

<b>Instructor:</b> [REDACTED]	<b>Class Time:</b> [REDACTED]
<b>Phone:</b> [REDACTED]	<b>Classroom:</b> [REDACTED]
<b>Email:</b> [REDACTED]	<b>Term Dates:</b> [REDACTED]
<b>Office:</b> [REDACTED]	<b>Office hours:</b> [REDACTED] by appointment

*Land Acknowledgment: The University of Regina is situated on the territories of the nêhiyawak, Anihšīnāpēk, 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.

## **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 on *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](http://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. Instead, I have assigned peer-reviewed articles based on the weekly content. You will need to read or skim these articles in addition to the assigned cases. 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

Optional textbook: Recruitment and Selection in Canada - Catano, Hackett, Wiesner, & Roulin (any edition, 7th or 8th is ok)

## **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

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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.

### **Generative AI is NOT PERMITTED**

In this course, **Generative AI is NOT PERMITTED**

In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical thinking and problem-solving skills. To ensure a fair and consistent learning experience for all students, the use of any form of advanced AI tools such as ChatGPT or Dall-E 2 is strictly prohibited for all submitted academic (written/coding/creative/etc.) work, assignments, and assessments in this course. Each student is expected to complete all tasks without substantive assistance from others, including AI tools.

### **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**

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

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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 7<sup>th</sup> 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

Deliverable		2025 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 28 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: Saturday, Jan 25  Saturday, March 29	20%
V.	Final Project and presentation (HR report) (groups remain the same)	Group work: April 10, Wednesday, by 11:59 pm	30%
<b>Total</b>			<b>100%</b>

## Course Evaluation Details

### 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, challenging assumptions, and providing innovative suggestions. There will be in class agree/disagree questions 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.

<b>In-class Group Assignments</b>				
No.	Case	Assignment Date	Due	Value
1	Banff Aspen Lodge Case	Saturday, January 25th	Saturday, January 25th by 1 pm	10%
2	The Selection Process in JC Premium Cars: No More Candidates? (Bestseller HBR case study)	Saturday, March 29 <sup>th</sup>	Saturday, March 29 <sup>th</sup> by 1 pm	10%
<b>Total</b>				<b>20%</b>

**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%)**

Students should discuss the following in their analysis:

- Background: Provide background information with relevant details and vital issues. Demonstrate that you have researched the problems for each category. (6 marks)
- Alternatives: Identify different alternatives to them for each category and explain why some of them were not viable or rejected. (6 marks)
- Solution: Propose one realistic solution for each category backed up by solid evidence (e.g. concepts from forum discussions, class readings, other scholarly sources, or your personal experiences). (5 marks)
- Recommendations: Determine and discuss a specific strategy to accomplish the proposed solution for each category. What should be done, and who should do it? (3 marks)

**Source:** Ashford University, Writing Center. (2013). Writing Resources | Types of College Writing Business Writing. URL: <https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html>

Your submissions are to be a maximum of 12 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.

#### V. **Group Final Project and Presentation (30%)**

Assume that you are working as an HR consultant in one of the reputed consulting companies in Canada. One of your clients (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 12-paged (max) 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. (3 marks) (2-page max.)

**Chapter 2: Legal Issues and Recommendations** (5 marks) (3-page max)

**Chapter 3: Job Analysis** (Specific job analysis method to resolve the issue/s; Why it is better? How it resolves the issue your client is facing?) (5 marks) (3-page max)

**Chapter 5: Job Performance** (In this section, you recommend one or two specific types of test/s based on validity and reliability, based on a large body of research evidence. (5 marks) (3-page max)

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

**Presentation Format: (10%) - 20 minutes for each group (15 min. presentation & 10 min. Q & A)**

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 and presentation 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

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- 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 11	Introduction to Recruitment & Selection & Evidence-based Management	<p>Searle, R. H., &amp; Al-Sharif, R. (2018). Recruitment and selection. In <i>Human Resource Management</i> (pp. 215-237). Routledge.</p> <p>Gubbins, C., &amp; Rousseau, D. M. (2015). Embracing translational HRD research for evidence-based management: Let's talk about how to bridge the research–practice gap [Editorial]. <i>Human Resource Development Quarterly</i>, 26(2), 109–125. <a href="https://doi.org/10.1002/hrdq.21214">https://doi.org/10.1002/hrdq.21214</a></p>	<p>Assessment of contribution begins</p> <p>In class discussion: How to read an article? How to analyze a case?</p>
2	Jan 18	Reliability & validity	<p>Woods, S. A., Ahmed, S., Nikolaou, I., Costa, A. C., &amp; Anderson, N. R. (2020). Personnel selection in the digital age: A review of validity and applicant reactions, and future research challenges. <i>European Journal of Work and Organizational Psychology</i>, 29(1), 64-77.</p> <p>Hoffman, B. J., Kennedy, C. L., LoPilato, A. C., Monahan, E. L., &amp; Lance, C. E. (2015). A review of the content, criterion-related, and construct-related validity of assessment center exercises. <i>Journal of Applied Psychology</i>, 100(4), 1143–1168. <a href="https://doi.org/10.1037/a0038707">https://doi.org/10.1037/a0038707</a></p>	<p>In class discussion on personality test and discussion. Ongoing individual contribution.</p>
3	Jan 25		Reliability and Validity Continue...	In class group Case I - Banff Aspen due Jan 25 1 pm.
4	Feb 1	Staffing Laws & Regulations	Risavy, S. D., & Hausdorf, P. A. (2011). Personality testing in personnel selection:	

Week No.	Date	Module	Required Material	Evaluation and Deliverables
			<p>Adverse impact and differential hiring rates. <i>International Journal of Selection and Assessment</i>, 19(1), 18-30. <a href="https://doi.org/10.1111/j.1468-2389.2011.00531.x">https://doi.org/10.1111/j.1468-2389.2011.00531.x</a></p> <p>Youngman, J. F. (2017). The use and abuse of pre-employment personality tests. <i>Business Horizons</i>, 60(3), 261-269.</p> <p><b>Skim:</b>            Hennekam, S., Peterson, J., Tahssain-Gay, L., &amp; Dumazert, J. P. (2021). Recruitment discrimination: how organizations use social power to circumvent laws and regulations. <i>The International Journal of Human Resource Management</i>, 32(10), 2213-2241.</p>	<p>Class discussion on (agree/disagree) question</p> <p>Individual assignment - article review due February 3rd (11:59 pm)</p>
5	Feb 8	Job Analysis and Competencies	<p>Siddique, C. M. (2004). Job analysis: a strategic human resource management practice. <i>The International Journal of Human Resource Management</i>, 15(1), 219-244.</p> <p>Sanchez, J. I., &amp; Levine, E. L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis? <i>Human Resource Management Review</i>, 19(2), 53-63.</p>	<p>In class job-analysis exercises: Finding KSAOs for specific job titles. Ongoing Individual contribution .</p>
6	Feb 15	Job Performance	<p>Campbell, J. P., &amp; Wiernik, B. M. (2015). The modeling and assessment of work performance. <i>Annu. Rev. Organ. Psychol. Organ. Behav.</i>, 2(1), 47-74.</p> <p>Tomczak, D. L., Lanzo, L. A., &amp; Aguinis, H. (2018). Evidence-based recommendations for employee performance monitoring. <i>Business Horizons</i>, 61(2), 251-259.</p>	<p>Scenario analysis - in class discussion</p> <p>Mid-term individual assignment (Scenario analysis due February 28 - 11:59 pm)</p>
<b>WINTER READING WEEK – NO CLASSES</b>				

Week No.	Date	Module	Required Material	Evaluation and Deliverables
7	Mar 1	Selection: Recruitment as an Initial Step	<p>Acikgoz, Y. (2019). Employee recruitment and job search: Towards a multi-level integration. <i>Human Resource Management Review</i>, 29(1), 1-13.</p> <p>Carpentier, M., Van Hoye, G., &amp; Weijters, B. (2019). Attracting applicants through the organization's social media page: Signaling employer brand personality. <i>Journal of Vocational Behaviour</i>, 115, 103326.</p>	Agree/disagree question discussion
8	Mar 8	Selection: Applicant Screening	<p>Sajjadiani, S., Sojourner, A. J., Kammeyer-Mueller, J. D., &amp; Mykerezi, E. (2019). Using machine learning to translate applicant work history into predictors of performance and turnover. <i>Journal of Applied Psychology</i>, 104(10), 1207.</p> <p>Roulin, N., &amp; Levashina, J. (2019). LinkedIn as a new selection method: Psychometric properties and assessment approach. <i>Personnel Psychology</i>, 72(2), 187-211.</p>	Agree/disagree question discussion
9	Mar 15	Selection: Testing & Assessments	<p>Carless, S. A. (2009). Psychological testing for selection purposes: a guide to evidence-based practice for human resource professionals. <i>The International Journal of Human Resource Management</i>, 20(12), 2517-2532.</p> <p>Dunlop, P. D., Bourdage, J. S., de Vries, R. E., McNeill, I. M., Jorritsma, K., Orchard, M., Austen, T., Baines, T., &amp; Choe, W.-K. (2020). Liar! Liar! (when stakes are higher): Understanding how the overclaiming technique can be used to measure faking in personnel selection. <i>Journal of Applied Psychology</i>, 105(8), 784–799. <a href="https://doi.org/10.1037/apl0000463">https://doi.org/10.1037/apl0000463</a></p>	In class discussion: Use of social media profiles for recruitment and selection decisions. Pros and Cons. Should organizations use it?



10	Mar 22	Selection: Interviews	<p>Levashina, J., Hartwell, C. J., Morgeson, F. P., &amp; Campion, M. A. (2014). The structured employment interview: Narrative and quantitative review of the research literature. <i>Personnel Psychology</i>, 67(1), 241-293. (Skim and focus on findings, discussion and conclusion)</p> <p>Bourdage, J. S., Roulin, N., &amp; Tarraf, R. (2018). "I (might be) just that good": Honest and deceptive impression management in employment interviews. <i>Personnel Psychology</i>, 71(4), 597-632.</p>	In class discussion and review of Bourdage et al. (2018) paper assigned for the week.
11	Mar 29	Making Selection Decisions	<p>Tews, M. J., Stafford, K., &amp; Tracey, J. B. (2011). What matters most? The perceived importance of ability and personality for hiring decisions. <i>Cornell Hospitality Quarterly</i>, 52(2), 94-101.</p> <p>Sekiguchi, T., &amp; Huber, V. L. (2011). The use of person–organization fit and person–job fit information in making selection decisions. <i>Organizational Behavior and Human Decision Processes</i>, 116(2), 203-216.</p> <p>Bolander, P., &amp; Sandberg, J. (2013). How employee selection decisions are made in practice. <i>Organization Studies</i>, 34(3), 285-311.</p>	<p>In class group case assignment 2</p> <p>Case: The Selection Process in JC Premium Cars: No More Candidates? (Bestseller HBR case study)</p> <p>due on March 29th 1 pm</p>
12	April 5		<i>Final project group presentation</i>	sides to be emailed by April 4th 4 pm.
13			Final/term paper due April 19th by 11:59 pm	

