



**Seattle University
Center for the Study of Sport and Exercise**

**Managing Human Resources in Sport Organizations SADL 510
Course Syllabus – Winter 2013**

<p>Course Time and Location Time: 6-9pm Section-01: Tuesdays, Jan. 8 – Mar. 12, 2013 Location: Admin 202</p>	<p>Instructor: Dr. Maylon Hanold Phone: 425.503.7754 Office Hours: By App. Office: Lynn 114</p>
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About the Course

Course Description and Overview

After successful completion of this course, students will be able to develop a dynamic organizational culture through recruiting and selecting, orienting and training, evaluating and rewarding sport personnel. Students will be able to write job descriptions, create and know how to conduct performance evaluations, demonstrate interpersonal communications, manage changes, maintain positive morale, manage difficult employees, develop a system of rewards, manage stress, create diversity, and develop a collaborative/participative management style.

Course Materials

This course requires students to work continually and diligently throughout the quarter and entails a fair amount of reading, studying, reflection, discussion, and initiative. Listed below are the required books for the course. The book can be purchased from many bookstores, including Seattle University Bookstore and online booksellers:

[TDM] Taylor, T., Doherty, A. & McGraw, P. (2008). *Managing people in sport organizations: A strategic human resource management perspective*. San Francisco: Elsevier.
ISBN 978-0-7506-8229-9

Learning Objectives

After successful completion of this course, students will be able to do the following:

Objective	Learning Outcome	Evaluative Tool
1. Understand the general concept of human resources management and the key issues that affect sport organizations	Content Knowledge, Discovery and Inquiry, Critical Thinking, Lifelong Learning, Communication	Final Presentation
a. Understand the distinctions among different types of sport organizations	Content Knowledge	Discussion, group activities
b. Understand the distinction among paid professional workers, volunteer workers, and clients in sport organizations	Content Knowledge	Discussion, group activities
c. Understand the difference between the personnel management, human resource	Content Knowledge, Critical Thinking	Discussion, group activities

management (HRM) and strategic human resource management (SHRM)		
2. Participate in the organizational processes of job design, recruitment, staffing, orientation, training, and performance appraisal.	Content Knowledge, Discovery and Inquiry, Critical Thinking, Lifelong Learning, Communication	Final Presentation
a. Write a job description and determine recruitment strategy b. prepare effective resume c. Conduct an interview d. Create an orientation to highlight organizational culture e. Design a training and development plan f. Conduct a performance appraisal	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication	Job Analysis & design Assignment, Performance Management Assignment, Resume Assignment, discussion, paper
3. Understand and articulate the difference between performance management and performance appraisal	Content Knowledge, Critical Thinking, Communication	Discussion, Performance Management Assignment
4. Understand and apply motivation theories to increase employee satisfaction and improve employee relations in sport management	Content Knowledge, Discovery and Inquiry, Critical Thinking, Lifelong Learning, Communication	Final Presentation
a. Understand and apply motivation and reward theories	Content Knowledge, Critical Thinking, Communication, Social Responsibility	Discussion, Compensation Assignment
b. Develop ways to assess HR risk	Content Knowledge, Critical Thinking, Communication, Social Responsibility	Discussion
5. Understand the approaches to evaluating HRM activities	Content Knowledge, Discovery and Inquiry, Critical Thinking, Lifelong Learning, Communication	Final Project
a. Understand steps and phases involved in benchmarking	Content Knowledge, Critical Thinking, Communication	Evaluation and ROI Assignment
b. Understand key components of a return-on-investment (ROI) evaluation	Content Knowledge, Critical Thinking, Communication	Evaluation and ROI Assignment
6. Understand the requisite aspects of the organizational structure for a sport organization based on HR perspective	Content Knowledge, Critical Thinking, Communication	Discussion
7. Understand individual differences in abilities, values, personality and motivation.	Content Knowledge, Discovery and Inquiry, Social Responsibility	Diversity in the Workplace Presentation

Class Participation and Assignments

Class Participation (125 pts)

Class participation, which includes speaking and listening thoughtfully, is paramount in this course. You are expected not only to have read through the readings due each week, but to have applied the concepts therein to various assignments. In doing so, you are expected to have a solid grasp of the content knowledge gained through the readings, which will allow you to participate fully in class discussions, activities, and work. Because grading class participation is somewhat subjective on my part, I will give you 25 pts to begin with. Then, I will award points for each class based on the following scale: very good (10-9), good (8), below expectations (7), and not prepared at all (7- 0). A ‘very good’ is earned through clear demonstration that you know what you’ve read and are applying it in discussion. A ‘good’ is earned when I can tell you’ve read the material, but it’s not integrated well when you speak, you have to reference the book a lot just to think of ideas to say. It’s evident that you read through the material when contributing ideas, but you are sometimes unclear and not as thorough in your thoughts. ‘Below expectations’ is earned when it is clear you did not

really do the reading, or skimmed it, and can't contribute in a meaningful way, but you are earnestly trying to play catch-up in class. So, you're interested, but not really ready. 'Not prepared at all' is earned when you are not interested, rely on others to do all the thinking, and did not do the reading as evidenced through your lack of knowledge about the topics. **Guest Speakers:** When we have guest speakers, part of your class participation will depend on how well you engage the speaker, ask questions and follow up with meaningful comments.

In Class Assignments (75pts each, total of 375pts)

There are five in class assignments that you will complete throughout the quarter. Be prepared for these by having read the material for the day well. The readings are not lengthy so you are expected to read the material carefully, not simply skim it. Instructions will be given on the day of each assignment. The assignments are as follows:

1. Job Analysis and Design Assignment (Jan 15)
2. Resume Assignment (Jan 22)
3. Performance Management Assignment (Feb 5)
4. Compensation Assignment (Feb 12)
5. HR Evaluation and ROI Assignment (Mar 5)

HR and Diversity Presentation: (in class Feb. 26, 200 pts)

You will be divided into 3 groups. Each group will take an aspect of diversity concerns with respect to HR. These three main sections are: (1) What is diversity in the workplace and how is it achieved most commonly, (2) What is the impact of diversity and why is it important, and (3) how should we manage diversity? In your textbook, these topics comprise the three main sections of chapter 11. You will use the section you are responsible for as a jumping off point. You are expected to then search this topic in academic journals and business magazines further. You will present a synthesis of what you find in a PowerPoint of 18-20 minutes. It should provide the audience with an overview of the important factors associated with your specific topic. Presentation should contain a summary introduction of what will be covered in the presentation, the body of the presentation, and a conclusion that reviews the top three "take-away messages" from the presentation. Presentation should be easily understood, incorporate meaningful graphics, charts, and/or images and should have a professional look and feel. The presentation should be developed as if you were given 20-minutes to present to the CEO of your company and you want to make your very best impression while getting across your point clearly and succinctly.

Human Resource Final Project: (due Mar. 12, 300pts)

You will research an HR topic of choice for this project. Then, you will analyze an organization of choice through the lens of your particular topic. The final presentation will be a PowerPoint. Details will be provided about format. The length will be 10'-12' and will be an individual presentation. The goal is to become expert in one specific area of HR and use this new knowledge to analyze one aspect of a sport organization. Most likely you will need to include articles in your literature review from sport management as well as from outside of sport management. This is meant to be a cooperative learning experience in which you all will provide helpful feedback on presentations. See rubric on Angel. Recommended topics include:

Human Capital	Staff Retention
HR Technology	Employee Absenteeism
Ethics and HR Management	Job Analysis
HR Planning	EEO and Diversity Issues Recruiting
HR Risk Management	Staff Training
Performance Appraisals	Employee Rights
Compensation/Incentives	Safety/Health
Union/Management Relations	Working with/Retaining/ Training Volunteers

Course Outline and Schedule

Tuesdays Dates	Topic	Readings	Important Class Details
Unit 1 Jan. 8	Overview of human resource management	Read: Chapters 1 & 2 Due: Look over discussion questions at end of each chapter	In class: - overview of course - overview of assignments - in class activity regarding HRM and SHRM - Divide into Diversity Presentation Groups
Unit 2 Jan. 15	Job Analysis, design and the “Wrench” in the System (Trade Unions and Collective Bargaining)	Read: Chapter 3 Chapter 9 p. 191-199	In class: Guest Speaker: Marianne Short, Vice President, Human Resources, Mariners 1. Job Analysis and Design Assignment
Unit 3 Jan. 22	Recruitment and Selection Resumes and Interviewing	Read: Chapter 4	In class: Guest Speaker TBD 2. Resume Assignment
Unit 4 Jan. 29	Orientation and Organizational Culture Training and Development	Read: Chapter 5 & 6	In class: Guest Speaker: Kaj Bune, Director Marketing/PR and Human Resources, Exped, LLC In class activity, discussion
Unit 5 Feb. 5	Performance management Employee Relations	Read: Chapter 7 Chapter 9, p. 181-190 & 199-210	In class: Guest Speaker: TBD 3. Performance Management Assignment
Unit 6 Feb. 12	Motivation, Rewards and Compensation	Read: Chapter 8	In class: 4. Compensation Assignment
Unit 7 Feb. 19	Succession and Talent Management	Read: Chapter 10	In class: Review & in class activities
Unit 8 Feb. 26	Managing a Diverse Workforce	Read: Chapter 11 Additional articles pertaining to your topic	In class: Diversity Presentations
Unit 9 Mar. 5	Evaluating and Improving human resource management Managing Change and future directions	Read: Chapters 12 & 13	In class: Review key concepts 5. HR Evaluation and ROI Assignment
Unit 10 Mar. 12	Human Resources: Specific Topics	Read: Articles specific to your topic	Human Resource Final Project due by end of class

*** I reserve the right to modify this syllabus at any time.**

Course Details

Angel Resources and Turning in Assignments:

The syllabus, course materials and PowerPoints are/will be on Angel under the 'lessons' tab. **Note:** if you have a MAC with an operating system older than 10.6.3 (Snow Leopard), then please email your assignments directly to me (Dr. Maylon Hanold). Should you not have access to a computer or the internet, please see Dr. Hanold to discuss alternatives.

Grading

Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm March 27, 2013.

93.33+% = A	76.67+% = C+
90.00+% = A-	73.33+% = C
86.67+% = B+	70.00+% = C-
83.33+% = B	60.00+% = D
80.00+% = B-	00.00+% = F

This graduate-level course requires active participation in class discussions and activities. In addition, high-quality written work is expected. Written work should be clear, logical, grammatically correct, and spell-checked. **Now that you are in your 2nd year, you are expected to take initiative, apply concepts in thoughtful ways, and self-organize to be efficient and effective. Please feel free to contact me should you have questions regarding these expectations.**

SU Mission and Professional Accountability

Mission Statement:

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- **Care**
We put the good of students first.
- **Academic Excellence**
We value excellence in learning with great teachers who are active scholars.
- **Diversity**
We celebrate educational excellence achieved through diversity.
- **Faith**
We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- **Justice**
We foster a concern for justice and the competence to promote it.
- **Leadership**
We seek to develop responsible leaders committed to the common good.

Attendance

Students are expected to attend all **10 days** of class and be in the classroom from **6:00-9:00pm**. Please notify Dr. Maylon Hanold (via phone, text or email) prior to the class if you will not be in attendance due to unforeseen circumstances. Make-up work for missing a class will be determined on a case-by-case basis. Being pro-active and a high degree of personal responsibility are expected.

Accommodations & Student Services

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in the class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University's Counseling and Psychological Services (CAPS) [(206)-296-6090; <http://www.seattleu.edu/student/counsel/index.asp>] for assistance, support and advocacy. This service is free and confidential.

Academic Integrity

Just as ethics and integrity are important in management practice, academic integrity is important in this course. Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following web page for additional information; <http://www.seattleu.edu/registrar/page.aspx?ID=87>

Questions and Out-of-Class Communication

Please direct questions to Dr. Maylon Hanold via email. I will communicate with the class through your SU email and update Angel with PowerPoints etc. on a weekly basis. Be sure to check both regularly. I check email regularly and you can expect a response within 24 hours.

Professional Conduct

Students are expected to arrive to class on time and stay for the duration of the class session. True medical or family emergencies will be dealt with on a case-by-case basis. Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class and comments should be aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissention may be part of the discovery process and lead to previously unconsidered options. In addition, **please turn off and put away all cell phones and PDAs** prior to class and **refrain from texting, emailing or web surfing during class**. If you are awaiting an urgent call and need to leave your phone on during class, let the instructor know prior to class.

Anti-Discrimination Statement

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.