement, and your ability to make consistent and thoughtful contributions throughout the entire term. This includes the ability to take part in appropriate collegial dialogue with fellow students and the instructor, participate in class activities, challenge assumptions, and provide innovative suggestions. There will be in-class agree/disagree questions, Mentimeter surveys and a review of weekly readings, mostly to evaluate contribution.

At a graduate level, students will have many great insights, firsthand experiences, ideas, and expectations that are critical to share to truly get the maximum value out of the course. Some suggested contribution opportunities include:
  • Sharing firsthand experiences
  • Offering observations that help clarify or integrate class concepts

• Sharing comparisons with various organizations, legal parameters, geographic locations, etc.
• Asking questions of classmates to drive further discussion and analysis
• Respectfully disagreeing and inquiring of additional information in information presented in class by the instructor and / or fellow students
• Bringing in additional research or current affairs into the course for discussion.

At a minimum, students are expected to be present and engaged in class. If a student cannot attend class, the instructor should be notified in advance whenever possible. If you miss a class, you can still earn your contribution grade by participating in the online discussion forum that pertains to the material covered in the class you missed. Either form of contribution (synchronous/in-class or asynchronous/online discussion) requires that you share your understanding of the material with your classmates. Elevated levels of participation would include active participation in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and firsthand experiences/observations.

When evaluating your contribution, I pay attention to the quality and consistency of your contributions throughout the entire term. Contributing does not mean that you dominate in-class discussion or the online discussion forums – in fact dominating in either forum would most likely be detrimental to learning. Very often, listening attentively will be a more meaningful contribution. Being actively engaged, clearly prepared, and providing your comments when appropriate in a respectful manner will gain you higher grades in this aspect of the course.

The summary of your rankings for all classes will be used to determine an overall mark at the end of the term worth 10% of your total grade:

No in-class engagement/post(s) OR engagement/post(s) detrimental to learning	0
In-class engagement and/or online post(s) demonstrate adequate preparation	1
In-class engagement and/or online post(s) demonstrate extensive preparation and/or comprehensive understanding of material.	2

II.   In-class Group Assignments (10% each for a total of 20%)

Groups will be assigned at the beginning of the term and comprised of 4 to 5 students. These groups will remain the same throughout the term, and groups will work together to complete two group assignments that will occur *during class time* on the dates below. These assignments may consist of working collaboratively to complete a case analysis in various formats, including composing a memo, peer presentations, video analysis, and/or other interactive group tasks related to the assigned case.

In-class group assignments must be submitted on the same day they are assigned by 9:45pm at the end of class. If the in-class group assignment is handed in and has been adequately completed, full marks will be awarded to members of the group who were present (i.e., these are pass/fail). Each in-class group assignment is worth 10% of your final grade.

If a student expects to be absent on an in-class group assignment day, the student should advise the instructor and their group members as far in advance as possible. Students who are absent during an in-class assignment may request a make-up assignment to be completed individually or with a group comprised of other students who were absent that day. This will be approved in situations where advance notice is provided and where the

student was unable to participate in the group assignment due to illness, bereavement, or other acceptable cause. Should this occur, the student may apply, in writing and with supporting documents, for an alternate evaluation (e.g., adapted exercise, summary of a research article; individual assignment, etc.). This application must be made within one week of the original date of the regularly scheduled in-class group assignment to the course instructor.

In-class Group Assignments				
No.	Case	Assignment Date	Due	Value
1	Banff Aspen Lodge Case	Thursday, January 29th	Thursday, January 29th by 10 pm	10%
2	The Selection Process in JC Premium Cars: No More Candidates? (Bestseller HBR case study)	Thursday, March 26th	Thursday, March 26th by 10 pm	10%
Total				**20%**

III. **Journal Article Review (20%)**

Students are to submit an assignment that critiques one article of their choice (relevant to the topics of recruitment and selection). The assignment is due on February 3rd by 11:59 pm. Since this is a graduate-level course, students are expected to conduct an in-depth analysis, and therefore, your paper should go far beyond repeating the content of the chosen article. For the chosen article, students should discuss the following:

- Discussion of the material from the article (headings: Purpose, Methodology, Results, Limitations) (8 marks)
- Analysis of the article and how it can be used in the practice of human resource management (heading: How Study Can be Applied) (5 marks)
- Overall analysis of transfer, in other words, can a practitioner easily use the material and apply it to the real world (why or why not) (heading: Summary) (5 marks)Writing style/grammar etc. (APA style must be used for in-text

citations and for reference page). (2 marks). The review should be 4-5 pages, double-spaced, 12-point font.

IV.   **Job scenario analysis (20%)**

HR Analyst Job Position (details attached in the UR course shell)
- Review the given CV (Identify strengths and weaknesses) — (5 marks)
- Revise and write a new CV based on the KSAOs, job responsibilities and your job analysis specific to the job position — HR Analyst (5 marks)
- Devise a test instrument (written assessment) for the HR Analyst position. e.g., HR aptitude test. Explain why the test instrument is valid and reflective of future job performance. (5 marks)
- Create a valid form of job interview instrument (i.e., questions) for the given HR analyst position (5 marks)

V. Individual Final Project (30%)

Assume that you are working as an HR consultant in one of the reputed consulting companies in Canada. One of your clients (the CEO of the company) recently visited your office to prepare an HR research report addressing various issues she is facing in her organization.

The major issues that were explained in the meeting are as below:

1) Higher employee turnover, with 20% of employees leaving within six months.

2) The company paid 1.2 million dollars on a racial and disability discrimination lawsuit

settlement last year against discriminatory hiring practices.

3) Selection of job applicants based on subjective tests and based on interviewers' subjective

perceptions about the interviewee.

4) Lack of reliable and valid job analysis methods while preparing recruitment materials,

designing selection tests, and conducting job interviews.

5) Mismatch between existing selection tests and job performance.

Prepare a 13-page (excluding title page, appendices and references) HR recommendation report addressing all the issues identified above.

Report format (tentative)

Chapter 1: Background section (i.e., executive summary): Intro. related to issues and specific

recommendations you suggest before you explain them in detail in subsequent chapters. (4

marks) (2-page max.)

Chapter 2: Legal Issues and Recommendations (8 marks) (3-page max)

Chapter 3: Job Analysis (Specific job analysis method to resolve the issue/s; Why is it better? How it resolves the issue your client is facing?) (8 marks) (3-page max)

Chapter 5: Job Performance (In this section, you recommend two specific types of test/s based on validity and reliability, based on a large body of research evidence. (8 marks) (4-page max)

Chapter 6: Conclusion (2 marks) (max 1 page)

Based on your course reflections and the experience preparing the report above, assume that you (i.e., HR consultant) are filling up the job positions for the company (TBD and assigned to each group). Your group will prepare an HR consulting report focused on recruitment and selection-specific recommendations. You will sequentially start from job analysis, job advertisement, written test, interview and hiring decision.

Notes:

1. Your report should be able to demonstrate your understanding of course specifically but not limited to the lectures, articles, cases, and other relevant sources.
2. Provide citations, examples, real-life scenarios, and any other external sources (priority will be given to academic sources) to strongly back up your recommendations.
3. Pages APA format double spaced Times New Roman 12 point) excluding references, figures, and tables.

GRADUATE GRADING SYSTEM AND DESCRIPTIONS

I will adhere as closely as possible to the University of Regina's percentage grading system, which is outlined below.

Percentage grades

95-100
An exceptional performance:
• exemplary knowledge and understanding of the subject material, relevant issues, literature, and techniques
• the work is original and demonstrates insight, understanding and independent application or extension of course expectations in ways that would contribute significantly to expertise in the relevant field(s) (e.g., it is publishable)
• demonstrates exceptional depth/scope of research, theory, and techniques supported extensively by the relevant literature and far exceeding course expectations
• exceptional level of analytical and critical ability demonstrating independent application of unique and multi-perspective solutions to complex problems related to the subject material
• the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

90-94
An outstanding performance:
• superior knowledge and understanding of the subject material, relevant issues, literature, and techniques
• the work demonstrates original thinking, new analysis, or new interpretation and outstanding ability to integrate multiple perspectives in comprehensive and complex ways
• demonstrates outstanding depth/scope of research, theory, and techniques supported extensively by the relevant literature and exceeding course expectations
• outstanding level of integration of course material demonstrating analytical and critical insight, understanding, and independent application or extension of course expectations in relation to difficult problems related to the subject material
• the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

85-89
An excellent performance:
• excellent knowledge and understanding of the subject material, relevant issues, literature, and techniques
• the work demonstrates original thinking, new analysis, or new interpretation and makes insightful points that represent a high level of integration, comprehensiveness and complexity
• demonstrates excellent depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
• excellent ability to solve difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
• the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

80-84
A very good performance:
• very good knowledge and understanding of the subject material, relevant issues, literature, and techniques
• the work demonstrates ability to apply knowledge and understanding in new ways and/or to provide new analysis or new interpretation
• demonstrates a good depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
• very good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
• the work is relatively free of errors in grammar, spelling, format, citation style, or referencing and demonstrates very good communication, coherence, and clarity

75-79
A good or satisfactory performance:
• good knowledge and understanding of the subject material, relevant issues, literature and techniques

• the work is complete and some new analysis or new interpretation is provided
• arguments are supported by evidence and demonstrate a good depth/scope relevant to course expectations and relevant literature
• good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
• the work contains few errors in grammar, spelling, format, citation style, or referencing and demonstrates satisfactory communication, coherence, and clarity

70-74
A minimally acceptable performance or marginal pass:
• a basic grasp of the subject material, relevant issues, literature and techniques
• the work is complete, but little new analysis or new interpretation is provided
• arguments are sufficiently supported by evidence and demonstrate minimally acceptable depth/scope relevant to course expectations and relevant literature
• basic ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
• the work contains multiple errors in grammar, spelling, format, citation style, or referencing and/or there are difficulties in effective communication, coherence, or clarity

0-69
An unacceptable or failing performance:
• a weak grasp of the subject material, relevant issues, literature and techniques
• the work is incomplete, with no new analysis or new interpretation
• arguments are not supported by evidence and/or demonstrate very limited depth/scope relevant to course expectations and relevant literature. See also the Faculty of Graduate Studies and Research (FGSR) policy on 'academic conduct and misconduct'.
• unsatisfactory ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner the work contains many errors in grammar, spelling, format, citation style, or referencing and/or there are substantial difficulties in effective communication, coherence, or clarity.

Tentative Course Schedule

Week No.	Date	Module	Required Material	Evaluation and Deliverables
1	Jan 08	Introduction to Recruitment & Selection & Evidence-based Management	Searle, R. H., & Al-Sharif, R. (2018). Recruitment and selection. In *Human Resource Management* (pp. 215-237). Routledge. Gubbins, C., & Rousseau, D. M. (2015). Embracing translational HRD research for evidence-based management: Let's talk about how to bridge the research–practice gap [Editorial]. *Human Resource Development Quarterly, 26*(2), 109–125. https://doi.org/10.1002/hrdq.21214	Assessment of contribution begins In class discussion: How to read an article? How to analyze a case?
2	Jan 15	Reliability & validity	Woods, S. A., Ahmed, S., Nikolaou, I., Costa, A. C., & Anderson, N. R. (2020). Personnel selection in the digital age: A review of validity and applicant reactions, and future research challenges. *European Journal of Work and Organizational Psychology*, 29(1), 64-77. Hoffman, B. J., Kennedy, C. L., LoPilato, A. C., Monahan, E. L., & Lance, C. E. (2015). A review of the content, criterion-related, and construct-related validity of assessment center exercises. *Journal of Applied Psychology, 100*(4), 1143–1168. https://doi.org/10.1037/a0038707 .	In class discussion on personality test and discussion. Ongoing individual contribution.
3	Jan 22		Reliability and Validity Continue...	In class group Case I - Banff Aspen due Jan 22, 10 pm.
4	Jan 29	Staffing Laws & Regulations	Risavy, S. D., & Hausdorf, P. A. (2011). Personality testing in personnel selection: Adverse impact and differential hiring rates. *International Journal of Selection and Assessment, 19*(1), 18-30. https://doi.org/10.1111/j.1468-2389.2011.00531.x	Class discussion on (agree/disagree) question; and review of weekly readings

Week No.	Date	Module	Required Material	Evaluation and Deliverables
			Youngman, J. F. (2017). The use and abuse of pre-employment personality tests. *Business Horizons*, *60*(3), 261-269. **Skim:** Hennekam, S., Peterson, J., Tahssain-Gay, L., & Dumazert, J. P. (2021). Recruitment discrimination: how organizations use social power to circumvent laws and regulations. *The International Journal of Human Resource Management*, *32*(10), 2213-2241.	Individual assignment - article review due February 3rd (11:59 pm)
5	Feb 5	Job Analysis and Competencies	Siddique, C. M. (2004). Job analysis: a strategic human resource management practice. *The International Journal of Human Resource Management*, *15*(1), 219-244. Sanchez, J. I., & Levine, E. L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis? *Human Resource Management Review*, *19*(2), 53-63. Book Chapter - The Contribution of Job Analysis to Recruitment - James A. Breaugh	In class job-analysis exercises: Finding KSAOs for specific job titles (O*net). Ongoing Individual contribution .
6	Feb 12	Job Performance	Campbell, J. P., & Wiernik, B. M. (2015). The modeling and assessment of work performance. *Annu. Rev. Organ. Psychol. Organ. Behav.*, *2*(1), 47-74. Tomczak, D. L., Lanzo, L. A., & Aguinis, H. (2018). Evidence-based recommendations for employee performance monitoring. *Business Horizons*, *61*(2), 251-259.	Scenario analysis - in class discussion Mid-term individual assignment (Scenario analysis due February 28 - 11:59 pm)
			WINTER READING WEEK – NO CLASSES	

Week No.	Date	Module	Required Material	Evaluation and Deliverables
7	Feb 26	Selection: Recruitment as an Initial Step	Acikgoz, Y. (2019). Employee recruitment and job search: Towards a multi-level integration. *Human Resource Management Review*, *29*(1), 1-13. Carpentier, M., Van Hoye, G., & Weijters, B. (2019). Attracting applicants through the organization's social media page: Signaling employer brand personality. *Journal of Vocational Behaviour*, *115*, 103326.	Agree/disagree question discussion
8	Mar 5	Selection: Applicant Screening	Sajjadiani, S., Sojourner, A. J., Kammeyer-Mueller, J. D., & Mykerezi, E. (2019). Using machine learning to translate applicant work history into predictors of performance and turnover. *Journal of Applied Psychology*, *104*(10), 1207. Roulin, N., & Levashina, J. (2019). LinkedIn as a new selection method: Psychometric properties and assessment approach. *Personnel Psychology*, *72*(2), 187-211.	Agree/disagree question discussion
9	Mar 12	Selection: Testing & Assessments	Carless, S. A. (2009). Psychological testing for selection purposes: a guide to evidence-based practice for human resource professionals. *The International Journal of Human Resource Management*, *20*(12), 2517-2532. Robie, C., Phillips, J., Bourdage, J. S., Christiansen, N. D., Dunlop, P. D., Risavy, S. D., & Speer, A. B. (2025). Can ChatGPT Outperform Humans in Faking a Personality Assessment While Avoiding Detection?. *International Journal of Selection and Assessment*, *33*(3).	In class discussion: Use of social media profiles for recruitment and selection decisions. Pros and Cons. Should organizations use it?

| 10 | Mar 19 | Selection: Interviews | Levashina, J., Hartwell, C. J., Morgeson, F. P., & Campion, M. A. (2014). The structured employment interview: Narrative and quantitative review of the research literature. *Personnel Psychology*, *67*(1), 241-293. (Skim and focus on findings, discussion and conclusion)

Bourdage, J. S., Roulin, N., & Tarraf, R. (2018). "I (might be) just that good": Honest and deceptive impression management in employment interviews. *Personnel Psychology*, *71*(4), 597-632.

Canagasuriam, D., & Lukacik, E. R. (2025). ChatGPT, can you take my job interview? Examining artificial intelligence cheating in the asynchronous video interview. *International Journal of Selection and Assessment*, *33*(1), e12491. | In class discussion and review of assigned readings for the week. |
| 11 | Mar 26 | Making Selection Decisions | Tews, M. J., Stafford, K., & Tracey, J. B. (2011). What matters most? The perceived importance of ability and personality for hiring decisions. *Cornell Hospitality Quarterly*, *52*(2), 94-101.

Sekiguchi, T., & Huber, V. L. (2011). The use of person–organization fit and person–job fit information in making selection decisions. *Organizational Behavior and Human Decision Processes*, *116*(2), 203-216.

Bolander, P., & Sandberg, J. (2013). How employee selection decisions are made | In class group case assignment 2

Case: The Selection Process in JC Premium Cars: No More Candidates? (Bestseller HBR case study)

due on March 26th 10 pm |

			in practice. *Organization Studies*, *34*(3), 285-311.	
12	April 2		*(Making selection decisions lecture continue)* *Final Questions and course wrap up*	Ongoing
13			Final/term paper due April 16th by 11:59 pm	

Read HRM Research Articles Like an Organizational Manager (GUIDE)

Managers read research differently from academics. They look for insights that help them make better decisions about people, teams, and organizations. Read strategically (don't read word by word). Use this guide to approach each assigned article with a leader's mindset.

1. Begin With a Managerial Lens

Before reading, ask:

- What organizational problem does this article speak to?
- How might this research inform decisions about people or strategy?
- What assumptions do I already hold about this topic?

2. Skim for Relevance First

Focus on:

- Abstract: What is the core message?
- Introduction: Why does this issue matter?
- Tables/Figures (if interested): What patterns stand out? What kind of effect sizes (strong/weak)?
- Discussion: What should managers do with this knowledge?

3. Identify the "So What?"

As you read:

- What problem does this research help solve?
- What decisions could it inform (e.g., hiring, training, DEI, leadership)?
- What risks or unintended consequences should managers consider?

4. Understand the Evidence (Without Getting Lost in Statistics)

Look for:

- Methods: Validity, sample size/characteristics, and generalizability.

- What was studied (context, sample, industry)
- What was found (direction and strength of relationships)
- How confident should we be (limitations, boundary conditions)

Ask: *Would these findings likely hold in my organization?*

5. Translate Findings Into Action

After reading, articulate:

- Three practical takeaways for managers
- One policy or practice that could be improved
- One risk to consider before applying the findings

6. Evaluate Fit with Organizational Realities

Consider:

- Alignment with culture and values
- Resource constraints

- Likely organizational support or resistance

7. Reflect as a Manager

Write a brief reflection:

- What did I learn that could improve organizational effectiveness?
- What would I do differently as a manager?
- What questions remain?

Overall, be prepared to discuss these aspects when you come to class.

GBUS 863 – Journal Article Review Assignment Rubric

Articles to be chosen from one of the following journals:

1. Personnel Psychology
2. Journal of Applied Psychology
3. Human Resource Management
4. International Journal of Human Resource Management
5. International Journal of Selection and Assessment

Total: 20 marks — Length: 4–5 pages (excluding references, double-spaced, 12-point font, APA style.

Criteria	Description of Expectations	Marks
1. Discussion of Article Content *(Purpose, Methodology, Results, Limitations)*	• Clearly explains the purpose and research questions. • Accurately describes the methodology (design, sample, measures). • Summarizes the results without misinterpretation. • Identifies limitations (both author-stated and additional ones).	/ 8

Criteria	Description of Expectations	Marks
	• Demonstrates strong comprehension of the scholarly work.	
2. Application to HRM Practice *(What managers could do with the findings)*	• Identifies specific HRM functions or decisions informed by the findings (e.g., staffing, training, performance management, DEI, leadership). • Explains how managers or HR professionals could use the findings in practice. • Provides concrete examples of evidence-based actions or policy changes. • Focuses on *what practitioners could do* if they adopted the insights.	/ 5
3. Transferability & Real-World Feasibility (*Whether managers realistically can do it, and under what conditions*)	• Evaluates whether the findings are realistically transferable to organizational settings. • Discusses conditions required for successful application (culture, resources, workforce characteristics, industry context). • Identifies barriers, constraints, or risks that may limit real-world use. • Addresses *why or why not* practitioners can easily apply the study's insights.	/ 5
4. Writing Quality & APA Style	• Writing is clear, well-organized, and professional. • Grammar and mechanics meet graduate-level expectations. • APA style is correctly used for in-text citations and reference list. • Paper meets formatting requirements.	/ 2

GBUS 863 – Job Scenario Analysis Assignment Rubric (20 marks)

Criteria	Description of Expectations	Marks
1. CV Review: Strengths & Weaknesses	• Identifies relevant strengths in the provided CV (skills, experience, certifications, HR analytics background). • Identifies weaknesses or gaps (formatting, missing KSAOs, unclear metrics, irrelevant content, lack of alignment with HR Analyst role). • Demonstrates understanding of job-relevant competencies. • Provides clear, evidence-based reasoning.	/ 5

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Criteria	Description of Expectations	Marks
2. Revised CV Aligned With Job Analysis & KSAOs	• Produces a revised CV tailored to the HR Analyst role. • Reflects appropriate KSAOs (knowledge, skills, abilities, other characteristics). • Incorporates job-relevant responsibilities and competencies based on job analysis. • Shows improved structure, clarity, and professional formatting. • Demonstrates ability to translate job analysis into applicant materials.	/ 5
3. Test Instrument Development (Written Assessment)	• Creates a valid, job-relevant written test for HR Analyst applicants (e.g., HR analytics, legal knowledge, data interpretation, job analysis, selection methods). • Explains why the test is valid (content validity, criterion-related validity, job relevance). • Demonstrates how the test predicts future job performance. • Shows understanding of psychometric principles and HR selection best practices.	/ 5
4. Structured Interview Instrument	• Develops a structured interview with clear, job-related questions. • Questions reflect competencies required for HR Analyst role (analytics, problem-solving, legal compliance, HRIS, communication). • Includes behavioral or situational questions where appropriate. • Demonstrates understanding of reliability, fairness, and bias reduction in interviews.	/5

Rubric for Final Project

Section	Criteria	Marks
Chapter 1: Background / Executive Summary (Max 2 pages)	• Clearly introduces the organization's issues (turnover, discrimination lawsuit, subjective selection, lack of job analysis, mismatch between tests & performance). • Provides a concise, coherent overview of the HR challenges. • Summarizes key recommendations that will be elaborated	/ 4

Section	Criteria	Marks
	in later chapters. • Demonstrates strategic insight and clarity appropriate for a CEO audience.	
Chapter 2: Legal Issues & Recommendations (Max 3 pages)	• Accurately identifies relevant Canadian employment laws (e.g., human rights, discrimination, duty to accommodate). • Analyzes legal risks related to discriminatory hiring practices and subjective selection tools. • Provides evidence-based, actionable recommendations to ensure compliance and reduce legal exposure. • Demonstrates understanding of legal implications for HR systems.	/ 8
Chapter 3: Job Analysis (Max 3 pages)	• Selects an appropriate job analysis method (e.g., PAQ, CIT, FJA, competency-based analysis) and justifies its use. • Explains why the chosen method is superior for addressing the client's issues. • Demonstrates how job analysis will improve recruitment materials, selection tools, and interview structure. • Provides clear, research-supported reasoning.	/ 8
Chapter 4: Selection & Job Performance (Max 3 pages)	• Recommends two specific selection tests supported by strong validity and reliability evidence (e.g., structured interviews, cognitive ability tests, work samples, SJTs). • Explains how recommended tests align with job performance and reduce bias. • Uses research evidence to justify recommendations. • Addresses the mismatch between current tests and performance outcomes.	/ 8
Chapter 5: Conclusion (Max 1 page)	• Summarizes key recommendations clearly and persuasively. • Reinforces how the proposed HR solutions address the CEO's concerns. • Provides a coherent closing argument demonstrating strategic HR thinking.	/ 2
Writing Quality, Structure & APA Style	• Writing is clear, professional, and logically organized. • Arguments flow coherently across chapters. • APA style is used correctly for citations and references. • Report adheres to page limits and formatting requirements.	/ -3