

Spring 2025

Meeting days: Independent	Instructor title and name: Frank Marshall
Meeting times: Independent	Phone:
Meeting location:	E-mail: fmarshal@pointloma.edu
Final Exam: (day/time)	Office location and hours:
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides an overview of the human resources function in organizations, and related elements and activities. Topics include talent acquisition, compensation, performance appraisal, employment law, training and development, labor relations, and industrial-organizational psychology.

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Describe the nature and functions of human resource management (PLO 1 & F1).
2. Create a corporate culture to effectively select, engage, and retain employees (PLO 2, F1 & F2)
3. Formulate business processes to hire, pay, appraise, and train employees (PLO 2, F1 & F2).
4. Design a best fit job using the job characteristic model (PLO F1).
5. Apply human resource management concepts considering ethical values (PLO 4).
6. Collaborate effectively in a team to research and present human resource management topics (PLO 3 & 5).

In order to achieve these objectives, the professor’s goals are to assist you in: (1) using the information, concepts, and principles from this course to plan, prepare, and make informed decisions, (2) communicating your knowledge clearly in concise reports and presentations, and (3) building skills in problem solving, interpersonal communications, research, and fact-finding, all consistent with ethical values.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- *Fundamentals of Human Resource Management seventh edition.* (Noe, Hoolenbeck, Gerhart, and Wright).
- *On Fire at Work. How great companies ignite passion in their people without burning them out.* (Chester, Eric).
- *The Culture Engine: A Framework for Driving Results, Inspiring Your Employees, and Transforming Your Workplace.* (S. Chris Edmonds).
- Various online articles and videos.

ASSESSMENT AND GRADING

<p><u>Sample</u> assignment distribution by percentage:</p> <ul style="list-style-type: none"> • Why did HR start 50 points • (6)Essays 300 points • (2) Videos training and layoff 200 points • Conflict video 50 points • Engagement Research 150 points • Interview Videos Supply chain 100 points • Final Exam 150 points 	<p><u>Sample</u> grade scale:</p> <table> <tr> <td>A=93-100</td> <td>C=73-76</td> </tr> <tr> <td>A-=90-92</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=90-92	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Turn in late for some points. Incompletes will only be assigned in extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

APA Style: How to Cite ChatGPT

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade.

Note: The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

PLNU Course Modality Definitions*

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
Week 1	When did Human Resources begin and why? Ask someone in an HR position why they chose to work in Human Resources. Write a two page paper cite at least 3 references.	Jan 19, 2025

Week 2	<p>. Read Ch 1, 3 and 5 On Fire at Work Read Ch 8 and 11 Fundamentals of Human Resource</p> <p>1)After watching the Maquiladora Video. Write a two page essay on why Human Resources is different in Mexico as compared to US regulations. Research one more organization from a different country to compare to US and Mexico HR laws.</p> <ul style="list-style-type: none"> • 2) Research and list three San Diego companies who have a good company culture. Then, discuss five reasons (pulling from your texts) why each of these companies have a good culture. At which of these companies would you most want to work? Explain, referring to your readings for this week. Please write in an organized, content dense, professional manner as though you are writing a 300-400 word executive brief to your boss with the text information and then your personal conclusions. Make sure to support your points/claims with quotes/main ideas from this week's readings/viewings, using APA citations. Please add your page # for quotes. 	Jan 26, 2025
Week 3	<p>Read Ch 4 On Fire at Work</p> <p>Consult the Sensory Ring on pages 97 and 98 from Ch 4 of <i>On Fire</i>.</p> <p>Analyze Point Loma Nazarene ASB and FSB. Does the environment energize you or make you want to find an escape? Be specific. Compose a thorough reflection of at least two double-spaced pages in APA style and support your claims with examples from this week's reading and examples from your own experiences. Please use APA citations in-text, no reference page necessary. You may write in 1st person.</p>	Feb 2, 2025
Week 4	<p>Read Ch 5 and 12 Fundamentals of Human Resources Read Ch 9 The Culture Engine After watching Allie Jennings Video</p> <p>1)List your values. Compare your values to the company you would most want to work for after graduation. Write a one page paper describing the FIT between you and your desired company. Still want to work for this company? After watching Allie's video, does Perfect Bar have a good culture? What are 2 key</p>	Feb 9, 2025

	<p>characteristics to their culture and fit from the employer lens? How would you know if a company is a good fit for you? Be sure to back up your post with quotes from this week's reading.</p> <p>2) Create a training Video for a new employee. What would you want the employee to know about the job? You would need to create a job for the employee then train he or she on the job. Keep the video to approximately 6 minutes.</p>	
<p>Week 5</p>	<p>Watch Amy Gallo video, The Gift of Conflict. https://www.youtube.com/watch?v=MnaLS7OE2pk</p> <p>1)Holidays are a time of celebration but can also be a time of much family conflict.</p> <p>Write a one page paper on how can you see the benefit or something good from conflict.</p> <p>Engagement</p> <p>2)This week, you will find three recent (less than 4 years old) article on engagement in the workplace. What are companies doing to engage their employees? Does engagement lead to higher productivity? Higher retention? Increased profitability? What does Gallups's data say about engagement? List the article using proper APA format. These are your references for the paper to write.</p> <p>Please use at least one peer reviewed article using the PLNU Library database. Please use high quality sources if you use a website (Forbes, HBR vs. blogs and sites that are broadly known).</p> <p>Example: Purdue OWL Annotated BibliographyLinks to an external site.</p> <p>3) Based on the research articles you found, create a survey to ask two companies about their engagement strategy. Include your findings from the companies you surveyed into your research paper.</p> <p>This should be at least 4 questions long, and have content that ties clearly to text concepts. Please make sure at least 4 questions are behavioral based.</p>	<p>Feb 16, 2025</p>

	4) Write a five-page, double-spaced paper discussing ways to improve engagement. Include your findings from the articles Behavioral Interview Questions Links to an external site.	
Week 6	Read Ch 2 and 8 On Fire at Work Read Ch 13 Fundamentals of Human Resources Compare transparency to trust. In a company, which one is more important to the employee? Can you have transparency without trust? Write no more than 1 page.	Feb 23, 2025
Week 7	Read Ch 7 On Fire at Work Read Ch 9 and 14 Fundamentals of Human Resources 1)List ten ways to cultivate a culture of autonomy for on-fire performance, based on pages 187-189 of <i>On Fire</i> . Then, prioritize the top three ways you would use to cultivate autonomy. All are important, but what do you believe are the three most important ways to cultivate autonomy? Integrate examples from your experience. How does co-presidency thinking engage the workforce? Write a one page paper integrating autonomy and co-presidency thinking. 2)Create a training video on how to layoff an employee. A layoff is a very personal situation. There is never a right time to lay some one off. However, how you tell a person he or she is being laid off is important. Tip: never tell someone it is not personal. It is personal to the person who no longer has a job. Research best practices and choose your words carefully and be empathetic. The video should be approximately than 6 minutes.	Mar 2, 2025
Week 8	1)Create a video approximately 6 minutes where you are interviewing a candidate for the position of Supply Chain Supervisor. Ask questions that would allow you to get to know the person in front of you. You can choose anyone to interview. Video in a way you and the candidate are on screen. 2) Final Exam Write a 3 page essay response in APA style and format that thoroughly addresses each of the following questions from the angle you are the CPO (Chief People Officer - Head of HR). Make sure that your claims are well supported by quotes and	Mar 9, 2025

	<p>examples from the course readings and are cited correctly. You should have a title page, references and headings/subheadings. You may write in the 1st person, using "I".</p> <ul style="list-style-type: none">• As an employer, what is your process to find the best fit for each position?• What do you need to communicate about the company culture in order to have potential candidates send you resumes without a job being posted? How does receiving unsolicited resumes change your selection process?• If compensation is just a baseline, what 2 pillars are necessary to be exceptional at in order to find the best-fit employees? Explain why these are important and how these 2 pillars aid in the value alignment fit process between the employer and employee.• Why is it important to understand the person in front of you in an interview? How can you influence HR to examine the hiring process to select, interview and hire the best-fit person?	
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