Peer and self assessment in
*Recruitment and Selection*
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**Context:**

*Recruitment and Selection* is a conceptually demanding postgraduate course contributing to the Master of Human Resource Management program.

Recruitment and selection is one of the core functions of Human Resource Management, and of management more generally, because of its substantial impact upon the people who work within any particular organisation. This course is designed to enable students to understand current theory and practice of recruitment and selection. In particular, students undertaking this course will come to a detailed appreciation of best practice in recruitment and selection, as defined by current research.

By the end of this course, students should be able to:
1. Describe the basic principles of recruitment and selection, including:
   a. Reliability, validity and utility
   b. Job analysis
   c. Job marketing
   d. Applicant assessment
   e. Selection decision-making
2. Explain the relationship of recruitment and selection practices to relevant theory and research
3. Apply recruitment and selection theory and research to specific occupations
4. Connect recruitment and selection practices with their organisational, social and legal contexts
5. Outline the limitations of current recruitment and selection research and practice

**Assessment**

There are five items of assessment in this course. The first four of these are linked together in a sequence and include peer assessment. The assessments (in order) are: A job analysis (5%); Presentation of a recruitment and selection strategy *for the job which was analysed in the first assignment* (5%); Peer assessment of another student's
Peer assessment

What follows provides further details of the way peer assessment is used in this course.

The first assignment is an introductory and foundational one from which the later ones build. This strategy serves several purposes. Firstly, it encourages student engagement in learning activities in the course from the very first week. Secondly, it does so by starting with some low demand, low stakes assessment (worth just 5% of the course total) which, while important, encourages student engagement without so much anxiety (James, McInnis, & Devlin, 2002). Thus, in the first assignment, students are required to analyse a specific job which they themselves choose based on their own interests and experience. For each student, the job chosen must be approved by the course convenor to ensure that it is suitable (e.g., Does the job have sufficient complexity to make the process appropriately challenging? Does the student have adequate access to information, especially that provided by job incumbents?). The procedure for conducting a job analysis is discussed in detail in the second week of the course. The Job Analysis is handed in by the end of week 4 and is assessed by the course convenor.

Feedback on the first assignment is returned to students within two weeks so that it can help inform performance on the second assignment. This assignment builds on the job analysis completed in the first assignment. Each student is required to develop a recruitment and selection strategy for the job they have analysed, and to present this to a small group of other students in class in week 8. To make this practicable the total cohort (approximately 80 students in the last semester) is divided into groups of four to five, who organise presentation schedules for themselves. This includes assigning when each student will present within that week’s class as well as which student will prepare a detailed, written assessment of the presented recruitment and selection strategy. Generally, each of the students within a group takes it in turns to present their recruitment and selection strategy or to act as a peer reviewer in a round-robin fashion. After each presentation, the presenting student leaves the room while the remaining peers discuss the presentation, agree on an overall mark and the feedback to be provided to the presenting student. The presenting student re-enters the room to orally receive their mark (up to 5% of the course) and the feedback. The course convenor visits individual groups to moderate marks provided, but students are also informed that they may appeal their mark by having their presentation re-assessed by the convenor.

Over the next 7 days each student writes one 500 word peer review report for the student presentation they were assigned within their group. Two copies of each peer review report are printed, one of which goes directly to the student whose presentation it relates to, while the other goes to the course convenor for assessment. The convenor assesses the reports on a pass/fail basis to ensure that each student has engaged appropriately with the peer review task (worth 10%). Each student uses the peer review report on their presentation to revise their recruitment and selection strategy and to guide their preparation of the following assessment piece — a critical essay.

In the fourth assessment piece students are required to write a 2000 word critical essay to justify their selection and recruitment strategy by reference to research literature. Students ability to undertake this task is enhanced in several ways.
Through:
1. their exposure to presentations of other selection and recruitment strategies,
2. their critique of presentations of other selection and recruitment strategies,
3. reflecting on the (oral) peer feedback they have received (from 4 other students) on their own selection and recruitment strategy and the single peer-review report based on this
4. guidance from the academic
5. reference to formal assessment criteria (see Appendix 1) which they are provided with in advance.

**Evidence of effectiveness and impact**

Positive feedback has been received from students through formal course evaluations. These include a number of open ended comments. Students indicated that they appreciated the fact that each step of the assessment led logically into the next step, which helped give them a:

“... clear sense of direction that the course took which helped [students] know where [they] stood in terms of [their] learning”.

While most students found that the:

“Peer assessment activity was good and should be continued”

some suggested that:

“A set of specific criteria would assist with the process”.

Further, the quality of the learning derived from the peer assessment process depended in large part on the level of effort provided by students. Students who found themselves in groups with peers who had made relatively little effort found the process less rewarding. Consequently, several students advocated that the weighting of the presentation marks derived from the peer review should be increased, in order to encourage greater commitment to that component of the assessment.

**Principles of Good Practice illustrated by the practice**

**Constructive alignment (Biggs, 2006):**

This procedure is a good illustration of how multiple assessment items can cohere together in a constructive sequence that is aligned with both participation in activities which help students to learn, and moreover, achieve specific learning outcomes which are desired. In addition, the constructive nature of the assessment gives students repeated opportunity to develop an increasingly sophisticated internalised understanding of the criteria by which their work will be judged – and therefore an increased ability to perform accordingly.

**Authenticity (Biggs, 2006):**
The assessment regime used in this course engages students in activities which exactly mirror those which graduates employed in management and business professions undertake. Furthermore, this fact is transparently obvious to students as they participate in these activities which helps to ensure that students are motivated and interested by seeing the relevance of these learning activities to their future employment.

**Managing motivation (Meyers & Nulty, 2009 In press)**

The constrictive alignment and authenticity of the assessment tasks helps ensure that students are highly motivated and interested in the assessment tasks. In addition however, the use of early, low-stakes tasks (James et al., 2002) deliberately do not provide students with many marks. Far from reducing motivation, this has the effect of reducing anxiety. It allows students the opportunity to learn how to perform well before they are more substantially assessed. This ensures that the knowledge and performance skills which are most highly prized are also the ones most highly rewarded with marks.

**Multiple exposure to differences (Bowden & Marton, 2003)**

Students get to see multiple examples of different job analyses and associated selection and recruitment strategies. Through exposure to difference students are better able to internalise an appreciation of the characteristics of good analyses and strategies, and thereby to relate this to appraising and enhancing their own performance.

**Academic integrity (Carroll, 2002) (See also: [http://www.griffith.edu.au/academic-integrity/](http://www.griffith.edu.au/academic-integrity/))**

Because students each choose a job to base their work on there is reduced opportunity for students to copy from each other, or from previous students. Similarly because they have to present their draft selection and recruitment strategies to a small group of their peers, students experience a disincentive for plagiarism. Simply, students know that there is a reasonable chance that acts of plagiarism would be detected – and, if so, that this could be embarrassing considering the 'public' forum in which they present their work.

**How to do it yourself**

The assessment strategy described here can be adapted for use in any situation where a particular task can be broken down into a small number of related steps. Additional key components for success are:

1. That students can exercise individual choice over some aspect of the assessment – in this case the individual selects the job upon which the first four assessments build – this ensures students feel a personal commitment to what they are doing, and engages them early.
2. The authenticity of the task(s) – which boosts intrinsic motivation and interest.
3. Ensuring that early assessment tasks are low risk in respect of marks to be won directly, but of obvious and critical importance to successful performance on later tasks where the number of marks available is much more substantial.
4. Students are provided with criteria by which their performances will be judged, and (in lectures and seminars) also provided with detail about how to go about the tasks they have to do.
5. Students have multiple exposures to different points of view and different examples of others' work. This helps students to realise that there are several ways in which a
particular criterion may be exemplified in practice, and helps students to develop a richer internalised understanding of these criteria in relation to their actual performances.

6. More marks are awarded toward the end of the course than the beginning, in association with performances which illustrate the understanding and skills that are most highly valued.

7. ensure that students can present interim work to small groups of students such that the peer assessment component is self-contained, manageable and non-threatening.

8. Ensure that some form of mark (in this case pass/fail) is given for meaningful participation in the peer assessment exercise and that there is a 'quid-pro-quo' incentive for doing so too. Ensure that attendance at peer assessment events is compulsory.

Handout/Teaching materials:

Appendix 1: 7427MGT: Recruitment & Selection: Critical Essay Guidelines

Word Limit: 2000 words; Due Date: Friday, 23rd May, 5 pm (to be submitted to the Library assignment box).

The 4th assignment for this course will be an essay that provides a critical review of the Recruitment and Selection Strategy presented by each student in the 2nd/3rd assignments for the job analysed in the first assignment. A recruitment strategy should include a job analysis and sections thoroughly explaining and justifying the most effective methods of attracting applicants from relevant job markets. A selection strategy should include a thorough explanation and justification of choices of selection assessment tools and techniques, as well as an overall process for coming to a final decision about applicants.

The checklist used in the previous assignments (as below) would be applicable to the essay as well in terms of what is expected to be covered. The only difference in this assignment is the need to provide 'justification' from the current research/literature:

- Developed a proper job description from the job analysis, clearly identifying KSAs (knowledge, skills and abilities: competencies)
- Developed a list of Key Selection Criteria
- Assigned weightage to all selection criteria (refer to the template discussed in week 7 lecture)
- Conducted broad environmental analysis (industry analysis, labour market conditions)
- Clearly identified various recruitment sources
- Developed an appropriate advertisement strategy & medium
- Explored the use of e-recruitment methods, technologies and techniques
- Explored the appropriateness of outsourcing some or all aspects of recruitment
- Consideration of relevant labour legislations in recruitment and selection
- Identification of Selection methods appropriate to the assessment of each selection criteria (refer to the template discussed in week 7 lecture)
- Considered key administration processes pertaining to recruitment (initial selection methods, time frames, constituting a selection panel (assessors, interviewers etc), providing information and feedback to applicants etc)

In this essay it will be necessary to compare the strategy with current research on recruitment and selection, so it will be necessary to have a “minimum” of ten (10)
academic-standard, refereed journal articles to support the argument, using Harvard referencing system. Please note that more than the number of references, what is important is “how” they are used in justifying your R&S Strategy. This involves comparing and contrasting alternate perspectives and choosing one that most suits the job and the organisation that you have chosen. Reference widely. AVOID excessive reliance & excessive quotes from few sources.

This essay must include the Job Analysis, Recruitment and Selection Strategy, and any peer feedback, as appendices. Appendices are not included in the word limit.
# Appendix 2: 7427MGT Recruitment & Selection Strategy
## Critical Essay Assessment Sheet

**Name & Student Number:**

<table>
<thead>
<tr>
<th>Organisation of the Assignment:</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical structure, development &amp; building of arguments, concise, linking divergent approaches &amp; formulating own argument</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding of Different Dimensions of the Topic:</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of key concepts, issues &amp; challenges, comprehensive coverage</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Issues:</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth &amp; breadth of critical thinking</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature Review:</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the references adequate, relevant, of high standard and made good use of?</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical Application of Concepts &amp; Theories:</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical implications identified; Useful recommendations provided</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

**Mark (out of 40):** 7
References


