

INSTRUCTOR DETAILS:

Name: [REDACTED]
Phone: [REDACTED]
Email: [REDACTED]
Office Hours: By appointment

CLASS DETAILS:

Class Dates: [REDACTED]
Class Times: [REDACTED]
Class Location: [REDACTED]

COURSE 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.

LEARNING OBJECTIVES / OUTCOMES

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 apply theory to practical HR situations in organizational settings.

COURSE EXPECTATIONS

- Regular class attendance and active participation in classroom activities are required. Students are expected to prepare in advance for class and be able to participate in class discussions on articles, etc. It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course.
- If you join the class remotely, you are expected to ensure that your camera is working and is turned on.
- Should you miss a particular class, it is your responsibility to obtain notes, assigned activity information, etc. from another class member.
- Log into UR Courses regularly to check for e-mails or any course-related announcements.

COURSE MATERIALS

- Catano, V.M., Hackett, R.D., Wiesner, W.H., & Roulin, N. (2021). *Recruitment and Selection in Canada* Eighth Edition. TopHat.

Please follow the instructions below to access your Top Hat eText:

1. Go to: <https://tophat.com/catalog/business/management/full-course/recruitment-and-selection-in-canada-8th-edition-victor-m-catano-rick-d-hackett-willi-h-wiesner-nicolas-roulin-and-monica-belcourt/4814/>
2. Click “Student Buy Now” and select “student” before logging in or registering for an account
3. Follow the prompts to create your student account or to log in
4. Redeem your access key from the bookstore (a Top Hat access key is a 14 digit lower case key with no dashes. If you have a code with dashes, you have to redeem it on your bookstore website first), or purchase directly
5. Input your instructor’s name and the course name

Please note: if you're on a page asking for a join code, you're on the wrong page. This course doesn't require a join code. Try starting again, or clicking here for a visual guide with screenshots.

Your Top Hat eText lets you digest material through text, video, audio, and interactive figures. With Top Hat’s highlighting tool, you can select important keywords and sentences to save and store in your Top Hat notebook. As a bonus, questions have been placed throughout the textbook to give you the chance to gauge your understanding of the material.

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Their technical support team may require specific user information when troubleshooting issues.

- Additional case studies will be used in this course. The total cost incurred by each student will be no more than \$25.00. The instructor will make these case studies available during the course, and the costs will be billed prior to the end of the semester.

COURSE ASSESSMENT SUMMARY

<i>Component</i>	<i>Due Date</i>	<i>Percentage of Final Grade</i>
Journal Article Review	May 21	15%
Job Advertisement	June 2	15%
Case Study Assignment	June 9	30%
Term Paper	June 17	30%
Participation	Ongoing	10%

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/graduate-studies-research/graduate-calendar/grading.html>

DESCRIPTION OF ASSESSMENT

Journal Article Review:

You will be required to complete a ‘Journal Article Review.’ You are required to review a journal article that addresses a topic related to this course. You will: (1) describe the study and its results in plain language, and (2) provide a clear response and interpretation of the article, including practical advice based on the implications of the study.

Your submission is to be a maximum of four pages, utilizing one-and-a-half line spacing, one-inch margins, and 12-point Times New Roman font. The cover page and reference list do not count towards the total page count.

This assignment may be completed individually or with a partner. If you decide to work with a partner, only one student needs to upload the submission to Turnitin.

Job Advertisement:

Conduct research on what should be included in a job advertisement. Then, design and write a job advertisement for a job that interests you. Your advertisement should demonstrate that you have done a thorough job analysis for the position.

Your advertisement is to be a maximum of two pages. The cover page and reference list do not count towards the total page count.

Case Study Assignment:

You can complete this assignment as an individual or in self-selected groups of your own choosing (maximum of four students). Additional details regarding this assignment will be posted on our UR Courses site.

Term Paper:

Individually, you will prepare a paper on a staffing-related topic of your choice.

You will be required to research the topic, in addition to utilizing content from the required class readings and supplemental research.

Your paper will be a maximum of 12 pages. Use 12-point Times New Roman font, one-and-a-half line spacing, 1-inch margins, and include page numbers.

Guidelines and a grading rubric will be posted on our UR Courses site.

Participation:

Students are expected to be present and engaged in class. High levels of participation include such things as active involvement in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing material discussed in class), and bringing in outside materials from news sources/current events and personal experiences/observations.

Note: If you are absent from class without a valid reason, you will lose participation points for that day. However, just being present in class will not be enough to ensure a high grade.

The following guide will be used in assessing participation grades:

Exceeds Expectations

9 -10: Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent throughout the week and their contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

Meets Expectations

7 – 8: Students show an active interest in class activities and participate actively in classroom discussions; regularly make insightful comments which help others to understand course material; act as positive group role models, etc.

Does Not Meet Expectations

6: Students attend class regularly, but only occasionally contribute to the classroom experience.

Less than 5: Students fail on all of the previously identified ways of contributing.

ACADEMIC REGULATIONS

Late assignments will be penalized 10% for each day that they are late. Late assignments will not be accepted after five (5) days unless there are extenuating circumstances that have been discussed with the instructor prior to the assignment deadline, and the instructor has agreed to extend the deadline.

For the final term paper, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approval comes from the Faculty of Graduate Studies and Research.

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied.

Plagiarism and Academic Dishonesty:

Students enrolled in Business courses at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Plagiarism or cheating on examinations/assignments is a serious offence that may result in a zero grade on an assignment, a failing grade in a course, suspension, or expulsion from the University.

Students are reminded that they must adhere to the standards of ethics of the university (see Section on *Academic Conduct and Misconduct Regulations Governing Discipline for Academic and Non-academic Misconduct* in the Academic Calendar). Students must appropriately reference material and must submit their own work.

For all formally assessed individual submissions, students should not collaborate with other students in the preparation or writing of the work.

ACADEMIC INTEGRITY

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

STUDENT RESOURCES

UR Accommodated – Centre for Student Accessibility

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For more information, see the Center for Student Accessibility website at <https://www.uregina.ca/student/accessibility/centre-Accessibility/index.html>

Student Mental Health

Counselling services are available to provide accessible, evidence-based, and inclusive psychological services. Mental health and wellbeing is an important component of student success. As such, counselling services strives to support students through responsive, skills-based and proactive engagement. For more information, see the counselling services website at <https://www.uregina.ca/student/counselling/>

Writing Assistance

The Student Success Centre (SSC) offers personalized support services designed to encourage and assist students with academic challenges, develop skills, set goals and connect with others. Both on-line and in-person services, including tutoring and writing skills, are available.

<https://www.uregina.ca/student-success-centre/index.html>

CLASS SCHEDULE

May 5	Introductions and Review of Course Outline
May 7	Chapter 1: An Introduction to Recruitment and Selection
May 12	Chapter 2: Foundations of Recruitment and Selection I: Reliability and Validity
May 14	Chapter 3: Foundations of Recruitment and Selection II: Legal Issues
May 19	Chapter 4: Job Analysis and Competency Models
May 21	Chapter 5: Job Performance Journal Article Review Due
May 26	Chapter 6: Recruitment: The First Step in the Selection Process
May 28	Chapter 7: Selection I: Applicant Screening
June 2	Chapter 8: Selection II: Testing and Other Assessments Job Advertisement Due
June 4	Chapter 9: Selection III: Interviewing
June 9	Chapter 10: Making Selection Decisions Case Study Assignment Due
June 11	Case Study: All Women Recycling: Staffing Challenges During a Global Pandemic
June 16	Conclude Class
June 17	Term Paper Due

Please Note: Class activities may occur that are not reflected on the class schedule, and adjustments may be necessary.