EDD 609: Human Resource Management
Summer 2016 Course Syllabus

Course Description
This course examines how to manage human resources effectively in the dynamic political, legal, social, and economic environment currently impacting educational institutions. Among the topics included are: organizational behavior; managing behavior in organizations; organizational change and development; decision making; organizational structure and job design; formulation and implementation of human resource strategy; job analysis; methods of recruitment and selection; techniques for training and development; performance appraisal; compensation and benefits; and the evaluation of the effectiveness of human resource management theories and practices.

Class participants will be expected to demonstrate understanding of Human Resource Management (HRM) competencies, practices, and theories through assignments, exercises and case analyses.

Class Meeting Days, Times and Locations:
Class Meeting #1 Fri, July 15 5:30 pm – 9:30 pm Benicia Hall 1029
Class Meeting #2 Sat., July 16 8:00 am – 12:00 pm Benicia Hall 1029
Class Meeting #3 Sat., July 16 1:00 pm – 5:30 pm Benicia Hall 1029
Class Meeting #4 Fri, July 29 5:30 pm – 9:30 pm Benicia Hall 1029
Class Meeting #5 Sat., July 30 8:00am – 12:00 pm Benicia Hall 1029
Class Meeting #6 Sat., July 30 1:00 pm – 5:30 pm Benicia Hall 1025
Class Meeting #7 Fri, Aug. 12 5:30 pm – 9:30 pm Benicia Hall 1025
Class Meeting #8 Sat., Aug. 13 8:00am – 12:00 pm Benicia Hall 1025
Class Meeting #9 Sat., Aug. 13 1:00 pm – 5:30 pm Benicia Hall 1025

Course Description
Learning Goals for the Course: As a result of successful participation in this course, students will be able to:

• Demonstrate an understanding of the role of personnel management in an organization and its role in influencing organizational behavior;

• Understand the processes and strategies for advancing organizational change and development;

• Demonstrate an advanced understanding of multiple decision making models and practices;

• Develop an advanced understanding of relevant theories and frameworks to the management of people in organizations;

• Provide an understanding of the roles and responsibilities of HR professionals in strategic planning;

• Appreciate the need for equal opportunity in employment and apply principles learned to the implementation of equal employment opportunity in the organization;

• Provide an integrative understanding of how the primary functions of HRM relate to each other and to the broader institution’s mission, goals, and strategic plan;

• Understand important issues related to collective bargaining, job design, performance appraisal procedures, compensation, facilities, and fringe packages.

• Develop skills in evaluating the value and appropriateness of HRM functions and programs within specific organizational settings.
Course Instructor and Contact Information:
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Office Hours
Office hours arranged by appointment. Please contact me via e-mail or by phone.

Pedagogy and Course Design
This course will involve both written and oral assignments, classroom activities including individual and group work, presentations, discussions and lectures, and case study analysis. Web exploration will also be part of this course. Several readings and learning activities have been selected to help orient students to major social, philosophical and learning theory issues related to human resources. A typical class session will consist of, but is not limited to, the following activities: instructor-led discussions on current trends, innovations, reforms, issues, and problems; group discussion of scholarly article readings and assigned book chapters; group activities, including collaborative problem solving, simulations, and role playing; student and group led presentations and discussions; presentation and peer critique of applied projects.

Attendance and Participation Policy
Students should be prepared for and attend all class sessions and required assignments. Everyone in the class benefits from each person’s contributions. Students are expected to read and think about the applications of the material and complete all assignments on or before their due date. Students are expected to discuss and share insights about the important issues raised by the readings and throughout the learning activities.

Respect and Professionalism in the Classroom
All students attending this course have a right to a classroom environment which permits the highest quality learning experience. Students have a right to disagree and to debate points of view on the subjects and topics covered in a professional manner. The assignments students turn in for this course must honestly be their work. Plagiarism is unacceptable and may be dealt with in the appropriate codes of conduct violation. A student committing plagiarism may be subject to disciplinary action which could include failing the assignment, failing the course, being dropped from the course or other action as deemed appropriate by the instructor, department, or the university. Plagiarism is defined as: presenting someone else’s work as your own whether it is their ideas, expression of those ideas or rewriting of your own ideas by someone else.
**Required Text**


**Additional Readings (tentative list)**
Articles and resource links will be provided by the instructor.

**Other Course Resources:**


**Course Assignments and Activities**
The learning activities and assignments are designed to give students flexibility in exploring areas of interest within the scope of the course. Students are expected to demonstrate a high level of scholarship in all activities and assignments, in keeping with the norms of doctoral level coursework. To that end, students will connect research, theory, policy, and practice through a series of related assignments related to human resources.

There will be weekly reading assignments, and in-class and out-of-class learning activities. Reading assignments are to be completed prior to the beginning of class. Out-of-class assignments are to be completed no later than the due date that is listed. All written assignments are to be typed, double-spaced and in hard copy and electronic format using Microsoft Word. Written assignments should conform to APA writing style.

**Class Attendance and Participation**
Class participation is also required. Each of you comes with a breadth of knowledge from your personal and professional lives, and as a result of courses taken through this program. The class benefits from your experiences and insights. A seminar course should ideally be an opportunity for both personal and professional reflection that assists you in recognizing and assessing your leadership strengths and potential contributions as a higher education practitioner. Students are expected to contribute to class discussions in ways which demonstrate their knowledge and understanding of the material and to encourage other students to engage in thoughtful and reflective dialogue. Students are expected to arrive on time, have read the required readings, and be prepared to fully participate in class. Absences and tardiness without prior notification to the instructors are detrimental to class participation and impede students from fulfilling the expectations of the course.

**Course Requirements**
The requirements for the course are divided into four components with the corresponding weight for the final grade assigned to each area. More detail and instructions will be provided for each area the first day of class.

- Class Attendance and Participation (Colleague & Constructive Critic) 20%
- Key Issues in Human Resources Exercise (Policy Analyst & Briefer) 20%
- Sample Cover Letter and CV (Reflective Practitioner) 20%
- Group Project: Case Study/Key Issues in HR (Educational Leader) 40%
Assignment #1: Key Issues in Human Resources Exercise
This assignment is intended to explore current and topical human resources issues in K-12 and higher education. This briefing paper should be 3-5 pages in length, plus references, and must demonstrate appropriate rigor for a doctoral level course. It should reflect extensive library usage or on-line references, in-depth understanding of relevant literature and best practices. Through this examination, students should demonstrate a general understanding of a major issue that surrounds human resources programs and functions in the current educational environment. Additional details and specific instructions will be distributed in class.

Key Issues Paper Due: Friday, July 29th
There will be in-class discussion on Friday, July 24th. Be prepared to briefly discuss your findings.

Assignment #2: Sample Cover Letter and CV
Students will create a cover letter and CV for employment of their next or future leadership position. The cover letter should be 2-4 pages in length, plus professional references, and must demonstrate appropriate tone and substance for an advanced/executive level position. It should reflect your fit and competence for the position, educational philosophy, transformational leadership references, and relevant literature and best practices. Through this assignment, students will simulate the experience of preparing and applying for a higher level position commensurate with your professional goals. Additional details and specific instructions will be distributed in class.

Sample Cover Letter and CV Due: Friday, August 12th
There will be in-class discussion on Friday, August 13th. Be prepared to briefly discuss your results.

Assignment #3: Group Project: Case Studies in Human Resources
The class will be divided into P-12 and higher education educational teams. Each team will receive a case study related to a current human resource issue that corresponds to the educational sector selected. This project, which includes a briefing paper and PowerPoint, should be organized and presented as if the team were educational consultants advising the college president and vice president of human resources on best practices in human resources for the segment you are assigned to. Team presentations will be made in class on Saturday, August 13th. Additional details and specific instructions will be distributed in class.

Final Project Due (via email): Wednesday, August 17th
READING LIST AND DATES (subject to change, additions, and revisions)


Class Meeting #1 Fri, July 15 5:30 pm – 9:30 pm
Webb & Norton Chapter 2: Strategic Human Resources Planning
Nevarez, Wood, & Penrose, Preference, Reflective Case Leadership Framework, Organizational Theory & the Community College, Bureaucratic, Democratic Leadership

Class Meeting #2 Sat., July 16 8:00 am – 12:00 pm
Webb & Norton Chapter 3: Recruitment
Webb & Norton Chapter 4: Selection
Nevarez, Wood, & Penrose, Preference, Reflective Case Leadership Framework, Organizational Theory & the Community College, Bureaucratic, Democratic Leadership

Class Meeting #3 Sat., July 16 1:00 pm – 5:00 pm
Webb & Norton Chapter 5: Placement and Induction
Webb & Norton Chapter 6: Motivation and Staff Development
Nevarez, Wood, & Penrose, Preference, Reflective Case Leadership Framework, Organizational Theory & the Community College, Bureaucratic, Democratic Leadership

Class Meeting #4 Fri, July 29 5:30 pm – 9:30 pm
Webb & Norton Chapter 7: Performance Evaluation
Webb & Norton Chapter 8: The Compensation Process
Nevarez, Wood, Penrose, Situational Leadership, Ethical Leadership, Leader-Member Exchange Theory, Political Leadership

Class Meeting #5 Sat., July 29 8:00am – 12:00 pm
Webb & Norton Chapter 9: Collective Bargaining
Webb & Norton Chapter 10: Legal Aspects of Human Resources Administration
Nevarez, Wood, Penrose, Situational Leadership, Ethical Leadership, Leader-Member Exchange Theory, Political Leadership

Class Meeting #6 Sat., July 30 1:00 pm – 5:00 pm
Case Study Exam

Class Meeting #7 Fri, Aug. 7 5:30 pm – 9:30 pm
Nevarez, “A Multiplicity Leadership Approach to Leading Institutions of Higher Education”

Class Meeting #8 Sat., Aug. 8 8:00am – 12:00 pm
Nevarez, Wood, Penrose: Systems Leadership, Transformational Leadership, Symbolic Leadership, Transformative Leadership

Class Meeting #9 Sat., Aug. 8 1:00 pm – 5:00 pm
Nevarez, Wood, Penrose: Systems Leadership, Transformational Leadership, Symbolic Leadership, Transformative Leadership