



**Course Prefix/Number/Title:** HRM 140 Employment Life Cycle

**Number of Credits:** 3 Credits

**Course Description:** This course covers basic knowledge of the factors to be considered and strategies used in the employees' journey with the employment process of an organization. Topics include the stages in the employee life cycle to include recruitment, on-boarding, development, retention, and separation.

**Pre-/Co-requisites:** None

**Course Objectives:** Upon Successful completion of this course, you will be able to:

1. Compare the formal human resource planning models.
2. Identify the purpose and function of HRIS.
3. Compare employee recruitment methods (advertising, job fairs, etc.).
4. Identify alternative staffing practices (recruitment process, outsourcing, job sharing).
5. Identify the different sources for employee recruitment (employee referral, recruitment firms, staffing agencies, and social networking/social media).
6. Apply equal employment opportunity and other employment laws and regulations to the recruitment and selection process, such as non-discrimination, accommodation, and work authorization (Title VII, ADA, EEOC Uniform Guidelines on Employee Selection Procedures, Immigration Reform, and Control Act).
7. Identify HR metrics (cost per hire).
8. Apply the job analysis and job description process to determining job requirements.
9. Identify disparate treatment and adverse impact in relation to employee recruitment.
10. Write non-discriminatory employment want ads.
11. Compare employee selection and hiring procedures.
12. Review employment test types.
13. Demonstrate lawful and effective employee interviewing techniques (behavioral, situational, panel).
14. Analyze and track job applicant qualifications through applicant data (HRMS).
15. Prepare correct documentation for the employment process.
16. Prepare a job offer and new employee orientation program.
17. Prepare post-offer activities (drug testing, background checks, medical exams).
18. Evaluate performance management practices (setting goals, bench marking, feedback)
19. Evaluate performance appraisal methods (ranking, rating scales, warnings, corrective actions)
20. Review conflict management to include workplace behavior issues (absenteeism, aggressive behavior, employee conflict, workplace harassment) and effectively manage discipline and grievances (warnings, escalating corrective actions, termination).
21. Explain anti-bullying, harassment, and sexual harassment (risks for employers).
22. Identify the off-boarding (exit interviews) or termination process.
23. Evaluate the success of the employment process.

**Instructor:** [Jason Sutheimer](#), [SPHR](#), [SHRM-SCP](#), [CWP](#)

**Office:** Virtual

**Office Hours:** Varies; Available by email / phone / text as needed

**Phone:** (701) 328.2840 – Office or (701) 870.0999 - Cell

**Email:** [jpsutheimer@nd.gov](mailto:jpsutheimer@nd.gov) – Office or [Jason.Sutheimer@dakotacollege.edu](mailto:Jason.Sutheimer@dakotacollege.edu) – DBC

**Lecture/Lab Schedule:** Varies

**Textbook(s):** Staffing Organizations, 9th Edition

Author: Herbert Heneman III and Timothy Judge and John Kammeyer-Muller

ISBN: 1260141330 Looseleaf

**Course Requirements:** Completion of the following:

<b>Content:</b>	<b>Possible Points:</b>
Weekly Quizzes	100
Quarter 1 Exam	50
Midterm Exam	100
Quarter 3 Exam	50
Final Exam	100
Discussions	100
Final Project	100
<b>TOTAL POSSIBLE:</b>	<b>600</b>

Discussion Rubric:

Criteria	Novice	Competent	Proficient
Analysis	0 Points Discussion postings show little or no evidence that readings were completed or understood.	2 Points Discussion postings repeat and summarize basic, correct information, but do not link real-life application and do not consider connections between ideas.	4 Points Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.
Grammar	0 Points Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	2 Points Written responses include some grammatical, spelling or punctuation errors.	4 Points Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.
Etiquette	0 Points Written interactions on the discussion board show disrespect for the viewpoints of others.	1 Points Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	2 Points Written interactions on the discussion board show respect and interest in the viewpoints of others.

**Grading Scale:** The final grade is based on the percent of total points a student earns.

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

**Tentative Course Outline:**

<b>Course Semester Weeks</b>	<b>Content Covered during Week Includes: Discussion, Instruction, Testing</b>	<b>Testing</b>
Week One	Introduction to Staffing	
Week Two	Chapter 1: Staffing Models and Strategy	
Week Three	Chapter 2: Legal Compliance	
Week Four	Chapter 3: Planning	Q1 Exam (Chapters 1 – 3)
Week Five	Chapter 4: Job Analysis	
Week Six	Chapter 5: External Recruitment	
Week Seven	Chapter 6: Internal Recruitment	
Week Eight	Chapter 7: Measurement	Midterm (Chapters 1 – 7)
Week Nine	Chapter 8: External Selection I	
Week Ten	Chapter 9: External Selection II	
Week Eleven	Chapter 10: Internal Selection	
Week Twelve	Chapter 11: Decision Making	Q3 Exam (Chapters 8 – 11)
Week Thirteen	Chapter 12: Final Match	
Week Fourteen	Chapter 13: Staffing System Management	
Week Fifteen	Final Project	
Week Sixteen	Chapter 14: Retention Management	Final Project Due
Finals Week	Final Exam (Comprehensive)	Final Exam (Chapters 1 -14)

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

This will be a class offered as part of an HR program at Dakota College at Bottineau. This class will focus on the Employment Life Cycle within an organization. This class will include information on various employment laws, recruitment and selection activities, human resource metrics, and performance management activities.

**Relationship to Campus Focus:**

Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses offered by its instructors. This course will emphasize communication and technology to enhance “human” nature in the work environment.

**Classroom Policies:**

Classroom weeks will run from Monday at 12:00 a.m. to Sunday at 11:59 p.m.

Discussion posts are due by Thursday at 11:59 p.m. Responses to other student posts should be completed by Saturday at 11:59 p.m. Late discussion posts will incur a 10% point deduction each day an assignment is late. Any assignment submitted three days after it is due will result in a zero. Students are expected to participate and complete activities for each weekly module. If student is aware of a conflict ahead of time, they are welcome to submit assignments early or notify the me (instructor) at least one day (24 hours) before the assignment due date. Failure to contact me prior to the 24 hour requirement will result in an zero.

Examinations, quizzes, and the final project are due by Sunday at 11:59 p.m. If student is aware of a conflict ahead of time, they are welcome to submit examinations and quizzes early or notify the me (instructor) at least one day (24 hours) before the assignment due date. Failure to contact me prior to the 24 hour requirement will result in an zero. I also understand emergencies can happen. If you have an emergency which doesn't allow for completion of the test, I expect you to contact me at your earliest convenience. If an approved emergency, I will consider allow the student to take the test with a 5% point reduction.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Plagiarism:**

To plagiarize is to “steal and pass off the ideas or words of another and one’s own” (Webster’s Dictionary). Plagiarism will not be tolerated in this course. When completing a research paper, it is necessary to cite all information gathered from other sources – including direct quotations and paraphrases – within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for research papers. If you have any questions – please contact myself or go to the learning center for more information. Students found plagiarizing material will receive an “o” for the assignment.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College’s Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.