



Course Prefix/Number/Title:

HRM140-Employment Life Cycle
SPRING 2025

Number of Credits:

3

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, the student should 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:

Deidre Pugh, Social Sciences & Human Resources Instructor

Office:

Online: Please don't hesitate to email, call, or text with questions/concerns or to set up an appointment.

On-Campus (DCB): Thatcher Hall, Room 207

Office Hours:

Online: By appointment

On-Campus (DCB): Wednesdays (9:30am-5:00pm), Thursdays (10:30am-3:30pm)

Phone:

Cell: 701-840-8975

Office: 701-228-5621

Email:

Deidre.Pugh@dakotacollege.edu

Lecture/Lab Schedule:

Online

Textbook(s):

Textbook IS REQUIRED

Staffing Organizations, 9th Edition

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

ISBN: 1260141330 (Looseleaf)



Course Requirements:

Distance learning is self-directed learning! It requires a high level of responsibility, dedication, and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade.

* Attendance is determined by your keeping up-to-date with discussion threads and assignments. You are required to participate in threaded discussions and to turn in assigned work when due. You are also required to contact me, in advance, if you know you will be "missing" an assignment so we can make arrangements to makeup the work.

DISAPPEARING: No communication from you for several weeks, or not completing your work, for whatever reason means I may initiate an administrative withdrawal. You can contact me via voice mail, text, email or by contacting the DCB Distance Education Department.

Discussions: For each chapter, you will have a discussion question. You need to submit 2

responses per discussion, on **SEPARATE DAYS**, with at least one of the responses to another student's post.

It is important to stay current with your discussion submissions. All the discussions for a section must be completed by the last day of the chapter and time specified. There will be no points awarded for the discussions after the due date and time.

Participation: Participating in discussions is an important means of achieving the course's objectives. Some of the topics we cover are controversial and/or sensitive, ***I would like each of you to keep an open mind and give other students the same courtesy that you expect to be given! Respect always goes a long way. If you choose to attack another student in my course, there will be consequences.***

Purpose: The purpose of the assigned threaded discussion questions is to have you participate in class discussions in much the same way as would occur in the classroom.

Criteria: Respond twice during the chapter, on SEPARATE DAYS within each topic, to the question in order to receive full credit. One of your responses, within each topic, must be to another student's post. The purpose of having you respond on different days is so you "attend" class throughout the week! If you're only responding at the beginning of the week and not logging into the course again during that chapter, you may miss out on very educational discussions.

Grading: **Superficial reflections are not acceptable!** Although it is important to thoroughly explain the ideas and concepts you are learning, merely paraphrasing or restating the concepts, definitions, or ideas is not acceptable. You should try to become more reflective and strive to improve the quality of your thought and writing as the course progresses. Remember, your discussions are your opportunity to demonstrate your learning in this course!

Online Participation – 10 points possible for each separate discussion topic

Quizzes: A quiz will be completed for each chapter (unless there is an exam that week). The quizzes will be worth 10 points.

Employment Cycle Assignments: There will be 3 "Employment Cycle" assignments that will demonstrate what happens during the Employment Cycle. These will be used to complete your Final Project.

Exams: There are 4 exams throughout the course. Exams are due when the due date is indicated. There will be no late submissions, unless arrangements were made ahead of time and there is an acceptable excuse to missing.

Bonus Points: You will have periodic opportunities to earn bonus points throughout the course by finding supplemental information on what we are discussing at the time.

Final Project: There will be a Final Project at the end of this course. This project will be a completion of the "Employment Cycle" assignments you complete during the course. You will have your entire "finals week" to work on this project.

Course Outline:

Week 1

Monday, January 13th-Sunday, January 19th

Employment Cycle-Recruitment

Week 2

Monday, January 20th-Sunday, January 26th

Week 3

Monday, January 27th-Sunday, February 2nd

Week 4

Monday, February 3rd-Sunday, February 9th

QUARTER 1 EXAM

Week 5

Monday, February 10th-Sunday, February 16th

Week 6

Monday, February 17th-Sunday, February 23rd

Week 7

Monday, February 24th-Sunday, March 2nd

Week 8

Monday, March 3rd-Sunday, March 16th

MIDTERM EXAM

SPRING BREAK: 3/10-3/16

Week 9

Monday, March 17th-Sunday, March 23rd

Week 10

Monday, March 24th-Sunday, March 30th

Employment Cycle-Selection

Week 11

Monday, March 31st-Sunday, April 6th

Week 12

Monday, April 7th-Sunday, April 13th

QUARTER 3 EXAM

Week 13

Monday, April 14th-Sunday, April 20th

Week 14

Monday, April 21st-Sunday, April 27th

Week 15

Monday, April 28th-Sunday, May 4th

Employment Cycle-Employment

Week 16

Monday, May 5th-Sunday, May 11th

FINAL EXAM

FINALS WEEK

Monday, May 12th-Sunday, May 16th

Final Project-Employment Cycle Completion

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

The student learning competencies of career and technical education degree programs are as follows:

- Employ industry-specific skills in preparation for workplace readiness
- Combine general education and vocational skills curriculum

Relationship to Campus Focus:**Campus Focus: Nature, Technology, and Beyond**

This course will emphasize communication and technology to enhance “human” nature in the work environment.

Classroom Policies:

Regular participation is mandatory.

- All assignments can be completed on any computer with Internet access.
- Students need to set up or select an environment conducive for getting work done/testing (e.g. distraction free area at home, a computer lab at a library, etc.)
- Students can complete their weekly work at any time between the given dates and times.
- Classroom weeks will run from Monday at 12:00 a.m. to Sunday at 11:59 p.m.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Grades are based on total points earned.

Grading: 90+A; 80-89B; 70-79C, 60-69D, 59 and below F.

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.

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.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, **students are not allowed to utilize generative AI to help produce any of their academic work**. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

*If a student is suspected of using AI on ANY assignment, including discussions, they will receive “0 points” on that assignment. If there is a second incident, the student will be reported and potentially dropped from the course!

RESPONSIBILITIES

Students	<ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none">• Determine if the use of generative AI could enhance student learning in any assignment or project.• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.• If allowable, give specific parameters for how and when generative AI may be used.• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.