



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> BUS 314	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Recruitment and Selection <b>Course Short Title:</b> Recruitment & Selection											
<b>Faculty:</b> Faculty of Business and Computing	<b>Department/School:</b> School of Business										
<b>Calendar Description:</b> Students will learn about employment law, how to construct accurate job descriptions, identify and attract qualified candidates, and apply fair, evidence-based selection methods. The course reviews foundational recruitment and selection principles and explores how modern Canadian practices, global perspectives, and Indigenous approaches to equitable employment can lead to more effective and culturally responsive hiring processes.											
<b>Prerequisites (or NONE):</b>	45 university-level credits or 30 university-level credits including BUS 201.										
<b>Corequisites (if applicable, or NONE):</b>	None.										
<b>Pre/corequisites (if applicable, or NONE):</b>	None.										
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>25</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">33</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">12</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	33	Tutorials/workshops	12					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course. Instructor to assess when requested.
Lecture/seminar	33										
Tutorials/workshops	12										
<b>Total hours</b>	<b>45</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>	<b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval:</b>	<b>Date of meeting:</b> October 29, 2025										
<b>Faculty Council approval:</b>	<b>Date of meeting:</b> December 5, 2025										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> April 24, 2026										

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Evaluate foundational recruitment principles and assess how new legislation, technology, and emerging trends are reshaping hiring practices in Canada.
2. Describe the process by which an accurate and useful job description is developed.
3. Apply the knowledge of job descriptions to develop job postings and advertisements.
4. Identify appropriate labour markets for recruitment and be able to develop recruitment campaigns targeted to those markets.
5. Create interview strategies based on scientific selection principles.
6. Analyze recruitment and selection practices across diverse global and intercultural settings.
7. Integrate Indigenous perspectives to develop culturally grounded and respectful recruitment strategies.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Quizzes/tests/midterm:	20%	Project:	20%	Assignments:	35%
Final exam:	25%		%		%

**Details:** Midterm is 20%. Assignments include in-class activity (15%), individual work (10%), and class contribution (10%).

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, student presentation, simulation, online instruction, guest lectures, and group learning.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Book	Catano, V.M.	Recruitment and Selection in Canada	Current
2.			
3.			
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Module 1: Introduction to recruitment and selection (LO 1–7)

- Social and economic factors affecting recruitment and selection
- Introduction to ethical issues and professional standards
- Global and intercultural influences on recruitment and selection practices

Module 2: Foundational legal issues (LO 1)

- Non-discriminatory practices
- Human rights legislation
- Accommodation of physical and mental disability
- Proper practice guidelines

Module 3: Job analysis and job descriptions (LO 2, 3)

- Work and job analysis
- Job analysis interviews and direct observation
- Rating task statements and knowledge, skills, and abilities
- Developing task inventories
- Writing job descriptions based on job analysis

Midterm (LO 1–3)

Individual Project (LO 1-3)

Module 4: Strategic recruitment (LO 4)

- Labour markets and recruitment
- Locating and targeting the applicant pool
- Timing of recruitment initiatives
- Recruitment sources
- E-recruiting

- Evaluating recruiting efforts
- Community-based recruitment and relationship-building approaches informed by Indigenous values

In-Class Activity (LO 4)

Module 5: Strategic selection (LO 5, 6)

- Screening and writing resumes
- Introduction to validity and reliability of assessment testing
- Choosing an appropriate assessment test for the job
- Informational and screening interviews
- Developing a structured interview: situational and behavioural interviews

In-class Activities (Assignments) (LO 1–6)

Module 6: Recruitment and selection decisions (LO 7)

- Understanding the resistance of statistical approaches to recruitment and selection
- Application of scientific knowledge to recruitment and selection decisions
- Making a reliable and valid decision on who to hire
- Culturally responsive and equitable selection practices across diverse global contexts

Group Project and team presentation (LO 1–7)

Class Participation (LO 1-7)

Final Comprehensive Exam (LO1-7)