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

Preparing Leaders at Albers
Inspired by the Jesuit traditions of academic excellence, education for justice, and service to others, we are committed to providing an integrated business education for ethical and socially responsible leadership.

Course Description
As an introduction to the principles of human resource planning, administration and development, the course examines the perspective that a well-designed and executed human resource strategy provides critical and unique value to people and organizational success. Comprehensive human resources programs, including strategic HR planning and administration, employee recruitment, development, evaluation and motivation, risk management, legal compliance, diversity management, compensation and “Total Rewards”, will be explored. Other contemporary workplace and business challenges due to our increasingly globalization, reliance on technology and evolving workforce demographics will also be discussed, often through case studies. We will examine ways in which HR can create a clear line of sight to what matters to external stakeholders like customers and internal ones like employees. Additionally, we will also examine scenarios in which misaligned HR and business directions result in distractions, conflicts and/or organizational waste which directly cost the business. The strategies and tactics surveyed are important to not only HR professionals but also individual contributors or managers who seek to optimize people performance in organizations.

Course Objectives
Upon completion of this course, students will be able to:
• Demonstrate a foundational understanding of HR functions such as people and organizational planning, staffing, performance management, talent management and rewards strategies;
• Synthesize the complexity and tension in strategic HR as it balances the divergent needs of customers, investors, management, its workforce and even “social responsibility” and business ethics in the context of increasing diversity as well as technological advancements affecting workplace safety and employee productivity or wellness; and
• Apply foundational understanding of HR functions to critical thinking, problem-solving and decision-making required in acquiring, retaining or advancing in their future work. “Emotional intelligence” and relationship competencies, such as self-awareness and self-regulation, empathy, communication, team work, giving/receiving feedback and leading self/others/projects will also be cultivated.
The Learning Environment
The learning setting is designed for students to both explore knowledge as well as practice relevant behavioral competencies and skills important to fostering people success in organizations. Not only the instructor but also the students are expected to take ownership in creating an engaging and rich learning environment through preparation before class, actively participating in class discussion, providing evidence of learning and taking risks to reach through presentations, tests and writing assignments. The course has a strong experiential, participative component designed to develop students’ content knowledge as well as their personal qualities and stance around managing human resources in organizations.

Electronic Learning and Communication Tool
Additional, required instructions and resources will be posted via Canvas throughout the quarter. Students are strongly recommended to check for any additional posts or information at least weekly. The best way to communicate with the instructor is via email (to ensure conversations do not “fall through the cracks”). Phone calls or in-person communication are also welcome; however, please follow up conversations with an email confirming agreed-upon actions or commitments to avoid misunderstanding as the instructor often is distracted by multiple 1:1 conversations during class.

Evaluation and Grading
Letter grades are assigned by points as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 94.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>76 to 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 to 75.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 to 72.9</td>
</tr>
</tbody>
</table>

Maximum possible number of points for each requirement will be applied as follows:

<table>
<thead>
<tr>
<th>Course Assignments and Requirements</th>
<th>Maximum Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation as Member of Course</td>
<td>10 points</td>
</tr>
<tr>
<td>Weekly Discussion Reflection</td>
<td>20 points</td>
</tr>
<tr>
<td>In-class Tests (3@10 pts each)</td>
<td>30 points</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>20 points</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20 points</td>
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</tbody>
</table>

A total of 100 points is possible (although very rare). Course grades will be calculated by summing the points across components. No “curves” will be used.

We all know that life happens. If a known event may delay timely submission of any assignments, plan on turning the work in early after obtaining approval from the instructor. If accepted by the Instructor, all late work will be worth only up to 50% of its full points.
Students will have multiple opportunities to practice effective team work and giving/receiving peer feedback because these organizational activities promote learning, creativity and accountability. Strong engagement in these activities will enhance your point grades. Peer feedback is an important learning and performance management tool and should NOT be “popularity or likability votes”. Peer feedback is only useful if it is honest and constructive in tone. Useful feedback focuses on specific, relevant behaviors or issues. Feedback given in this course that attacks or is disrespectful to others will result in penalties to the giver’s class participation grade.

Course Requirements

**Class Participation (10 points)** Attendance at all class meetings is required given the heavily participative nature of the course. We will also discuss in class material not in your reading but will be on the tests. All absences are considered necessary so no excused absences will be given. Life is unpredictable; emergencies happen. Be reminded that your participation during your skipped class will be missed by all and duly noted by me. Assessment of your class participation is based on the **quality** of your participation, although some **quantity** of your input is needed to make that evaluation. Examples of class participation which EXTEND THE LEARNING FOR THE ENTIRE CLASS may be:

1. Quality, relevant and appropriately timed comments which focus and build the discussion
2. “Bottom-lining” which capture the essence of the concept
3. Insightfulness which demonstrates analysis and connection of divergent ideas and concepts
4. Original or creative perspective not yet explored as a class
5. Willingness to offer constructive challenges to prevailing ideas for the sake of each other’s learning
6. Synthesis with readings, cases, assignments, previous discussions and work/life experiences
7. Giving feedback when additional clarification and resources are needed
8. Volunteering for class exercises such as demo’s, role plays, etc.

**Required Text And Materials** Students must complete all assigned readings PRIOR to the start of each class. The required textbook below can be purchased at the SU Bookstore:

**Authors:** Robert N. Lussier and John R. Hendon  
**ISBN:** 9781452290638  
**Companion Website:** edge.sagepub.com/lussierhrm2e

**Title:** The Rise of HR: Wisdom from 73 Thought Leaders  
**Authors:** Dave Ulrich, Rensis Likert Professor of Business, University of Michigan and Partner and Co-founder of The RBL Group; Bill Schiemann, CEO, Metrus Group Inc.; and Libby Sartain, Business Advisor, former SVP of HR for Southwest Airlines and Yahoo!  
**Companion Website:** A free copy of *The Rise of HR* eBook is available on the HRCI website.

I know the textbook is heavy but please bring it, or an e-copy, to class as we will use it quite extensively.

Students may have additional readings or video viewings assigned by the instructor or their classmates so the class prepares to participate in student presentations. These readings are also required and will be covered in tests/the final. Keep up with the readings; there is quite a bit so catching up is hard once you fall far behind.

**Weekly Reflections (20)** As we will cover a number of key concepts throughout this course, you will need time to reflect and synthesize the materials. Following the second weekly class session you will
be asked to craft and post into Canvas a ~250 minimum word short essay to demonstrate your understanding of key concepts.

**Three in-class tests (10 points each) and 1 Final (20 points)** These will cover information from readings, lectures, class discussions, exercises, cases, guest and individual cast study presentations.

It is always a very good practice to arrive for classes on time so as not to miss any information or to distract the class already in progress. Students may be asked to present and tests are typically administered in the beginning of class. Because these assessment tools are time-consuming to create, there will be no make-ups for tests and the final.

**Important: Do not leave any assignments at Seattle U. without my prior agreement.** If you cannot give me a hard copy directly as preferred, you may email me your work, followed by submitting a hard copy at the next class meeting. You must have an email confirmation from me that I have received your emailed work before the due date/time. Be sure to leave enough time before the deadline to confirm my receipt, in case you need to resend the assignment. Any late submission of work will mean an automatic point deduction of 50% per day.

**Team Presentation (20 points)** See additional handout with instruction for this 20-minute presentation. The instructor will use a grading rubric during the presentation. Please follow the instructions closely. Below are some additional resources for your Team’s Presentation:

**HR RESOURCES**

**HR Websites**
Several websites related to HR can be used to explore additional information about the field.

- Academy of Management: [http://www.aomonline.org](http://www.aomonline.org)
- Academy of Management, HR Division: [http://www.hrdiv.org](http://www.hrdiv.org)
- American Staffing Association: [http://www.staffingtoday.org](http://www.staffingtoday.org)
- Department of Labor: [http://www.dol.gov](http://www.dol.gov)
- Employment Standards Administration: [http://www.dol.gov/esa](http://www.dol.gov/esa)
- Findlaw: [http://www.findlaw.com](http://www.findlaw.com)
- Findlaw: [https://www.hrci.org/](https://www.hrci.org/)
- Human Resources Information: [http://humanresources.about.com/](http://humanresources.about.com/)
- International Association for Human Resource Information: [http://www.ihrim.org/](http://www.ihrim.org/)
- International Public Management Association for Human Resources: [http://www.ipma-hr.org](http://www.ipma-hr.org)
- Workforce Management: [http://www.workforce.com](http://www.workforce.com)
Top HR Journals
Many students get excited about Human Resources as a career path and often ask where they might find more information. The following journals, which publish scientific research directed toward understanding HR problems, are excellent sources for current developments in this field. The library has recent copies and old issues of these journals.

- Journal of Applied Psychology
- Personnel Psychology
- Academy of Management Review
- Academy of Management Journal
- Journal of Management
- Journal of Vocational Behavior
- Human Performance
- International Journal of Selection and Assessment
- Human Resource Management Review
- Research in Personnel and Human Resource Management

Other Class Expectations
The expected workload for this course is consistent with that of any upper division business course. This means for each class meeting, you should commit 1.5-3 hours of outside-of-class time for reading, preparing for the case discussion and completing assignments. Depending on how well you have kept up with the work, preparing for the tests is probably another 1-2 hours each time, and 2-4 hours for the final exam. Time for the team projects varies; each team member will probably spend 5 hours of meetings, planning, research and producing content and practicing for the presentation. As I am asking you to come to class fully prepared, I am making the commitment to you as well that I will be well-prepared for an organized, engaging and useful course experience. Throughout the course, we will use “data” such as mutual feedback, midterm evaluations and test results to evaluate and adjust our results. I welcome your constructive feedback to make our course a worthwhile learning experience for you. Instead of waiting until the end-of-course evaluation, the sooner you give me the feedback, the sooner I can adjust course to suite your needs, if feasible.

Please check Canvas, your emails or voicemail regularly for communication from the Instructor or your team/classmates. In this course we would like to honor the practice of responding to others’ communication within 36 hours of the sending of the message. At any time and as needed, please use David’s online Scheduler to schedule office hours.
(https://conversationwithgrace.acuitscheduling.com/schedule.php?appointmentType=category:Office+Hour) or a phone/video meeting

Unless the delay is due to an “Act of God” (e.g. being hospitalized, apartment flooding, family member winning the Nobel Prize, etc.) or something beyond your control, please do not ask to turn in late assignments. They will not be accepted. Thank you for your cooperation. This policy makes me to reduce confusion and process errors due to the large number of students.
Do not miss a quiz, test or the final exam. Missed quizzes or exams will be not made up. If you need to reschedule a test due to a scheduled travel with your athletic team or a religious holiday, please inform the Instructor by the end of the second week of the quarter.

Please be professional and proofread all your submitted work for spelling and grammatical errors. As for in-class discussions, I appreciate any students’ willingness to challenge themselves, be out of their comfort zone or overcoming inertia by actively participating for the sake of your own and others’ learning. That bias for participation and contribution, rather than having the “right” or “good” answers, will be reflected in my grading of class participation.

**Use of Electronic Tools in Class**
The use of laptops, tablets, netbooks or Smartphones in class to take notes, view PowerPoints/textbook, take online tests or work on class projects is allowed. However, use of these devices for non-class related activities, including texting, instant-messaging and web-browsing, is not allowed. Audio- and video-taping of any class meetings is prohibited.

**Snow, Weather and Disaster Policy**
Please check university-wide announcements about class cancellation or call me if you are not sure if we will have class.

**Academic Dishonesty**
As defined by university policy, any observed or reported forms of cheating will NOT be tolerated and will be investigated seriously using university procedures. The Seattle University Academic Honesty Policy can be found in the Students Handbook or at:

http://www.seattleu.edu/regis/Policies/Policy_2004-01.htm

If, after checking the Academic Honesty Policy, you are still unsure whether a particular action related to this class meets the standards of integrity, you are expected to speak to the Instructor immediately.

Cheating compromises the learning environment and cheapens the value of you and your classmates’ education and earned degree. “Getting away with it” may also put you personally at risk for future offenses. Extended to business and society, dishonesty is costly; it encourages distrust, which reduces efficiency, and increases defensive regulations and lawsuits. As an educator, I see cheating as an offense against the academic community. I start out with the assumption that my students are trustworthy and will take personal responsibility for upholding standards of academic integrity, either in themselves or others in their classrooms, until proven otherwise. In this course, much work and learning is expected around personal and interpersonal excellence. Our interactions as a class around integrity and trust are value-driven qualities consistent with those of ethical and socially responsible HR and business leaders.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>09/20</td>
<td>• Introductions and Expectations &lt;br&gt;• Course Organization Overview and Introductions &lt;br&gt;• What is human about human resources: creating an engaging and productive organization</td>
<td>• Course Syllabus &lt;br&gt;• Ch. 1 &lt;br&gt;• Team presentation Instructions</td>
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<td></td>
<td>09/25</td>
<td>• Strategy-Driven HRM &lt;br&gt;• Establish Team Norms &amp; Agreements</td>
<td>• Ch. 2 &lt;br&gt;• Start planning and researching for Case Study presentation</td>
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<tr>
<td></td>
<td>09/27</td>
<td>• Job Analysis and Job Design &lt;br&gt;• <strong>Assigning Team Presentations</strong> &lt;br&gt;• Weekly Reflection</td>
<td>• Ch. 4</td>
</tr>
<tr>
<td>2</td>
<td>10/02</td>
<td>• Recruiting</td>
<td>• Ch. 5</td>
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<tr>
<td></td>
<td>10/04</td>
<td>• Finish Recruiting &lt;br&gt;• Weekly Reflection</td>
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<tr>
<td>3</td>
<td>10/09</td>
<td>• <strong>Test #1: 10 points</strong></td>
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<td></td>
<td>10/11</td>
<td>• Selection of New Employees &lt;br&gt;• Midcourse Evaluation on Canvas/Discussion &lt;br&gt;• Weekly Reflection</td>
<td>• Ch. 6</td>
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<tr>
<td>4</td>
<td>10/16</td>
<td>• Performance Management &amp; Appraisal</td>
<td>• Ch. 8</td>
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<tr>
<td>5</td>
<td>10/18</td>
<td>• Training, Learning, Talent Management and Development &lt;br&gt;• <strong>Guest Speaker:</strong> &lt;br&gt;• Weekly Reflection</td>
<td>• Ch. 7</td>
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<tr>
<td></td>
<td>10/23 *</td>
<td>• Rights &amp; Employee Management</td>
<td>• Ch. 9</td>
</tr>
<tr>
<td>6</td>
<td>10/25</td>
<td>• <strong>Presentation #1</strong> &lt;br&gt;• Begin Compensation Management &lt;br&gt;• Weekly Reflection</td>
<td>• Ch. 11</td>
</tr>
<tr>
<td></td>
<td>10/30</td>
<td>• <strong>Test #2: (10 points)</strong> &lt;br&gt;• <strong>Guest Speaker</strong></td>
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<tr>
<td>7</td>
<td>11/01</td>
<td>• <strong>Presentation #2</strong> &lt;br&gt;• Incentive Pay &lt;br&gt;• Weekly Reflection</td>
<td>• Ch. 12</td>
</tr>
<tr>
<td>Date</td>
<td>Event(s)</td>
<td>Notes</td>
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</table>
| 11/06      | • Presentation #3  
             • Finish Compensation                                                   |                              |
| 11/08      | • Presentation #4  
             • Incentive Pay  
             • Risk Management, Legal Compliance and Diversity  
             • Weekly Reflection                                                   | • Ch. 12                      |
| 11/13      | • Test #3 (10 points)  
             • Guest Speaker  
             • Presentation #5                                                     |                              |
| 11/15      | • Test #3: (10 points)  
             • Global Issues & HR  
             • Weekly Reflection                                                   | • Ch. 16                      |
| 11/20      | • Presentation #6  
             • Employee Benefits  
             • Workplace Safety and Health  
             • Weekly Reflection                                                   | • Ch. 13  
                                    • Ch. 14                      |
| 11/22      | Thanksgiving Holiday  
             Enjoy your holiday!                                                       |                              |
| 11/27      | Final Exam preparation and review                                           |                              |
| 11/29      | Last Day of Class:  
             • Wrap up  
             • Celebrations  
             • Weekly Reflection                                                   |                              |
| Final      | • Final Exam (20 points)  
             • Due Monday 11am: Written Reflections on Team  
             Work submitted through Canvas/Assignment                             | 4:00-5:50pm                   |

Required readings, guest speakers and lecture/discussion topics may shift at the instructor’s discretion.

**Accommodations of Religious Holidays or Special Needs**

Respecting, celebrating and accommodating individual differences which enrich the diversity of our class environment are important aspired values and HR practices in our course. If you have a conflicting commitment because you are traveling with a sports team, have a disability (including an “invisible disability” such as a learning difference, a serious health or mental health condition) that interferes with your performance as a student in this class, you are encouraged to speak to me about how I can help or arrange support services and/or accommodations through Disabilities Services staff in the Learning Center. Disability-based adjustments to course expectations can be arranged only through this process. Religious holidays which interfere with course performance can also be accommodated given notice to the instructor by the start of class in week 2 so we can determine modifications to the due dates or procedures.
Finally, I am excited to learn with you and build a vibrant educational and business community of contribution and connection.