

Course ID:	Course Title:	Spring 2019
<b>BUS432</b>	<b>Recruitment &amp; Selection</b>	<b>Prerequisite: BUS330</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Hybrid Online. In person classes on Sat, Jun 1 <sup>st</sup> & Sat Jun 15 <sup>th</sup> (0900-1200)	<b>Instructor:</b>	Dr. Tim Vanderpyl, DSL, CPHR	<b>First day of classes:</b>	Mon, May 13, 2019
<b>Time:</b>	9.00am – 12.00pm (Jun 1 <sup>st</sup> & Jun 15 <sup>th</sup> only)	<b>Email:</b>	<a href="mailto:Tim.Vanderpyl@ambrose.edu">Tim.Vanderpyl@ambrose.edu</a>	<b>Last day to add/drop, or change to audit:</b>	Mon, May 20, 2019
<b>Room:</b>	See Moodle	<b>Phone:</b>	403.462.9364 (text)	<b>Last day to request revised exam:</b>	N/A
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	L2052	<b>Last day to withdraw from course:</b>	Mon, Jun 20, 2019
<b>Office Hours:</b>	N/A	<b>Office Hours:</b>	By appointment only	<b>Last day to apply for coursework extension:</b>	Fri, Jun 14, 2019
<b>Final Exam:</b>	N/A			<b>Last day of classes:</b>	Sat, Jun 29, 2019

## Course Description

A key step in the human resource management (HRM) process within private, public and nonprofit sectors involves the recruitment and selection of human resources. The course provides the methods, processes, and skills to design and implement strategic recruitment and selection initiatives. Topics covered include: job analysis, legal considerations, identifying sources of applicants, screening, assessment, interviewing, and decision making.

## Expected Learning Outcomes

By the end of the semester, students will be able to:

1. Identify and be able to utilize various recruitment techniques and assessments in the full cycle of recruitment;
2. Explore and examine the practical, real world challenges of recruitment;
3. Be prepared to apply for future job opportunities by completing a professional and updated resume, cover letter and LinkedIn profile;
4. Develop their oral and written communication skills.

## Instructor Comments

*“Otherwise smart people struggle to hire strangers. People unfamiliar with great hiring methods consider the process a mysterious black art.”*

- Steve Kerr, former executive at GE (as quoted by Smart & Street, 2008, p. 6)

Organizations are built upon their people, but finding the “right” people, at the right time, and with the right qualifications, remains a difficult task for most managers. Whether students wish to move onto a career in HR or not, this course provides foundational information that is important for any aspiring leader to understand. We will discuss legalities of recruitment but will ensure we aspire to what George Anders calls an “ambitious hunt for greatness” in terms of finding and recruiting top talent to your current and future organizations.

This course will be taught using a “hybrid” model of instruction over a 7-week period. Most of the work will be done on your own time at times that are most convenient to you. I have scheduled two in-person classes and three Zoom conference calls. While optional, I do encourage you to engage with me during these times to discuss the course materials and assignments. Note that if you do not attend the in-person classes there will be an “In lieu” assignment (see below). The Zoom conference calls are completely optional. I will remain online at the designated time for 15 minutes. If no students call or login, I will log off after 15 minutes.

## Textbooks

Catano, V.M., Wiesner, W.H., Hackett, R.D., & Belcourt, M. (2019). *Recruitment and selection in Canada* (7th ed.). Toronto, ON: Nelson Education. (Note that you may use the 6<sup>th</sup> edition of this textbook as well, but you will be responsible for adjusting the page numbers. All page numbers in the syllabus and in Moodle use the 7<sup>th</sup> edition)

Smart, G. & Street, R. (2008). *Who: The A method for hiring*. New York: Random House.

*Note: Both textbooks are needed.*

## Course Schedule

*Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.*

Date	Class Topic/Chapter Title	Readings/Deliverables (to be completed by date indicated)
<b>Week One (May 13<sup>th</sup> – May 19<sup>th</sup>)</b>	<b>Week One Topics</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Recruitment Process</li> </ul>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Catano et al., Chapter 1 (p. 1-26)</li> <li>• Smart &amp; Street, Introduction and Chapter 1 (p.xiii – 18)</li> <li>• Additional readings posted in Moodle</li> </ul> <b>Discussion Posts</b> <ul style="list-style-type: none"> <li>• None for Week One</li> </ul> <p><b>Zoom Conference Call #1 on Monday, May 13<sup>th</sup> at 5.45pm MST (optional)</b></p>
<b>Week Two (May 20<sup>th</sup> – May 26<sup>th</sup>)</b>	<b>Week Two Topics</b> <ul style="list-style-type: none"> <li>• Resumes &amp; Cover Letters</li> <li>• LinkedIn &amp; Social Media</li> </ul>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Catano et al., Chapter 7 (p. 301-315)</li> <li>• Smart &amp; Street, Chapter 2-6 (p. 19-171)</li> <li>• Additional readings posted in Moodle</li> </ul> <b>Discussion Posts #1 (see Moodle for specific topic)</b> <ul style="list-style-type: none"> <li>• Original post due by May 23<sup>rd</sup> at 11.59pm. All other posts due by May 26<sup>th</sup> at 11.59pm</li> </ul> <p><b>Assignment #1 (Resume &amp; Cover Letter) due on Monday, May 27<sup>th</sup> at 11.59pm</b></p>
<b>Week Three (May 27<sup>th</sup> – June 2<sup>nd</sup>)</b>	<b>Week Three Topics</b> <ul style="list-style-type: none"> <li>• Legal Issues in Recruitment</li> <li>• Bias in Recruitment</li> </ul> <p><b>In-Person Class #1 (June 1<sup>st</sup> – 0900-1200)</b></p>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Catano et al. Chapter 2 &amp; 3 (p. 27-112)</li> <li>• Additional readings posted in Moodle</li> </ul> <b>Discussion Posts #2 (see Moodle for specific topic)</b> <ul style="list-style-type: none"> <li>• Original post due by May 30<sup>th</sup> at 11.59pm. All other posts due by June 2<sup>nd</sup> at 11.59pm</li> </ul> <b>In person Class</b> <ul style="list-style-type: none"> <li>• In-person class will be held on June 1<sup>st</sup> from 0900-1200 at Ambrose University. Additional details on pre-readings for this class will be posted in Moodle.</li> </ul> <p><b>Zoom Conference Call #2 on Monday, May 27<sup>th</sup> at 5.45pm MST (optional)</b></p> <p><b>For those who cannot attend the in-person class: "In Lieu" assignment is due Monday, June 3<sup>rd</sup> at 11.59pm. See Moodle for additional details regarding this assignment.</b></p>

<b>Week Four (June 3<sup>rd</sup> – June 9<sup>th</sup>)</b>	<b>Week Four Topics</b> <ul style="list-style-type: none"> <li>• Job Analysis</li> <li>• Job Performance</li> <li>• Preparation &amp; Requisition</li> </ul>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Catano et al. Chapter 4-6 (p. 113-289)</li> <li>• Review Smart &amp; Street Chapter 2 (p. 19-46)</li> <li>• Additional readings posted in Moodle</li> </ul> <b>Discussion Posts #3 (see Moodle for specific topic)</b> <ul style="list-style-type: none"> <li>• Original post due by June 6<sup>th</sup> at 11.59pm. All other posts due by June 9<sup>th</sup> at 11.59pm</li> </ul> <b>Assignment #2 (Company Recruitment Review) due Sunday, June 9<sup>th</sup> at 11.59pm</b>
<b>Week Five (June 10<sup>th</sup> – June 16<sup>th</sup>)</b>	<b>Week Five Topics</b> <ul style="list-style-type: none"> <li>• Applicant Screening</li> <li>• Interviews (Part One)</li> </ul> <b>In-Person Class #2 (June 15<sup>th</sup> – 0900-1200)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Read Catano et al. Chapter 7-8 (p. 290-391)</li> <li>• Review Smart &amp; Street Chapter 4 (p. 67-122)</li> <li>• Additional readings posted in Moodle</li> </ul> <b>Discussion Posts #4 (see Moodle for specific topic)</b> <ul style="list-style-type: none"> <li>• Original post due by June 13<sup>th</sup> at 11.59pm. All other posts due by June 16<sup>th</sup> at 11.59pm</li> </ul> <b>In person Class</b> <ul style="list-style-type: none"> <li>• In-person class will be held on June 15<sup>th</sup> from 0900-1200 at Ambrose University. Additional details on pre-readings for this class will be posted in Moodle.</li> </ul> <b>For those who cannot attend the in-person class: “In Lieu” assignment is due Monday, June 17<sup>th</sup> at 11.59pm. See Moodle for additional details regarding this assignment.</b> <b>Assignment #3 (Reflection) due Sunday, June 16<sup>th</sup> at 11.59pm</b>
<b>Week Six (June 17<sup>th</sup> – June 23<sup>rd</sup>)</b>	<b>Week Six Topics</b> <ul style="list-style-type: none"> <li>• Interviews (Part Two)</li> <li>• Selection</li> </ul>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Catano et al. Chapter 9 &amp; 10 (p. 392 – 513)</li> <li>• Review Smart &amp; Street Chapter 5 (p.123-146)</li> <li>• Additional readings posted in Moodle</li> </ul> <b>Discussion Posts #5 (see Moodle for specific topic)</b> <ul style="list-style-type: none"> <li>• Original post due by June 20<sup>th</sup> at 11.59pm. All other posts due by June 23<sup>rd</sup> at 11.59pm</li> </ul>
<b>Week Seven (June 24<sup>th</sup> – June 29<sup>th</sup>)</b>	<b>Week Seven Topics</b> <ul style="list-style-type: none"> <li>• Course Review &amp; Reflection</li> </ul>	<b>Readings</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Zoom Conference Call #3 on Monday, June 24<sup>th</sup> at 5.45pm MST (optional)</b> <b>Assignment #4 (Recruitment Plan) due Saturday, June 29<sup>th</sup> at 11.59pm</b>

## Requirements

Course grading and evaluation will be conducted according to the following:

<b>Class Participation &amp; Engagement</b>	5.0%
<b>Discussion Board Postings / Responses</b> (5 sets, each worth 5%)	25.0%
<b>Assignment #1:</b> Resume, Cover Letter & LinkedIn profile	10.0%
<b>Assignment #2:</b> Company Recruitment Review	20.0%
<b>Assignment #3:</b> Reflection	20.0%
<b>Assignment #4:</b> Job Review, Analysis & Plan	20.0%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Assignments are due by the day/time specified. Any late assignments will be docked 10% and an additional 10% for each subsequent day the assignment is late. A day is defined as a 24-hour period from the assignment due date. Any exceptions to this rule remain my sole discretion. Any exceptions to this rule remain my sole discretion.

## Grade Summary

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Assignments are due by the day/time specified. Any late assignments will be docked 10% and an additional 10% for each subsequent day the assignment is late. A day is defined as each 24-hour period after the day/time the assignment is due. Any exceptions to this rule remain my sole discretion.

## Class Participation & Engagement (5.0%)

I like and expect participation in the classroom, virtual or otherwise. Please come to the two classes prepared to engage in conversations with myself and the other students about relevant topics. The textbooks and articles will be extremely valuable to our learning this semester, but I am also interested in everyone learning “how” to apply the textbooks and articles to your real-world work, now and in the future. The expectation is that you will learn from me, from the course materials, and from each other.

You will receive a separate participation score for each in-person class, as per the rubric below. Each of the two in-person classes will be worth 2.5% of your final grade.

As this class is a hybrid in person/online class, the in-person time is extremely limited. You must discuss absences with me before class. If you do miss any of the two classes (for any reason), you will be required to produce one 400-500 word “in lieu” reflection paper on the course topics discussed in that class. I will provide specific direction to you directly if you do miss an in-person class. That paper will be due at 11.59pm on the Monday evening following that class. My standard late penalty applies for late submissions. The grade on this paper will count for 2.5% of your final grade (replacing the participation grade).

Note that you may choose not to complete the “in lieu” paper and take a zero for either paper. If you do, you will lose 2.5% off your final grade.

### Grading Rubric – Class Participation & Engagement (5%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Group Discussions. Professionalism and Contribution Quality (100%)</b>  Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.  Readings were completed ahead of class and student was prepared to speak to those readings.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.  Readings were partially completed ahead of class and student was partially prepared to speak to those readings.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.  Readings were not completed ahead of class and student was not prepared to speak to those readings.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.  Readings were not completed ahead of class and student was not prepared to speak to those readings.

## Discussion Board Postings (25.0%)

Throughout the class, you will be expected to engage in discussions and post responses to various questions I will ask in the Moodle discussion forums. There will be five discussion sets (see schedule), with each set being worth 5.0% of your final grade. Each discussion set will require the following elements:

1. **Initial Post** – Your initial post will directly address the posted question. Unless otherwise noted, each post must be 200-300 words long and must have at least one reference. This reference must be from a reputable source (i.e. no blogs or personal websites). This reference must be something you find, and may not be the textbook or any articles I post in Moodle (although you may also cite those resources, in addition to the other reference you find). The post should be written APA style (first or third person). Any other specific directions will be posted in Moodle.
2. **Responses** – You will post two responses to posts from other students. Each response must be 100-200 words long and should be written in APA style (first or third person). You must back up your opinions using rational arguments, intelligent discourse and/or by referencing scholarly/reputable material (including the textbooks) that backs up your argument.

Note that I expect engagement in the responses. Challenge each other (respectfully) and wrestle with the course materials. Do not just agree with each other but rather, engage in a discussion. I will grade your posts/responses on the depth of the content, your ability to integrate course materials, your ability to justify your assertions, and your ability to succinctly get your point across.

Note that the word counts above are rigid. You will be penalized if you are over/under the minimum or maximum word counts. The word count excludes references (if applicable). Any exceptions to the allowable word counts will be noted in Moodle.

Please note the deadlines for each post as posted in the course schedule and in Moodle. Any post done after the deadline noted in the schedule will be docked 10% for each 24-hour period it is late. **Any post submitted more than 48 hours late will be given a zero grade.**

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (80%)	Goes above and beyond in answering the posted question and in responding to other posts. Student is critical but professional in addressing the posted question(s).	Student identifies the most obvious issues. Student is somewhat critical and professional in addressing the posted question(s) and in responding to other posts.	Student only made a half-hearted attempt to answer the question(s). Raises some of the key issues and identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Post/responses are not complete by the designated deadline or are done just to fill space/word count. No critical thinking in posts/responses.
Mechanics (20%)	Posts and responses demonstrate mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Posts and responses display good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Posts and responses show that mechanics are an area of concern. Posts and responses contain a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Posts and responses are not written at a university level and have excessive mechanical errors.

## Assignment #1 – Resume, Cover Letter & LinkedIn Profile Update (10.0%)

### Part One: Resume & Cover Letter

A resume is often looked at for a short amount of time (approximately 8-12 seconds) and must catch the eye of the person reading it, for you to be considered further in the competition. Resumes become increasingly important in tough economic times, when many people apply for the same job. For example, at a previous company I worked for, we once had more than 1100 people apply for one role.

For this assignment, start by finding a job posting of something that interests you, and that you might consider applying for in summer 2019. You must be reasonably qualified for the job as well. Whether you actually apply is up to you. Once you find this job, you will then draft a tailored cover letter and an updated resume for that job.

Formatting of the resume and cover letter is up to you but it must look professional. Use any available resources online or otherwise, to determine the best format for the job / industry you are applying for. Please keep in mind everything we have discussed in class so far when completing this assignment. Any formatting, spelling and/or grammar mistakes will result in docked points, no matter how minor. Please address the cover letter to the person indicated in the job ad. If that person is not indicated, then address it generically to “Hiring Manager” or “To Whom it May Concern.”

Assignment submission must include a copy of the job posting (screenshot, saved as .pdf etc.). Do not send me a link, as the job posting may be removed from the company’s website by the time I grade this assignment. Please submit the completed assignment to me in either .doc or .docx format via Moodle by the assignment deadline (either one document or two separate documents).

Note that if you took BUS201 from me in Winter 2019, you completed a similar assignment. I will expect you to integrate the feedback I gave you on that assignment into this assignment, and I expect to see an improved cover letter, resume and LinkedIn profile. I will cross-check the assignments to ensure you improved.

### Part Two: LinkedIn Profile

LinkedIn is one of the most valuable tools in the toolbox of both job seekers and recruiters, no matter what industry you work in (or will work in). For this assignment, you will be expected to create (if you do not have one) or update (if you already have one) your personal LinkedIn profile. At minimum, your profile must include:

1. A **professional** looking profile picture
2. A professional summary of who you are and what you are looking for
3. Listing of your education to date (Ambrose and other post-secondary institutions you have attended)
4. Listing of work experience
5. Connection request sent to me
6. Modification of your LinkedIn URL to be just your name (eliminate the default numbers after your name)
7. Integration of at least ten keywords that are pertinent to your background and/or desired career in the future. These must be logically integrated into your profile
8. Request for a LinkedIn recommendation sent to me and one other person. Please ensure you individualize the request. This person can be a professor, supervisor, coach, pastor etc. (Note: I will not actually write the recommendation for you, unless you ask me to do so after you graduate; I just want you to practice sending the request.)
9. Any additional information (volunteer experience, honours, awards, projects you deem relevant and feel comfortable sharing)

This assignment does NOT need to be submitted via Moodle. Once completed, please send me message via LinkedIn indicating that the assignment is complete and that you are ready for me to review your LinkedIn profile. In that message, please list the ten



keywords you utilized from #7 above. If item #8 has not been completed or accepted, please list the person you sent the request to and the time/date you sent the request to that person. You will not be penalized if the other person does not accept or fulfill your request.

Feel free to use any resources you can find online or otherwise to assist you in this assignment. As a starting point, see <https://students.linkedin.com/> or this checklist as a guide: <http://bit.ly/20CVXqJ>.

#### Grading Rubric – Resume, Cover Letter & LinkedIn Profile Assignment (10.0%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Resume &amp; Cover Letter Content (40%)</b>	The Cover Letter is tailored to the specific job being applied for. The Cover Letter is concise and formatted professionally. The Cover Letter makes the student stand out from others that might be applying for the job.  The Resume portrays an excellent professional summary of the student's professional experiences.	The Cover Letter is tailored to the specific job being applied for. The Cover Letter is concise and formatted somewhat professionally. It makes a good attempt at having the student stand out from others that might be applying for the job.  The Resume portrays a good professional summary of the student's experiences.	The Cover Letter is partially tailored to the specific job being applied for. The Cover Letter is functional but does not make the student stand out from others that might be applying for the job.  The Resume does not portray and reflect an excellent professional summary of the student's experiences.	The assignment is not fully complete and/or does not paint a professional picture of the student. The company would likely not consider the student for the job.
<b>Resume &amp; Cover Letter - Spelling, Grammar &amp; Formatting (20%)</b>	There are no spelling, grammar or formatting mistakes in either the resume or the cover letter.	There are 1-3 spelling, grammar or formatting mistakes in the resume and/or cover letter.	There are 4-6 spelling, grammar or formatting mistakes in the resume and/or the cover letter.	If the assignment has 7 or more spelling, grammar or formatting mistakes in the resume and/or cover letter, a score of zero will be given for this section.
<b>LinkedIn Profile Content (25%)</b>	The LinkedIn profile portrays and reflects an excellent professional summary of the student's experience. The profile picture is professional and all elements of the assignment are completed.  Student integrated feedback from the	The LinkedIn profile portrays and reflects a good professional summary of the student's experience. The profile picture is professional and most elements of the assignment are completed.  Student integrated some feedback from the	The LinkedIn profile attempts to portray and reflect a professional summary of the student's experiences, but is not complete.  Student did not integrate feedback from the discussion forum into the LinkedIn profile.	The LinkedIn profile is not complete, has significant spelling/grammar mistakes and/or does not paint a professional picture of the student.  Student did not integrate feedback from the discussion

	discussion forum into the LinkedIn profile.	discussion forum into the LinkedIn profile.		forum into the LinkedIn profile.
<b>LinkedIn Profile Spelling &amp; Grammar (15%)</b>	There are no spelling, grammar or formatting mistakes in the LinkedIn profile	There are 1-3 spelling, grammar or formatting mistakes in the LinkedIn profile	There are 4-6 or more spelling, grammar or formatting mistakes in the LinkedIn profile	If the assignment has 7 or more spelling, grammar or formatting mistakes in the LinkedIn profile, a score of zero will be given for this section.

### Assignment #3 – Company Recruitment Review (20.0%)

Recruitment strategies are ever-evolving in companies, and are influenced by many factors. For this assignment, you will pick an organization and evaluate their corporate branding and recruitment. You will use a critical eye from a job seeker's perspective to evaluate their online recruitment strategies and provide a written report to me about your findings.

Note: **Ambrose University** is NOT available to review. Any other organization is available, on a first-come, first-serve basis. Once you have selected a company, please email me. I will keep an updated list in Moodle that shows the companies that have already been chosen.

You may not choose the same organization for this assignment, that you have chosen for another "company review" type assignment in another class you have taken at Ambrose University.

#### Assignment Details

You will provide a written evaluation of a company's recruitment advertisements and website. All of the points below must be covered in your evaluation:

1. **Description of Company:** Describe the company you evaluated (size, location(s), industry etc.)
2. **Current Positions:** What positions are currently being advertised by this company? (List all positions or list categories of positions if there are a significant number of positions)
3. **Scorecard:** Using the concepts in Chapter 2 of Smart & Street (2008), evaluate the effectiveness of **three** job advertisements currently being promoted by the company. Does this job advertisement provide an effective blueprint for success? Please include the three evaluated job advertisements in the appendix of your submission.
4. **Social Media:** What social media sites does this organization use for recruitment purposes (if any)? How well do they use these platforms? How effective is their use of social media, in your opinion? What could they do differently?
5. **Employee Reviews:** Generally, what do employees say about this organization online, on sites that allow employer reviews? Include specific quotes and/or screenshots of reviews in your paper.
6. **Overall Impression:** Overall, what impression do you get from this organization based on your review? Would you want to work there? Why? Why not?

The written submission must be written in APA format, with applicable APA header, headings, title page and references. APA Exceptions:

- You may include footnotes with links to specific websites you review (i.e. the link to the company career page, link to a specific employee review etc.).
- You may write in first person (I, me etc.)
- You may include screenshots / illustrations in the body of the paper or in the Appendix

Note that there is no specific word count specified for this assignment. Your general target should be approximately 10-12 double-spaced pages (not including appendix). But that is a flexible target. You may write more or less if you so choose. Note that I will grade this assignment for its depth, not length. Write this assignment as if you are being paid to do so, and as if a Director/CEO will one day read it.

*Note: I will allow you to submit one draft to me for review, as long as it is submitted to me by Sunday, June 2<sup>nd</sup> at 11.59pm. I will provide you with general comments about your progress, format, wording etc. Note that I will not review any drafts submitted after this deadline due. No exceptions.*

**Grading Rubric – Written Report (20% of final grade)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
Critical Thinking (75%)	<p>All elements are completed.</p> <p>Goes above and beyond in analyzing the organization. Student is critical but professional in evaluating the organization.</p>	<p>All elements are completed.</p> <p>Student identifies the most obvious issues. Student is somewhat critical and professional in evaluating the organization.</p>	<p>Some elements are missing.</p> <p>Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.</p>	<p>Many elements are missing.</p> <p>Student does not address the key issues and does not provide a critical evaluation of the article</p>
Mechanics (25%)	<p>Assignment demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p><b>To get 100%:</b> Assignment is perfect mechanically</p>	<p>Assignment displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.</p>	<p>Assignment shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.</p>	<p>Assignment lacks basic control over mechanics and contains excessive proof-reading errors.</p>

### Assignment #3 – Reflection on Candidate Experience (20.0%)

The “Candidate Experience” is a term used to describe how a candidate feels when s/he moves through the recruitment process. For this assignment, you will become a candidate and will reflect on how you were treated during the recruitment process. Be honest in your reflection about how you felt. This is a reflection paper, not a paper to recite a number of facts. Your opinions and feelings are what matters the most.

The deliverable will be a 1200-word (minimum) to 1500-word (maximum) reflection that describes your own candidate experience while interacting with organizations in the recruitment process. Integrate what you learned in this activity with the course materials we have discussed so far this semester.

You are not required to cite any references. If you do choose to cite references, please do so in a consistent manner. Note that spelling and grammar count. Please proofread accordingly. Please upload to Moodle in .doc or .docx format once complete.

#### Reflection Topic

Using your updated resume from Assignment #1, you will apply for at least 3 jobs with 3 different organizations, using online portals. You will actually apply, following all the steps the organization makes you take to submit an application. You will reflect on the entire experience, comparing and contrasting how the three organizations treated you.

Specifically, for each job, ensure your reflection covers:

1. **Source:** How did you find the job? What sites (and keywords if applicable) did you use to find the job? Why did you use those sites? (if the source was word of mouth, reflect on how/why the person shared the job with you)
2. **Website Evaluation:** How useful was the organization’s website during your application? What links did you click on? Why?
3. **Questions Asked:** What questions did the organizations ask you during the recruitment process? Were those questions appropriate, based on what you have studied so far in this class? How did you feel when you were asked those?
4. **Length of Time:** How long did the entire job application take you, for each position? Did it feel like the right amount of time for the job you applied for?
5. **Reflection:** What did you learn through these applications? How could the organization create a better candidate experience? How did you feel during the process?

Note that you may withdraw your application after you complete the assignment, but you must go through the entire process. If you do get contacted for an interview, you do not have to attend (unless you want to...). Simply let the Recruiter know that you were doing a course project and that you are no longer interested. If this causes any issues for you, please let me know and I will speak to the recruiter directly.

#### Tips

1. It may be impossible to go back and review information once you click ‘next.’ Take notes while you are applying so that you can remember the details.
2. Take screenshots (Command-Shift-4 on a Mac; Windows-Print Screen on a PC) as you apply (See Tip #1), to remind yourself of the process. Integrate those screenshots into the reflection if it helps you to illustrate your points.

**Grading Rubric – Assignment #3 (20%)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
Critical Thinking (75%)	Goes above and beyond in the reflection. Student is thorough and insightful in reflecting on his/her candidate experience. Reflection provides depth on the topic.	Student identifies the most obvious issues. Student is somewhat thorough and insightful in reflecting on his/her candidate experience.	Student is not thorough or insightful but does address the content required by the assignment.	Student does not address any issues beyond obvious ones. There is little to no depth in the reflection.
Mechanics (25%)	Reflection demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.  <b>To get 100%:</b> Reflection is perfect mechanically.	Reflection displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Reflection shows that mechanics are an area of concern. Reflection contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Reflection lacks basic control over mechanics and contains excessive proof-reading errors.

## Assignment #4 – Job Review, Analysis & Plan (20.0%)

Each recruitment assignment is unique. Hiring Managers have unique (and sometimes irrational) demands. Organizations have unique rules and expectations while laws, regulations and policies must be followed. For this assignment, you will be given a package of incomplete and flawed information (package will be posted to Moodle). From this package, you will be expected to develop the following:

1. **Email of Recruitment Plan.** Draft an email that you will send to Tim Vanderpyl (the Hiring Manager for the purposes of this project) that outlines your project schedule and recruitment plan. This email must include:
  - **Role Summary.** Outline what your role (as a recruiter) will be and what you will need/expect from the Hiring Manager in the process. You may make up any details you need to but you must be 100% clear on the roles/expectations.
  - **Projected Schedule.** Draft a schedule that outlines the milestones of this project, and when you are targeting to meet them. Be realistic in these milestones. Use July 1<sup>st</sup> as the first day you start. Build outwards from there.
  - **Advertising Plan.** The job posting will be posted on the organization's website. In addition to that, propose an advertising plan to the Hiring Manager, with applicable costs (if applicable).
2. **Job Advertisement.** Draft a job advertisement as it will be posted on the organization's website and other various media, as per your advertising plan. Ensure this job advertisement clearly outlines the role, using what you have learned this semester. You are welcome to assume any details needed to draft this advertisement.
3. **Interview Questions.** Using what you have learned this semester, draft a set of interview questions, that you will use in the interview. You will also provide rationale for each question. List the questions in a table. Column 1 will be the question itself. Column 2 will be your justification on why you think the question is important.
4. **Interview Questions Template.** Develop a template that you will use in an actual interview, using the questions from #5. Ensure you include enough whitespace after each question for you to take hand-written notes during the interview.
5. **Reference Check Template.** Develop a set of reference check questions that you will use when checking references for short-listed candidates. Assume you will hand-write the answers onto the template while on the phone, and that this document will go in the interview file once completed.
6. **Rejection Email Templates.** Develop two rejection templates. One will be for candidates you did not shortlist for an interview. The second will be for candidates you interviewed, but did not hire.

If you wish to adapt this assignment for a real-world organization you currently work for/with, you may submit a proposal to me requesting to do so. In your proposal, you must outline what currently exists for that organization. It remains my sole discretion as to whether I allow this.

Submission Guidelines: Please submit the above using a separate document (.doc or .docx) for each of the six elements. Label each document clearly with the headings above in the file name, and save all documents into a single .zip file. Please submit the .zip file via Moodle.

File names should follow the following format: *LASTNAME, FIRSTNAME – BUS432 A4 – Element Name (Example: VANDERPYL, Tim – BUS432 A4 – Job Advertisement)*

## Grading Rubric – Job Review, Analysis and Plan (20%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Critical Thinking (80%)</b>	<p>Goes above and beyond identifying the most obvious issues. Project anticipates all issues and hiring manager wants/needs.</p> <p>All elements are well constructed, legal and applicable to the position being recruited for. Project is ready to present to an actual hiring manager for use in the recruitment effort.</p>	<p>Raises all the key issues required by the assignment. Project anticipates most issues and hiring manager wants/needs.</p> <p>Most elements are well thought through. With minor revisions, project is ready to present to an actual hiring manager for use in the recruitment effort.</p>	<p>Raises some of the key issues required by the assignment. Project anticipates some issues and some hiring manager wants/needs. Elements are somewhat thought through but have some significant errors in them. Would require significant revisions before presenting to an actual hiring manager for use in the recruitment effort.</p>	<p>Does not address the key issues and does not anticipate other issues and hiring manager wants/needs. Some elements are not well constructed, legal or applicable to the position being recruited for. Plan is not suitable for presenting to an actual hiring manager for use in the recruitment effort.</p>
<b>Mechanics (20%)</b>	<p>Project demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p>Formatting of all documents is professional and ready to implement.</p> <p><b>To get 100%:</b> project is perfect mechanically</p>	<p>Project displays good control over mechanics, although some areas may still need sentence-level revision.</p> <p>Minor errors do not detract from readability and usability of the work.</p>	<p>Project shows that mechanics are an area of concern.</p> <p>Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.</p>	<p>Project lacks basic control over mechanics and contains excessive proof-reading errors.</p>



## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the [my.ambrose.edu](http://my.ambrose.edu) website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.