

Course ID:	Course Title:	Winter 2018	
BUS432	Recruitment & Selection	Prerequisite:	BUS330
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	Tue & Thu	Instructor:	Dr. Tim Vanderpyl, DSL, CPHR	First day of classes:	Thu, Jan 4, 2018
Time:	1.00pm – 2.15pm	Email:	Tim.Vanderpyl@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 14, 2018
Room:	L2100	Phone:	403.462.9364 (call or text)	Last day to request revised exam:	Mon, Mar 5, 2018
Lab/ Tutorial:	N/A	Office:	L2052	Last day to withdraw from course:	Fri, Mar 16, 2018
Office Hours:	N/A	Office Hours:	By appointment only	Last day to apply for coursework extension:	Mon, Mar 26, 2018
Final Exam:	Fri, Apr 13, 2018 (1300-1600)			Last day of classes:	Tue, Apr 10, 2018

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

Organizations are built upon their people, but finding the “right” people, at the right time, with the right qualifications, remains a difficult task for most organizations. 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.

The course will utilize readings, lectures, case studies, and class discussions throughout the semester to ensure the content is learned and synthesized. You are expected to show a high level of commitment to the course by carefully reading the assigned material **before** coming to class each day. This will enable you to contribute constructively to class discussions and maximize the experience for all class participants.

Textbooks

Catano, V.M., Wiesner, W.H., Hackett, R.D., Belcourt, M. (2012). *Recruitment and selection in Canada*, (6th ed.). Toronto, ON: Nelson Education.

Anders, G. (2011). *The rare find: Spotting exceptional talent before everyone else*. New York: Penguin Group.

Note: Both textbooks are needed. The Anders textbook can be purchased in Kindle format if desired.

Course Schedule

Note: Guest speakers continue to be booked for the semester, and their availability may impact the schedule below. 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 via Moodle.

Date	Class Topic/Chapter Title	Text chapters
Jan 4	Course Overview & Introduction	N/A
Jan 9	Recruitment Process	Catano Ch. 1 Anders Intro, Ch. 1 & Ch. 2
Jan 11	Resumes and Cover Letters	Catano Ch. 7 (p. 295-313) Anders Ch. 3
Jan 16	Bias in Recruitment	Catano Ch. 2
Jan 18	Legal Issues in Recruitment (Part One)	Catano Ch. 3
Jan 23	Legal Issues in Recruitment (Part Two) Assignment #1 (Resume & Cover Letter) due at class start time	Catano Ch. 3
Jan 25	PROGRAM DAY – Class Cancelled	N/A

Jan 30	Business Writing	N/A
Feb 1	LinkedIn	See Moodle
Feb 6	Job Analysis & Performance	Catano Ch. 4 & 5
Feb 8	Recruitment Preparation & Requisition (Part One)	Catano Ch. 6 Anders Ch. 4-8
Feb 13	Recruitment Preparation & Requisition (Part Two)	Catano Ch. 6 Anders Ch. 9-12
Feb 15	Class topic tbd (left blank to allow for guest speakers and schedule adjustments) Assignment #2 (LinkedIn Assignment) due at class start time	tbd
Feb 20/22	SPRING BREAK – NO CLASSES	N/A
Feb 27	Guest Speaker – Antony McElwee (Hays Recruiting)	N/A
Mar 1	Applicant Screening (Part One)	Catano Ch. 7 & 8
Mar 6	Assignment #3 - Company Recruitment Review (Part One: Written Assignment) due at class start time No lecture. Assignment #3 Presentations (Day One)	N/A
Mar 8	No lecture. Assignment #3 Presentations (Day Two)	N/A
Mar 13	Applicant Screening (Part Two)	Catano Ch. 7 & 8
Mar 15	Interviewing (Part One)	Catano Ch. 9
Mar 20	Interviewing (Part Two)	Catano Ch. 9
Mar 22	Interviewing (Part Three)	Catano Ch. 9
Mar 27	Background Checks Assignment #4 (Reflection) due at class start time	See Moodle
Mar 29	Decision Making & Selection (Part One)	Catano Ch. 10
Apr 3	Decision Making & Selection (Part Two)	Catano Ch. 10
Apr 5	Class topic tbd (left blank to allow for guest speakers and schedule adjustments)	tbd

Apr 10	Last Class: Review Assignment #5 due at class start time	N/A
Apr 13	Final Exam (Cumulative)	N/A

Requirements

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

Class Participation/Attendance	10.0%
Assignment #1: Resume & Cover Letter	7.5%
Assignment #2: LinkedIn Profile Creation / Update	7.5%
Assignment #3: Company Recruitment Review & Class Presentation	25.0%
Assignment #4: Reflection	15.0%
Assignment #5: Job Review, Analysis & Plan	20.0%
Final Exam (cumulative)	15.0%

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. 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-	Good
80% to 84%	B+	
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	Minimal Pass
55% to 59%	D+	
50% to 54%	D	
0% to 49%	F	Failure

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.

Attendance & Class Participation (10%)

I like and expect participation in the classroom. Please come to class prepared to engage in conversations with myself and the other students. I will often bring forward real-world situations into the classroom for debate/discussion by the group (in either large or small group format). The textbooks will be extremely valuable to our learning this semester, but I am also interested in everyone learning “how” to apply the textbooks to your real-world work, now and in the future. The expectation is that students will learn from me, from the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to “participate” means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes. If you do not complete these readings, it will be obvious in the class discussions. I may note that class as an absence. I will also use the Group Discussions/Contribution Quality component of your grade to assess your individual contribution to the group assignments.

For the classes with guest speakers, I will expect all students to come prepared with questions about topics pertaining to the guest speaker’s expertise. Absences on presentation days (for Assignment 4) will count as two absences.

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let me know **in advance** so that this can be taken into account, as repeated absences from class will negatively impact your individual participation grade. It remains my sole discretion to determine whether any absence will affect the attendance component of the final grade.

Grading Rubric – Class Participation/Attendance (10%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Attends all classes or misses one class (100%). Misses two classes (90%).	Misses three classes (80%).	Misses four classes (70%). Misses five classes (60%)	Misses six or more classes (0%)
Group Discussions and Contribution Quality (60%) 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/class' 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.	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.	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.	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.

Assignment #1 – Resume & Cover Letter Update (7.5%)

Ironically, some of the worst resumes I have seen have come from HR/Recruitment Professionals. A resume is often looked at for a short amount of time (especially when recruiters are inundated with large volumes of resumes) 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 this assignment, start by finding a job posting of something that interests you, and that you might consider applying for in April 2018. 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. 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. Submission must also include the cover letter and resume in MS Word format (in separate documents or together in one document). Please submit the completed assignment to me via Moodle by the assignment deadline.

Hint: Have another person read through your documents before you submit them. S/he may catch something that you missed.

Grading Rubric – Resume & Cover Letter Assignment (7.5%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Resume & Cover Letter (50%)	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 and reflects 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. The Letter also makes a good attempt at having the student stand out from others that might be applying for the job. The Resume reflects 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 is tolerable, but 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.
Spelling, Grammar & Formatting (50%)	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 or more 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.

Assignment #2 – LinkedIn Profile Update (7.5%)

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 previous professional/job experiences
5. Connection request to me and connection requests sent or accepted to/from all students in this class
6. 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
7. Request for recommendation sent to at least one other Ambrose instructor and to me (Note: If requested, I may write a recommendation for you in April after the class is over and grades are submitted. I just want the request right now)
8. Any additional information (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 an email indicating that the assignment is complete and that you are ready for me to review your LinkedIn profile. In that email, please list the ten keywords you utilized from #6 above. If items #5 and #7 have 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>.

Please note that for grading purposes, I will save your profile as a .pdf after you email me indicating the assignment is complete. I will delete this saved profile will be deleted at the end of the semester.

Grading Rubric – LinkedIn Assignment (7.5%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
LinkedIn Profile Content (100%)	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. To get 100%: There are no spelling/grammar mistakes in the profile.	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. There are few spelling/grammar mistakes in the profile.	The LinkedIn profile attempts to portray and reflect a professional summary of the student's experiences, but is either not complete, or the profile has some spelling/grammar mistakes in the profile.	The LinkedIn profile is not complete, has significant spelling/grammar mistakes and/or does not paint a professional picture of the student.

Assignment #3 – Company Recruitment Review (25%)

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 recruitment strategies and provide both a written report and a presentation to the class on 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 reserve it in Moodle by replying to the designated forum. Ensure the company name is in the subject heading of your post, for ease of reference by other students.

If you are taking another class from me this semester, you may not choose the same organization for this assignment, that you have chosen for another assignment in one of my other classes.

Part One: Written Summary (17%)

For Part One, 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. **Clarity of Target Job Seeker Market:** Is the company clear on their target market(s) for recruitment? If so, who are they targeting?
4. **Social Media Usage:** What social media sites does this organization use for recruitment purposes (if any)? How well do they use them? What jumps out at you on their social media sites in the past 3 months? How effective is their use of social media, in your opinion?
5. **Employee Venting:** What do employees say about this organization online, on sites that allow employer reviews?
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 a 'Vanderpyl Consulting Memo' format, addressed to me. This memo must 2000 words (minimum to 2500 words (maximum). Use a MS Word Memo template (or something similar). Where applicable, please include links in footnotes to specific items you have reviewed (i.e. the link to the company career page, link to negative/positive reviews etc.). Write this assignment as if you are being paid to do so, and as if a Director/CEO will read it.

Note: I will allow you to submit one draft to me for review, as long as it is submitted to me at least one week (7 days) before the assignment deadline. I will provide you with general comments about your progress, format, wording etc. Note that I will not review any drafts submitted less than one week before the assignment is due. No exceptions.

Part Two: Class Presentation (8%)

For this part of the assignment, you will present your assignment to the rest of the class in a short 8-10 minute presentation. Be concise and highlight your findings from Part One. You are welcome to use PowerPoint and/or "live" versions of the company's website (keeping in mind you will only have 8-10 minutes). Be prepared for questions from myself and students about this company, after the presentation.

A schedule of class presentations will be developed later in the semester.

Grading Rubric – Part One: Written Report (17% of final grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Completeness and Organization (10%)	All elements of the assignment are included and completed as per the assignment guidelines.	All elements of the assignment are included. Some of the elements are disorganized or missing components.	Elements are somewhat unorganized and are missing components.	Assignment is not complete.
Critical Thinking (50%)	Goes above and beyond in analyzing the organization. Student is critical but professional in evaluating the organization.	Student identifies the most obvious issues. Student is somewhat critical and professional in evaluating the organization.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Student does not address the key issues and does not provide a critical evaluation of the article
Mechanics (40%)	Assignment demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. To get 100%: Assignment is perfect mechanically	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.	Assignment shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Assignment lacks basic control over mechanics and contains excessive proof-reading errors.

Grading Rubric – Part Two: Class Presentation (8% of final grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (60%)	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenter	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest about topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes or slides with little eye contact). Generates little interest about topic. Presenter	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic.

	shows significant interest and enthusiasm in topic.	Presenters largely shows interest in topic.	shows some interest in topic.	Presenter lacks interest in topic.
Creativity, Graphics, Structure and Mechanics (40%)	<p>Presentation is made insightfully, creatively or skillfully.</p> <p>Innovatively or expertly prepared graphics used throughout the entire presentation.</p> <p>Presenter explains and reinforce the text and presentation.</p> <p>Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation.</p> <p>Presentation has no misspellings, grammatical errors, or formatting errors.</p>	<p>A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.</p> <p>Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation.</p> <p>Presentation has no more than three misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity to the presentation.</p> <p>Graphics seldom used.</p> <p>Student seldom supports the text and presentation. Structure of the presentation is not easy to follow.</p> <p>Conclusion is missing, or if provided, does not flow from the rest of the presentation.</p> <p>Presentation has between four to five misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.</p> <p>Presentation has more than six misspellings, grammatical errors, or formatting errors</p>

Assignment #4 – Reflection on Candidate Experience (15%)

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.

The deliverable will be a 1200-word (minimum) to 1500-word (maximum) reflection that describes your own candidate experience while interacting with the organization in the recruitment process. Integrate what you learned 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.

You will have two options for this assignment as noted below.

Option 1 – Attend a Large Career Fair and Reflect

For this option, you will attend a large public career/job Fair. Potential options include:

- **University of Calgary.** Dates/details: <https://www.ucalgary.ca/careers/students/connect-your-future-employers/career-fair>
- **Mount Royal University.** Dates/details: <http://www.mtroyal.ca/EmploymentCareers/CareerServices/FairsEvents/index.htm>

For the purposes of this assignment, the Ambrose career fair is not available. If you wish to attend a career fair that is not noted above, please check with me first.

Once at the career fair, wander through the exhibits and speak with representatives from three different organizations. Ask them questions about their organization and specifically note how they treat you as a candidate. Do not let them know you are doing a project but feel free to let them know you are a student looking for a job.

In your written submission, you will reflect on the entire experience, comparing and contrasting how the three organizations treated you. Specifically, ensure your reflection covers:

1. **Details:** What career fair did you attend? What day / time did you attend the career fair?
2. **Organization Interactions:** What organizations did you speak with? What was the role of the representative you spoke with? What questions did the representatives ask you? How were you treated by the representatives you spoke to?
3. **Branding:** What media (brochures, banners, slogans, giveaways, digital media etc.) did the organization use at their booth? Were these effective?
4. **Impression:** What was your overall impression of the organizations you interacted with? Do you want to apply to work at the organizations you spoke with? Why?
5. **Areas of Strength:** What did the organizations do well in their interactions with you?
6. **Areas of Improvement:** How could the organizations paint a better picture of themselves through their interactions?
7. **Evaluation:** Overall, describe your personal “candidate experience” with these organizations.

Note that it may be beneficial to do this option with other students in the class. If you do attend the career fair together, please speak with different organizations. Also note that career fairs are great places to get lots of free stuff. Do not be shy (the recruiters really do not want to lug the stuff back to their offices).

Option 2 – Apply Online and Reflect

Use this option if you are unable to attend one of the career fairs. For this option, 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. **Learning:** What did you learn through these applications? How could the organization create a better candidate experience?
6. **Reflection:** 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.

Take notes while you are applying as you will likely not be able to go back to see the questions once you click ‘next.’ You may also want to take screenshots (Command-Shift-4 on a Mac; Windows-Print Screen on a PC) as you apply, to remind yourself of the process. Integrate those screenshots into the reflection if you desire to.

Grading Rubric – Assignment #4 (15%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Completeness and Organization (10%)	All elements of the assignment are included and completed as per the assignment guidelines.	All elements of the assignment are included. Some of the elements are disorganized or missing components.	Elements are somewhat unorganized and are missing components.	Assignment is not complete.
Critical Thinking (60%)	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.

<p>Mechanics (30%)</p>	<p>Reflection demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p>To get 100%: Reflection is perfect mechanically.</p>	<p>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.</p>	<p>Reflection shows that mechanics are an area of concern. Reflection contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.</p>	<p>Reflection lacks basic control over mechanics and contains excessive proof-reading errors.</p>
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Assignment #5 – Job Review, Analysis & Plan (20%)

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

1. **Projected Schedule of Activities** Draft a schedule that outlines the milestones of this project, and when you are targeting to meet them. Be realistic in these milestones. Use April 1st as the first day you start. Build outwards from there.
2. **Advertising plan.** Where will you advertise? How much will it cost to advertise there? (Hint: This is the area you can get creative on)
3. **Job advertisement.** Draft a job advertisement as it will be posted on various media, as per your advertising plan
4. **Email of Recruitment Plan to Hiring Manager.** 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.
5. **List of Interview Questions.** Draft a set of interview questions, that you will use in the interview, and 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.
6. **Interview 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.
7. **Reference Check Template.** Develop a set of reference check questions that you will use when checking references for short-listed candidates.
8. **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.

Note: You are welcome to ask questions to me by email, but you must treat me as the hiring manager when you do. Any questions asked will be included in the overall grading of this assignment. Please ensure they are worded in a professional and error-free manner. (Hint: Hiring Managers do not like having their time wasted; they just want the job filled. They expect recruiters to exhaust other resources first before pestering them with questions. If you do ask a question, be concise and to the point about what you are asking).

If you wish to adapt this assignment for a real-world organization, you may submit a proposal to me requesting to do so. 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 element. 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.

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

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (60%)	Goes above and beyond identifying the most obvious issues. Project anticipates all issues and hiring manager	Raises all the key issues required by the assignment. Project anticipates most issues and hiring manager	Raises some of the key issues required by the assignment. Project anticipates some issues and some hiring manager	Does not address the key issues and does not anticipate other issues and hiring manager

	wants/needs. All elements are well constructed, legal and applicable to the position being recruited for. Project is ready to present to an actual hiring manager.	wants/needs. Most elements are well thought through. With minor revisions, project is ready to present to an actual hiring manager.	wants/needs. Element are somewhat thought through but have some significant errors in them. Would require significant revisions before presenting to an actual hiring manager.	wants/needs. Some elements are not well constructed, legal or applicable to the position being recruited for. Not suitable for presenting to an actual hiring manager.
Mechanics (40%)	<p>Project demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. Formatting of all documents is professional and ready to implement.</p> <p>To get 100%: project is perfect mechanically</p>	Project 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.	Project shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Project lacks basic control over mechanics and contains excessive proof-reading errors.

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 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.

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.