

## **EDD 609: *Human Resource Management***

Summer 2018 Course Syllabus

### **Course Description**

Human Resource Management (HRM) includes organizational activities directed at attracting, developing, and maintaining an effective workforce. 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: managing behavior in organizations; decision making; organizational structure and job design; 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 practice.

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

### **Class Meeting Days, Times and Locations:**

Class Meeting #1 Fri, July 13	5:30 pm – 9:30 pm Benicia Hall 1025
Class Meeting #2 Sat., July 14	8:00 am – 5:30 pm Benicia Hall 1025
Class Meeting #3 Fri, July 27	5:30 pm – 9:30 pm Benicia Hall 1025
Class Meeting #4 Sat., July 28	8:00am – 5:30 pm Benicia Hall 1025
Class Meeting #5 Fri, Aug. 10	5:30 pm – 9:30 pm Benicia Hall 1025
Class Meeting #6 Sat., Aug. 11	8:00am – 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;
- 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:**

Carlos Nevarez, Ph.D.

Alpine 234

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**Office Hours**

Office hours arranged by appointment. Please contact me via e-mail or by phone.

**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.

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.

**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**

Webb, L.D. & Norton, M.S. (2013). *Human resources administration: Personnel issues and needs in education* (6th ed.). Upper Saddle River, NJ: Merrill. ISBN-13: 978-0-13-267809-4

Wood, J. L. & Nevarez, C. (2014). *Ethical Leadership and the Community College: Paradigms, Decision-Making, and Praxis*. Charlotte, NC: Information Age Publishing.

**Additional Readings (tentative list)**

Articles and resource links will be provided by the instructor.

**Other Course Resources:**

Berman, E., Bowman, J., West, J., & Van Wart, M. (2005). *Human resource management in public service: Paradoxes, processes, and problems* (2nd ed.). Thousand Oaks, CA: Sage.

Bratton, J. & Gold, J. (2001). *Human resource management: Theory and practice* (2<sup>nd</sup> ed.). Lawrence Erlbaum.

Bryson, J. (2004). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (3rd ed.). San Francisco: Jossey-Bass.

Fisher, R., Ury, W., & Patton, B. (1992). *Getting to yes: Negotiating agreement without giving in* (2nd ed.). New York: Penguin USA.

Fournies, F. (2000). *Coaching for improved work performance* (rev. ed.). New York: McGraw-Hill.

Hartline, M. D. & Bejou (2004). *Internal relationship management: Linking human resources to marketing*. Haworth Press.

Jackson, S. E. & Schuler, R. S. (1999). *Strategic human resource management*. Blackwell Publishing.

Mathis, R. L., & Jackson, J. H. (2006). *Human resource management* (11th ed.). Thomson/Southwestern.

Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2005). *Applications in human resource management: Cases, Exercises, and Skill Builders* (5th ed.).

Ulrich, D., & W. Brockbank. (2005). *The HR value proposition*. Boston: Harvard Business School Press.

Young, I.P. & Casterter, W.B. (2004). *The human resource function in educational administration* (8th ed.), Columbus: Merrill Prentice Hall. Thomson/Southwestern.4

## **Course Assignments and Activities**

The learning activities and assignments are designed to give students flexibility to explore 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: Sample Cover Letter and CV**

Students will create a cover letter and curriculum vitae (CV) for employment of their next leadership position. The cover letter should be 2 pages in length, plus professional references. It must demonstrate appropriate tone and substance for an advanced leadership level position.

It should reflect your fit and competence for the position, leadership experience, and relevant information congruent to the job description. Through this assignment, students will experience the job search process. Identify a position you would like to apply and write a cover letter as though you intend to submit for consideration. The Chronicle of Higher Education can be a resource to identifying job openings.

Sample Cover Letter and CV Due: Friday, July 14th

There will be in-class discussion, be prepared to briefly discuss your results. See sample letter for guidance.

## **Assignment #2: Key Issues in Human Resources Exercise**

This assignment is intended to explore current and topical human resources issues in K-12 and higher education. The Key issues paper should be 5-7 pages in length, plus references, and must demonstrate appropriate rigor for a doctoral level course. It should reflect library usage or on-line references, 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. See assignment description for example of possible topics.

### Key Issues Paper Due: Saturday, July 28th

There will be in-class discussion, be prepared to briefly discuss your findings. Students will be asked to develop a poster presentation to be presented on the last day of class, August 11<sup>th</sup>. Additional information will be provided.

## **Assignment #3: Group Project: Case Studies in Human Resources**

### Group Project Case Study Due: Friday, August 10<sup>th</sup>

The class will be divided into educational teams. Each team will receive a case study related to a current human resource issue. Groups are expected to engage in problem framing, critical thinking, decision-making and reflective practice. The objective of this assignment is to use case study analysis as a way to develop reflective leaders capable of solving and analyzing challenging problems facing organizations.

Use the following steps in analyzing your case study. These steps will guide you in identifying a resolution to the scenario:

**Step 1:** Assume the role of leader, administrator, or both.

**Step 2:** Examine relevant Information. List integral information that provides context and clarity to key elements of the case. These include, but are not limited to:

- *Setting-* Describe the overall characteristics of the setting. For example, ask yourself: Is the organization located in an urban, rural or suburban area? What is the demographic makeup of the institution's stakeholders? Is the setting public or private?
- *Key characters/groups-* Identify the primary individuals or groups involved in the case. Note their relationship to each other and to the organization.
- *Special circumstances/x factor(s) -* Note special circumstances which gives light to important elements in the case. For example, ask yourself: What is the historical interplay between key characters/groups in the case? What are the formal and informal power relationships that exist within the case? What are the institutional culture and/or values of the organization? What are the allowed behaviors and climate in the setting?

**Step 3:** Identify underlying problem(s) clearly and concisely. In identifying the problem(s), refer to information collected in steps 1 and 2.

**Step 4:** Analyze the case through multiple approaches.

Select two Human Resource theories and analyze through the constructs driving the selected theories.

*Ethical Courses of Action*

- In resolving the case, consider the ethical implications of potential decisions. For instance, are they compassionate, equitable, professional, and lawful?

*Data Decision Making*

- Data can be used as a tool to identify problems and to develop solutions in resolving the case study. What current data within the case study needs to be considered? What additional data could be gained that can influence the resolution of the case?

*The Role of Leadership*

- Identify a key player in the scenario. Describe the style of leadership demonstrated that is useful to addressing or key to exacerbating the problem or issue.

**Step 5:** Refer to the steps above in identifying an overall resolution to the case study. Select one (or more, if needed) of the following options and explain your answer: *Solve; Resolve; Postpone; No Action.*

The assignment should draw from the readings, lectures and activities of the course. Include a reference page using APA format. The page limit for the group project should be 7-10 pages, not including references.

### **READING LIST AND DATES (subject to change)**

- Webb, L.D. & Norton, M.S. (2013). *Human resources administration: Personnel issues and needs in education* (6th Ed.).
- Wood, J. L. & Nevarez, C. (2014). *Ethical Leadership and the Community College: Paradigms, Decision-Making, and Praxis*. Charlotte, NC: Information Age Publishing.

#### **Class Meeting #1 Fri, July 13: 5:30 pm – 9:30 pm**

Webb & Norton Chapter 1: The Human Resources Function: Its Organization and Process

Webb & Norton Chapter 2: Strategic Human Resources Planning

#### **Class Meeting #2 Sat., July 14: 8:00 am – 5:00 pm**

Webb & Norton Chapter 3: Recruitment

Webb & Norton Chapter 4: Selection

Webb & Norton Chapter 5: Placement and Induction

Webb & Norton Chapter 6: Motivation and Staff Development

Wood, & Nevarez Part 1: Laying the Foundation for Ethical Practice

Chapter 1: Ethics, Decision Making and Praxis

Chapter 2: Ethics, Leadership and the Law

Chapter 3: Community College Leaders' Moral Obligations

Chapter 4: Power and Ethics in Community College Leadership

#### **Class Meeting #3 Fri, July 27: 5:30 pm – 9:30 pm**

Webb & Norton Chapter 7: Performance Evaluation

Webb & Norton Chapter 8: The Compensation Process

Wood & Nevarez Part III: Problem-Solving Through Case Studies

#### **Class Meeting #4 Sat, July 28: 8:00am – 5:00pm**

Webb & Norton Chapter 9: Collective Bargaining

Webb & Norton Chapter 10: Legal Aspects of Human Resources Administration

Case Study Exam

#### **Class Meeting #5 Fri, Aug. 10 5:30 pm – 9:30 pm**

Nevarez, "A Multiplicity Leadership Approach to Leading Institutions of Higher Education"

#### **Class Meeting #6 Sat., Aug. 11 8:00am – 5:00 pm**

Wood & Nevarez Part II Four Ethical Decision-Making Paradigms

Chapter 5: The ethic of Justice

Chapter 6: The Ethic of Critique

Chapter 7: The Ethic of Care

Chapter 8: The Ethic of Local Community