



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

**Managing Human Resources in Sport Organizations SADL 510  
Course Syllabus – Winter 2014**

<p><b><i>Course Time and Location</i></b>          Time: 6-9pm          Section-01: Tuesdays, Jan. 7 – Mar. 11, 2014          Location: ADMIN 202</p>	<p><b><i>Instructor:</i></b>          Dr. Maylon Hanold          Phone: 425.503.7754          Office Hours: By App.          Office: Lynn 114          hanoldm@seattleu.edu</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:

<b>Objective</b>	<b>Learning Outcome</b>	<b>Evaluative Tool</b>
1. Understand the general concept of human resources management and the key issues that affect sport organizations		
a. Understand the distinctions among different types of sport organizations	Content Knowledge, Critical Thinking, Communication	Reading Questions, discussion
b. Understand the distinction among paid professional workers, volunteer workers, and clients in sport organizations	Content Knowledge, Critical Thinking, Communication	Reading Questions, discussion
c. Understand the difference between the personnel management, human resource management (HRM) and strategic human resource management (SHRM)	Content Knowledge, Critical Thinking, Communication	Reading Questions, discussion
d. HR planning process, forecasting and supply- the challenges	Content Knowledge, Critical Thinking, Communication	Reading Questions, discussion, HR Manual

2. Participate in the organizational processes of job design, recruitment, staffing, and orientation	Content Knowledge	HR Manual
<ul style="list-style-type: none"> <li>a. Conduct a job Analysis with Risk Assessment</li> <li>b. Write a job description and determine recruitment strategy keeping diversity in mind</li> <li>c. Prepare effective resume and evaluate resumes</li> <li>d. Conduct an interview</li> <li>e. Create an orientation to highlight organizational culture</li> </ul>	Discovery and Inquiry, Critical Thinking, Communication, Social responsibility	HR Manual
3. Understand the differences between performance management and performance appraisal	Content Knowledge, Critical Thinking	Reading Questions, discussion
4. Understand the approaches to evaluating HRM activities	Content Knowledge	Reading Questions, discussion, HR Manual
<ul style="list-style-type: none"> <li>a. Understand steps and phases involved in benchmarking</li> </ul>	Content Knowledge,	Reading Questions, discussion, HR Manual
<ul style="list-style-type: none"> <li>b. Understand key components of a return-on-investment (ROI) evaluation</li> </ul>	Content Knowledge	Reading Questions, discussion, HR Manual
5. Understand and apply HR knowledge to increase employee satisfaction, improve employee relations and improve organizational performance in sport management	Content Knowledge, Discovery and Inquiry, Critical Thinking, Lifelong Learning, Communication, Technology	HR Final Presentation

## Class Participation and Assignments

This course is structured in such a way that you will experience what is like to be in an organization in which you have some control. Our focus will be learning about how Strategic Human Resource Management, taken seriously, can contribute to making an organization not only a great place to work, but also one that is great in the larger sense of the word. As such, you will work in two groups, each group representing an HR department (hypothetical in most real instances) within a particular sport organization, throughout the whole quarter. Don't panic, almost all of the work you do together is easily accomplished in class or via email. So, it really shouldn't be a logistical issue for you. I will explain more of this on the first day of class, but be prepared to simulate working in the real world as you learn about SHRM. There is only one assignment that you will do entirely on your own. It is the final presentation in which you get to explore an HR practice of your choice more deeply and critically evaluate its effectiveness within a particular sport organizational context.

### ***Weekly Annotated Links (50pts each, total of 100pts)***

Beginning with the second week, your group is responsible for posting a total of 3 links to the Canvas Module for that week. **These links must be posted to Canvas no later than 11:59pm on the Thursday prior to the next class so that everyone has a chance to actually look at these links and see how the information there contributes to their own work.** I have created a page for that in each module 2-9 (inclusive) which I have set up so that you can add content. To be clear, you do not need to do this for modules 1 and 10. The links can be anything that expands our knowledge of the core concepts for each module, including but not limited to the following: peer reviewed articles, blogs, HR websites, examples of forms, job descriptions, etc. that could help your thinking about what something "should look like." The beauty about studying HR is that there is a plethora of really good information out there. Each link should have a 100-200 word annotation so that we all know what information can be found there. In addition, you must also add 100-400 words about how you see these ideas being applied in a real sport organization. In other words, how do you see this particular idea/concept/practice/use of example as a template being implemented and what barriers might one face? How you divide the work is up to your group with ONE stipulation. Each person in the group MUST post a minimum of 2 links for the entire quarter. I will assess 2 links from each person. If they have more than two, I will choose 2 at random and grade you on three aspects: (1) how well the link applies to the topic we are studying for that day, (2) how well you have

captured the essence of the “link” in your annotation and (3) how well you analyze the specific HR concept with respect to a real world sport organizational context.

### ***Weekly In Class Check-ins (50pts)***

Each week (except Unit 6 and Unit 10) there is a page in each module that has questions pertaining to the reading. You should be prepared to answer these questions in class. I will come to each group to discuss your thoughts. You will essentially answer collectively, but it is imperative that I hear something from each person each week. The aim is for you to practice that art of initiating ideas, building off of someone else’s thoughts and co-constructing knowledge. When working with people, which is the very core of HR, this particular skill is essential. Thus, there is no reason to come to class having prepared your answer as a group. The aim is for you to practice responding to each other and sharing ideas such that a coherent “wholeness” emerges. You start with 10 points (for free) and earn up to 5 points each week that questions are due.

### ***Firms of Endearment (FoE) Oral Summary (50pts)***

In weeks 3-5 and 7-9, one person from your group is responsible for reading a chapter in the book *Firms of Endearment*. The chapters and when they are due is noted on the Course Schedule. You do NOT need to buy this book. I will provide each group a copy so that you can circulate and share. I will present the information in the Prologue and Chapter 1 to be an example of how I want you to approach this task. Namely, summarize the information and articulate how this applies to your current task and future work. You should aim to accomplish this in 15-20 minutes. Everyone will read Chapters 4 & 9. You will self-organize and determine who reads what for the remainder of the book. After you present your summary of the chapter to your group, each of you (including yourself) will fill out a self-evaluation form that I will collect. You are responsible for printing out enough evaluations for you and your group members to fill out on the day you present. I will average the scores to arrive at your final grade for this assignment. *You will note that what you learn here is very tangential to your specific focus each week. However, I feel this book provides the best “consolidation” of many of the ideas and concepts you have learned throughout the MSAL program. Given that the core of SHRM is to be sure that HR is an integral part of an organization that provides real value to the organization, I think you will find these tangential reminders each week helpful as you work on consolidating the whole picture yourself of how HR fits into the everyday life of a sport organization. That “consolidation” will occur for each of you in a very individual, personal way.*

### ***HR Manual: (Hard Copy Due no Later than Tuesday, Mar. 18, 500 points)***

This is your group project that has weekly deliverables. I will provide feedback along the way as you create each section, mostly informally, sometimes formally. Your final project will be a hard copy of your sport organization HR Manual consisting of the following elements/sections. Each group will identify a sport organization of which they will be a part. Completion of each of the elements will be based on what kind of sport organization your group chooses. In the final manual, you should have headings that are exactly the 10 elements shown in the list below. See Canvas each week for more detailed instructions on what each of these sections should include and/or look like.

1. Mission, Values and Organizational Chart
2. Job Design Philosophy
3. Job Descriptions
4. Recruiting Plan
5. Example Resume
6. Behavioral Interview Questions
7. Orientation Plan Description
8. Training and Development Plan
9. Performance Management Plan
10. HR Evaluation Plan

### ***Human Resource Final Presentation: (due Mar. 11, 300pts)***

In this 10-12 minute presentation, you will demonstrate your analytical HR skills. That is, you will deepen and apply HR knowledge to increase employee satisfaction, improve employee relations and improve organizational performance in sport management. In order to do so, you must address the following:

1. Define a **practice** (something fairly specific) from any of topics/categories listed in the table below and describe exactly (a) what it is (b) how it involves HR managers and (c) theoretical, motivational or conceptual rationale
2. State your purpose, which is to “Discuss the efficacy of this practice for a particular sport organization” that you are interested in working for. Specifically talk about the following:
  - a. When should HR managers consider using this practice (theoretical, conceptual)
    - i. Under what circumstances (internal and external factors) will this HR practice be effective or a “Best practice”?
    - ii. What resources and processes are needed to make this practice effective  
*For this part you should reference at least 5 articles and 3 websites*
3. Provide a useful example of a (sport) organization that has implemented this practice effectively. Make sure you link the example to your points in 2(a) above.
4. Critical Analysis: When would this practice not be useful for an organization
  - i. Under what circumstances (internal and external factors) will this HR practice be ineffective
  - ii. What resources and processes will ensure this practice will be ineffective  
*This is essentially your critical thinking about how the “best practices” above may not work for a particular sport organization.*
5. Use in-text citations for points you make, following APA format. Create a references slide at the end. This is meant to be a cooperative learning experience in which you all will provide helpful feedback on presentations. See rubric on Canvas. 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	On boarding & Staff Training
Performance Appraisals	Employee Rights
Compensation/Incentives	Safety/Health
Union/Management Relations/Collective Bargaining	Working with/Retaining/ Training Volunteers

## Course Details

### **Canvas**

The syllabus, course materials and Unit modules are on Canvas. Please refer to the Unit Modules each week for readings, activities and confirmation of due dates. 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 26, 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 2<sup>nd</sup> 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.**

## Course Outline and Schedule

Tuesdays Dates	Topic	Readings	Important Class Details
<b>Unit 1</b> <b>Jan. 7</b>	Overview of SHRM: Grounding Our Work	<p>Read: TDM- Chapters 1 &amp; 2 TDM- Chapter 3 (p. 35-44)</p> <p>SHRM Turner Presentation (PDF on Canvas)</p> <p>Due: Be prepared to discuss Check-in questions</p>	<p>In class:</p> <ol style="list-style-type: none"> <li>1. Overview of course</li> <li>2. Overview of specific Assignments required</li> <li>3. Introduction to <i>Firms of Endearment</i> (FoE)</li> <li>4. HR Manual project               <ol style="list-style-type: none"> <li>a. Organize your work regarding how to split up the FoE readings and Weekly Annotated Links</li> <li>b. Brainstorm Sport Organization</li> <li>c. <b>Mission &amp; Organizational Chart</b>, Identify 5-6 jobs you want to post for the other group to apply for</li> </ol> </li> </ol>
<b>Unit 2</b> <b>Jan. 14</b>	Job Analysis, Risk Assessment, Job Design, and Job Descriptions	<p>Read: TDM- Chapter 3 (p. 44-61) TDM- Chapter 9: Risk (p. 201-203) Best Practices Job Analysis (PDF on Canvas) Writing Effective Job Descriptions (PDF on Canvas)</p> <p><i>Firms of Endearment</i> (FoE) EVERYONE Read chapters 4 &amp; 9 Provided on Canvas</p> <p>Due: 1. Be prepared to discuss Check-in questions 2. Drafts of Job Descriptions for the jobs you are advertising</p>	<p>In class:</p> <p><b>Discuss FoE Readings</b></p> <ol style="list-style-type: none"> <li>2. Write <b>Organizational Values</b></li> <li>3. Write out a <b>Job Design Philosophy</b>/approach based on the values of your organization using the motivational approach (p. 50)</li> <li>4. Share, Discuss, and Revise <b>Job Descriptions</b></li> <li>5. Hand out/Email Job Descriptions to other group &amp; decide on which job (from the other group) you will apply for</li> </ol> <p><b>NB: If you do not get this done by the end of class, you and the other group need to coordinate how you will share this information so that you can be prepared to do the work for the next class.</b></p>
<b>Unit 3</b> <b>Jan. 21</b>	<p>Recruitment Selection Methods</p> <p>Diversity Implications</p> <p>Resumes</p> <p>The Behavioral Interview</p>	<p>Read: TDM- Chapter 4 TDM- Chapter 11 (p. 228-237) Behavioral Interview Script-Guide (PDF in Canvas)</p> <p>FoE: Chapters 2 &amp; 3 (One person from the group to give summary)</p> <p>Due: 1. Resumes 2. Be prepared to discuss Check-in questions</p>	<p>In class:</p> <p><b>FoE Summary &amp; Evals</b></p> <ol style="list-style-type: none"> <li>1. Write <b>Recruiting Plan</b>- consider overtly the issues of diversity</li> <li>2. Review resumes from other group &amp; assess strengths of the resumes. Select one to go into your manual as an example of a well-written <b>Resume</b>. If you think you need to revise any of them to improve them before putting in your HR Manual, go ahead and do that.</li> <li>3. Draft <b>Behavioral Interview Questions</b> for each position (these may vary slightly depending on what is required for the position).</li> </ol>
<b>Unit 4</b> <b>Jan. 28</b>	The Behavioral Interview (Cont.)	<p>Read: (PDFs in Canvas)</p>	<p>In class:</p> <p><b>FoE Summary &amp; Evals</b></p>

		<p>Behavioral Interviewing Overview How to be in a Behavioral Interview Sample Screening Form Sample BI Evaluation Form (Please print out and bring to class)</p> <p>FoE: Chapter 5- Customers (One person from the group to give summary)</p> <p>Due: 1. Be prepared to discuss Check-in questions</p>	<p>1. Conduct Behavioral Interviews 2. Discuss how each interview went- strengths and areas for improvement with each other from both perspectives as interviewer and interviewee</p>
<p><b>Unit 5 Feb. 4</b></p>	<p>Orientation &amp; Culture</p> <p>Diversity Implications</p> <p>The Role of Brand Maps</p>	<p>Read: TDM- Chp. 5 TDM- Chapter 11 (p. 237-247)</p> <p>Example of Brand Map (on Canvas)</p> <p>FoE: Chapter 6- Investors (One person from the group to give summary)</p> <p>Due: 1. Be prepared to discuss Check-in questions</p>	<p>In class: <b>FoE Summary &amp; Evals</b> 1. Plan &amp; prepare Orientation for next week to your “employees” (i.e. the other group)- Plan on 55-65 minutes of presentation/activities/ or if not possible to simulate, describe what you would have them do. As this is a simulation, any questions that new employees have along the way are legitimate and an expected part of this process.</p>
<p><b>Unit 6 Feb. 11</b></p>	<p>Orientation</p>	<p>Read: none</p> <p>Due: Orientation Presentation</p>	<p>In class: 1. Orientation to your Sport Organization 2. After each presentation, discuss what went well &amp; what you would have liked to see or be presented that wasn't. 3. Write up <b>Orientation Plan Description</b>. Include PPT slides if you used that. Otherwise, describe what would do based on what you actually did, what you proposed and the feedback you received.</p>
<p><b>Unit 7 Feb. 18</b></p>	<p>Training and Development</p>	<p>Read: Chapter 6</p> <p>FoE: Chapter 7- Partners (One person from the group to give summary)</p> <p>Due: 1. Be prepared to discuss Check-in questions</p>	<p>In class: <b>FoE Summary &amp; Evals</b> 1. Write up <b>Training and Development Plan</b></p>

<b>Unit 8</b> <b>Feb. 25</b>	Performance Management  Motivation, Rewards and Compensation  Employee Relations/ Difficult Employees	Read: TDM- Chp. 7 & 8 TDM- Chp. 9 (p. 186-190; 199-201; 204-210)  FoE: Chapter 8- Society (One person from the group to give summary)  Due: 1. Be prepared to discuss Check-in questions	In class: <b>FoE Summary &amp; Evals</b> 1. Write up <b>Performance Management Plan</b>
<b>Unit 9</b> <b>Mar. 4</b>	Succession and Talent  Evaluating and Improving human resource management	Read: Chapter 10 & 12  FoE: Chapter 10/11- Lessons/Other Side (One person from the group to give summary)  Due: 1. Be prepared to discuss Check-in questions	In class: <b>FoE Summary &amp; Evals</b> 1. Write up <b>HR Evaluation Plan</b>
<b>Unit 10</b> <b>Mar. 11</b>	Human Resources: Specific Topics	Read: Articles and websites specific to your topic Due: Presentation	Human Resource Final Presentations (10-12 minutes)
<b>Mar. 18</b>	HR Manual DUE		No later than 11:59pm on this date as a Hard Copy – turn in to my office or drop off with Rose

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

## 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 sometimes may need to make a change to Canvas. 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.