



Psychology 503.88

Recruiting and Job Choice

Winter 2014

Instructor:	Dr. Derek Chapman	Lecture Location:	A 248
Phone:	403- 220-5558	Lecture Days/Time:	TR 11-12:15
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Office:	A224		
Office Hours:	By appointment		

Course Description and Goals

To examine the psychology of recruiting and job choice. Students will be reading primary articles and chapters related to the field of recruitment, job choice, person-organization fit, employee retention and related topics. The course will have a heavy emphasis on discussion of your weekly readings and student presentations. An applied project will be completed by students examining the recruiting practices, strategies and results for an organization.

Prerequisites

Psyc 200, 201, 312

Required Text

None, the students will receive a reading list.

Evaluation

1. Class presentation: (30% of final grade)
A 30 minute presentation of primary research on a topic determined by the instructor
Ratings will be provided by peers and instructor to determine your grade (80% instructor 20% peer).
2. Class participation (20%)
Contribution made to the class discussion including quality of discussion and frequency of participation.
3. Applied Project (50%)
Details to follow in class.
Due April 9

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due)	Readings
R Jan 9	<p>Introductions and course outline.</p> <p>Definition of recruiting.</p> <p>History of recruiting research</p> <p>What practitioners are thinking about.</p> <p>Assignment</p>	none
T Jan 14	Introduction to some Foundations of Recruiting	Breaugh, James A. 2008. Employee recruitment: Current knowledge and important areas for future research. <i>Human Resource Management Review</i> , 18, 103-118.
R Jan 16	Applicant Attraction I	Ehrhart, K. H., & Ziegert, J. C. (2005). Why are individuals attracted to organizations?. <i>Journal of Management</i> , 31(6), 901-919.
F Jan 17	Last day to drop Winter Term half-courses.	
M Jan 20	<p>Last day to add or swap Winter Term half courses.</p> <p>Last day for change of registration from audit to credit or credit to audit.</p>	
T Jan 21	Applicant Attraction II	Ehrhart, K. H., Mayer, D. M., & Ziegert, J. C. (2011). Web-based recruitment in the Millennial generation: Work–life balance, website usability, and organizational attraction
R Jan 23	The Role of Organizational Image in the Recruiting Process I	Highhouse, S., Zickar, M.J., Thorsteinson, T.J., Stierwalt, S.L., & Slaughter, J. (1999) Assessing company employment image: An example in the fast food industry. <i>Personnel Psychology</i> , 52, 151-172.
F Jan 24	Fee payment deadline for Winter Term fees.	
T Jan 28	The Role of Organizational Image in the Recruiting Process II	Van Hoye, G., & Lievens, F. (2005). Recruitment-related information sources and organizational attractiveness: Can something be done about negative publicity? <i>International</i>

		Journal of Selection and Assessment, 13, 179-187.
R Jan 30	Student Presentation I	
T Feb 4	Person-Organization Fit I Student Presentation 2	Cable, D., & Judge, T.A. (1996). Person-organization fit, job choice decisions, and organizational entry. <i>Organizational Behavior and Human Decision Processes</i> , 67, 294-311.
R Feb 6	P-O Fit II Student presentation 3	
T Feb 11	Realistic Job Previews Student presentation 4	Saks, Wiesner & Summers (1996). Effects of job previews and compensation policy on applicant attraction and job choice. <u>Journal of Vocational Behavior</u> , 44, 297-316.
R Feb 13	Student presentations 5	
Feb 16-23	Reading Week. No lectures. University open (except Family Day).	
M Feb 17	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
T Feb 25	Applicant reactions to selection procedures Student presentation 6	Bauer, T. N., Maertz, C.P., Dolen, M.R., & Campion, M. A. (1998). Longitudinal assessment of applicant reactions to employment testing and test outcome feedback. <i>Journal of Applied Psychology</i> , 83, 892-903.
R Feb 27	Student presentations 7	
T Mar 4	Employer Branding I Student presentation 8	Lievens, F. (2007). Employer branding in the Belgian Army: The importance of instrumental and symbolic beliefs for potential applicants, actual applicants, and military employees. <i>Human Resource Management</i> , 46, 51-69.
R Mar 6	Student presentations 9	
T Mar 11	Student presentations 10	Kulkarni, M., & Nithyanand, S. (2012). Social influence and job choice decisions. <i>Employee Relations</i> , 35(2), 2-2.
R Mar 13	Student presentations 11	

T Mar 18	Student presentations 12	Van Hoyer, G., & Lievens, F. (2007). Investigating web-based recruitment sources: Employee testimonials versus word-of-mouth. <i>International Journal of Selection and Assessment</i> , 15, 372-382.
R Mar 20	Student presentations 13 Applied project results	
T Mar 25	Student presentations 14	Krista L. Uggerslev, Neil E. Fassina, David Kraichy, Recruiting Through The Stages: A Meta-Analytic Test Of Predictors Of Applicant Attraction At Different Stages Of The Recruiting Process, <i>Personnel Psychology</i> , 2012, 65, 3
R Mar 27	Student presentations 15	Highhouse, S., Brooks, M.E., & Greguras, G. (2009). An organizational impression management perspective on the formation of corporate reputations. <i>Journal of Management</i> , 35, 1481-1493
T Apr 1	Student presentations 16 and 17	
R Apr 3	Applied project results Group 1 and 2	
T Apr 8	Applied project results group 3 and 4	
R Apr 10	Applied Project results group 5 and 6 Winter Term Lectures End.	
M Apr 14	Last day to withdraw from full courses and Winter Term half courses.	
Apr 19-29	Winter Term Final Examinations.	

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Course Credits for Research

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 14, 2014**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911

suvpaca@ucalgary.ca

Student Union Faculty Rep.:

Phone: 403-220-3913

socialsciirep@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17th, 2014**. Last day for registration/change of registration is **January 20th, 2014**. The last day to withdraw from this course is **April 14th, 2014**.