# Unit Outline

## Recruitment and Selection

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>MN211/311</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Study</td>
<td>Internal</td>
</tr>
<tr>
<td>Credit</td>
<td>3 credit points</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>MN210/310 Human Resource Management</td>
</tr>
<tr>
<td>Location</td>
<td>Sheridan College</td>
</tr>
<tr>
<td></td>
<td>18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
</tr>
<tr>
<td>Student Workload</td>
<td>168 hours (12 hours per week over 14 weeks)</td>
</tr>
<tr>
<td></td>
<td>Seminars – 36 hours (3 hours per week over 12 teaching weeks)</td>
</tr>
<tr>
<td></td>
<td>Private Study – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)</td>
</tr>
<tr>
<td>Learning Management System</td>
<td>Canvas (canvas.sheridan.edu.au)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Coordinator</th>
<th>Matthew Bambach</th>
<th>Phone: 9221-8170</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:mbambach@sheridan.edu.au">mbambach@sheridan.edu.au</a></td>
<td></td>
</tr>
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<td>Matthew Bambach</td>
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<td></td>
</tr>
</tbody>
</table>
Introduction
Recruitment, and selection (and related activities) are ongoing challenges for organisations, both large and small. Although there are many other aspects of human resources that are important, these areas often take significant time, effort and financial resources. However, it vitally important that organisations ensure they recruit, select and retain the right people.

Students pursuing this unit of study will examine the current thinking on key practical and theoretical principles underpinning contemporary developments in human resource attraction, selection, orientation and retention.

Bachelor of Business Learning Outcomes
The Sheridan College Bachelor of Business has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

Bachelor Degrees qualify individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work, and provide a pathway for further learning. Upon successful completion of the Bachelor of Business you (the student) will be able to:

- Demonstrate your understanding of a broad and coherent body of knowledge, with an emphasis on the underlying principles and concepts of one or more disciplines within the field of business.
- Exercise your cognitive skills successfully to critically analyse, synthesise and consolidate information, concepts and theories from multi-disciplinary perspectives.
- Critically evaluate the scholarship and professional practice of one or more disciplines within the field of business in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Communicate your understanding of current knowledge and professional practice of one or more disciplines to others through structured assignments, projects and presentations in a variety of learning contexts.
- Demonstrate your intellectual independence through creative intellectual contributions to the study and/or practice of one or more disciplines within the field of business.
- Apply research-based knowledge, skills and concepts from one or more disciplines within the field of business to analyse problems and propose creative solutions across a diverse range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the field of business.
- Model self-discipline, ethical decision-making, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in the Bachelor of Business program will contribute towards the fulfilment of these broader learning outcomes.
Recruitment and Selection Learning Outcomes
On successful completion of this unit, students will be able to:

A. Identify contemporary recruitment, selection and retention issues that are relevant to the modern workplace;
B. Select the appropriate recruitment channels and techniques to draw suitable applicants from the labour market;
C. Critically examine the reliability and validity of the various selection tools used to assess applicant suitability for a position;
D. Construct and justify an appropriate recruitment, selection and retention strategy from an analysis of an employment situation;
E. Formulate strategies for predicting supply and demand for human resources;
F. Develop appropriate strategies for on-boarding and retaining employees.

Graduate Attributes
Study does more than equip you with knowledge in a specific academic field. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don’t necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

<table>
<thead>
<tr>
<th>College Vision Statement</th>
<th>College Graduate Attributes</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...</td>
<td>Sheridan College graduates will be...</td>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### ... love truth...

1. **Lovers of truth who:**
   a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### ... seek wisdom...

2. **Seekers of wisdom who:**
   a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### ... embrace innovation...

3. **Innovative thinkers who:**
   a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### ... and become instruments of peace in the world.

4. **Effective communicators who:**
   a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   c. Promote respect, hospitality and understanding towards cultures and groups.

5. **Independent learners who:**
   a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   c. Take responsibility for their own learning and research.

6. **Servant leaders who:**
   a. Model respectful and ethical behaviour in team environments.
   b. Serve the local, national and global community.
   c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Academic Calendar
Bachelor Degrees are 3-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below provides an example of a standard academic program for the Bachelor of Business.

### SAMPLE BACHELOR OF BUSINESS PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>PRE-TRIMESTER</th>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1</strong> (24 credit points)</td>
<td>Academic Writing</td>
<td>Principles of Management (3cp)</td>
<td>Introduction to Business Reporting (3cp)</td>
<td>Introduction to Microeconomics (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles of Marketing (3cp)</td>
<td>Extra-curricular programs and activities</td>
<td>Principles of Business Law (3cp)</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to Christianity (3cp)</td>
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<tr>
<td><strong>YEAR 2</strong> (24 credit points)</td>
<td>Principles of Finance (3cp)</td>
<td>Mathematics for Economics and Business (3cp)</td>
<td>Business Research Methods (3cp)</td>
<td>Business Elective 2 (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Elective 1 (3cp)</td>
<td>Extra-curricular programs and activities</td>
<td>Business Elective 3 (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Elective 1 (3cp)</td>
<td></td>
<td>Survey of the Bible (3cp)</td>
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</tr>
<tr>
<td><strong>YEAR 3</strong> (24 credit points)</td>
<td>Business Elective 4 (3cp)</td>
<td>Business Elective 5 (3cp)</td>
<td>Business Research Project (6cp)</td>
<td>Foundations of Strategic Management (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christianity as a Worldview (3cp)</td>
<td>Extra-curricular programs and activities</td>
<td>Business Elective 6 (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Elective 2 (3cp)</td>
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<tr>
<td><strong>TOTAL</strong> (72 credit points)</td>
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</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.
Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the instructor will nominate an additional one (1) hour either before or after class to be available for individual student queries. The specific times will be set after discussions with the class on the first day.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

Location
Sheridan College
18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000
Time(s): TBA
Room(s): TBA

Learning Resources
Prescribed Reading(s)

Supplementary Reading(s)


Academic Journals

Students can also find relevant journal articles in the following journals:

- Human Resource Management Journal; London
- Harvard Business Review
- HR Monthly
- Journal of Applied Psychology
- Journal of Managerial Psychology
- Personnel
- Personnel Psychology
- Human Resource Management Review; Greenwich
- Human Resource Management; New York
- Journal of Industrial Relations; Sydney
- People Management; London
- Personnel Management; London
- The Journal of Management Development; Bradford
- Management Development Review; Bradford
- Training and Management Development Methods; Bradford

Relevant Websites

- Australian Human Resources Institute (AHRI) http://www.ahri.com.au
- Academy of Management - HR Division http://www.hrdiv.org
- The Society for Human Resource Management (USA) http://www.shrm.org

College Library Resources

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. Academic OneFile from Cengage Gale (now active)
2. Oxford University Press Arts and Humanities Collection (now active)
3. EBSCO collections (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. Informit collections (to be activated from 1 February 2017), including:
Cunningham Library
Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


Aberdeen Street Campus Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Public Libraries
You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines. For business these include:

- Business Advisors Guide
- EBL (EBook Library)
- EconLit
- Informit Business Collection
- Academic Search Premier
- Business Source Premier
- EBSCO
- Emerald Journals
- GIBLIN: Giblin Working Papers
- IBIS World
- MasterFile Premier
- MEDGE: Management and Environment Information
- Regional Business Books

Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:
Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Edith Cowan University: $88 ($22 with concession)
- Curtin University: ($70.40)
- Murdoch University: ($99)
- University of Notre Dame ($40)
- UWA
  [http://www.is.uwa.edu.au/about/visitors-friends/visitors#community](http://www.is.uwa.edu.au/about/visitors-friends/visitors#community)
- Vose Seminary ($50)

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>20%</td>
<td>Week 8</td>
<td>A,B,C,E</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>Written Report – 2000 words</td>
<td>50%</td>
<td>Week 11</td>
<td>B,C,D,E,F</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
<td>Week 13</td>
<td>A,B,C,D,E,F</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
</table>

Explanation of Assessments
Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes within the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments in order to satisfy the course requirements.
1. Report – 2000 words (plus substantial appendix) – 50%
This assignment brings together all your learning across the unit and is designed for you to use as a resource for future reference. As a group or individually prepare a report to the CEO of Red Earth Mining Pty Ltd recommending a process for all the areas covered in this unit with a focus on two positions (see below). The presentation and your report are linked.

Hints:
- Collect documentation and work on this throughout the semester. (Each week, plug in your thoughts for this assignment based on the material covered in that topic and draft documentation for your appendix).
- Analyse what other groups present in the verbal report with a view of getting ideas for the written report.
- It is likely you can re-use/modify some of the ideas from the verbal reports in the written reports.

Preparation: Prepare regularly throughout the semester. Before writing this assignment, you should have completed the required reading. Collect samples of documentation used at various stages of the process to help you draft your own documentation.

Assignment Instructions: You lead the HR team of ‘Red Earth Mining’ – a large (fictitious) iron ore mining company in the Pilbara of WA. You have the task of finding the most suitable applicants for two very different vacant positions of your choice. You and your team will be involved in all stages of the attraction, selection, induction and retention processes in accordance with best practice.
You and your team will be required to **design the process and take part in**:
- Conducting a job analysis and producing job descriptions and person specifications
- Attracting applicants – methods and process (include sample documentation – advertisements etc)
- Selection (including the development of selection criteria, short-listing documentation, selection devices - interview documentation, copies of tests, scoring methods, decision making approach);
- Ensuring all legal implications have been considered;
- Decision making and Appointment (including documentation – appointment letters);
- Induction/Orientation and socialisation; and
- Ensuring the employees are retained in the organisation.

Your task: Prepare a report for the CEO of the organisation explaining the process that will be used in each of the above areas. Include clear recommendations for each of these areas ensuring that the report has well researched justifications. Attached to your report should be a substantial appendix. Documentation examples (sample advertisements, policies, procedures, interviews, job descriptions, interview templates etc.) should be included in your appendix and clearly relate to your report.

*LOs assessed: B, C, D, E*
<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the Main Issues/Problems</td>
<td>Has not grasped the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Exhibits a sound grasp of many of the issues in this assignment</td>
<td>Exhibits a sound grasp of all the main issues in this assignment</td>
<td>Fully grasps all of the main issues in this assignment</td>
</tr>
<tr>
<td>Critical analysis of the Issues</td>
<td>Limited or no evidence of ability to analyse or engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this discussion</td>
<td>Demonstrates pronounced ability to engage with the issues in this discussion</td>
<td>Demonstrates pronounced ability to analyse the issues in this discussion</td>
<td>Demonstrates pronounced ability to analyse and evaluate the issues in this discussion</td>
</tr>
<tr>
<td>Engagement with Contemporary Scholarship</td>
<td>Limited or no evidence of engagement with scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Show promise in task of critically evaluating a range of scholarly viewpoints</td>
<td>Demonstrates ability to critically evaluate a range of scholarly viewpoints</td>
<td>Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints</td>
</tr>
<tr>
<td>Comments on Solutions or Strategies</td>
<td>Limited or no evidence of ability to propose appropriate solutions, or comment on solutions or proposed solutions, in this assignment</td>
<td>Proposes appropriate solutions, or appropriately comments on solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose appropriate solutions, or comment on solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose appropriate solutions, or evaluate solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose and evaluate own solutions, or evaluate solutions or proposed solutions in this assignment</td>
</tr>
<tr>
<td>Contribution to the Learning Community</td>
<td>Zero or perfunctory engagement with the topic; no evidence of contribution to the learning community</td>
<td>Exhibits engagement with the topic and a range of scholarly viewpoints</td>
<td>Demonstrates ability to engage with a topic in a cognitive and informed way</td>
<td>Demonstrates sound ability to engage with a topic in a cognitive and informed way</td>
<td>Demonstrates pronounced ability to engage with topic</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Poor spelling and grammar characterize the work</td>
<td>Many errors in spelling and grammar evidenced in paper</td>
<td>Some grammatical or spelling errors evidenced in the paper</td>
<td>Few grammatical or spelling errors are noted in paper</td>
<td>Consistently uses correct grammar with rare misspellings</td>
</tr>
</tbody>
</table>

2. Presentation - Session Eight and Nine – 20%
You are required to prepare a 15 minute presentation presenting one of the topics in your report (e.g. job analysis, attraction, selection etc.). Any slides and handouts used in the presentation should be posted online on the unit portal prior to the presentation.

You are to give the presentation of one part of your report to the CEO (the class) in a week agreed with your lecturer. This should be 10 – 15 minutes. Provide an update to the CEO on what you feel is current best practice in provide well justified recommendations to the CEO on how to proceed in this area. Provide the class with handouts of examples of relevant documentation that you would recommend being used, for example, policy and procedure documents, interview templates, induction checklists or test questions. Your peers and your lecturer will provide you with feedback on what was done well and suggestions for enhancement.

LOs assessed: A, B, C, E
3. **Exam – 2.5 hours - 30%**
The exam will target all learning outcomes and will consist of Part A, short answers (5 x 8 marks = 40 marks) and Part B, essay questions (3 x 20 marks = 60 Marks).

**LOs assessed: A, B, C, D**
Guidelines for Written Assignments
These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation
- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity
- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style is posted on Canvas.

Submission
- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.
- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.
- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation
- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
## Unit Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS COVERED</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Topic: Introduction to Recruitment and Selection.</td>
<td>Compton, Morrissey and Nankervis (2014). Ch 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The legal framework</td>
<td>Compton, Morrissey and Nankervis (2014). Ch 10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Strategy and Planning Policy development</td>
<td>Compton, Morrissey and Nankervis (2014). Ch 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Job analysis and design</td>
<td>Compton, Morrissey and Nankervis (2014). Ch 3</td>
<td></td>
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<tr>
<td></td>
<td><strong>In-Trimester Study Week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
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