

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Education
Department of Educational Leadership & Policy Studies

EDD 609 – Human Resources Management for Educational Leaders
Summer 2008 Course Syllabus

Mission & Goals of the Department of Educational Leadership & Policy Studies

To develop educational leaders from diverse backgrounds who will positively impact the improvement of educational institutions and environments from pre-K through university and professional levels. These leaders will be visionary change agents; create collaborative learning communities; engage in reflective practice; ensure diversity and equity; implement research-based practices; and build capacity through leadership development. As such, the Department has the twin goals of equity and quality.

Class Sessions:

Session	Date	Day	Time	Room
1	30-May	Friday	5:30 p.m. – 9:30 p.m.	ARC 1009
2	31-May	Saturday	8:30 a.m. – 5:00 p.m.	ARC 3004
3	6-Jun	Friday	5:30 p.m. – 9:30 p.m.	ARC 1009
4	7-Jun	Saturday	8:30 a.m. – 5:00 p.m.	ARC 3004
5	20-Jun	Friday	5:30 p.m. – 9:30 p.m.	ARC 1009
6	21-Jun	Saturday	8:30 a.m. – 5:00 p.m.	ARC 1009

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Office Hours: By Appointment

Course Description: This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting educational institutions. Among the topics included are: 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 frameworks and practices. Class participants will be expected to demonstrate understanding of Human Resource Management (HRM) competencies through assignments, exercises and case analyses.

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

1. demonstrate an understanding of the role of personnel management in an organization and its role in motivating employees;
2. appreciate the need for equal opportunity in employment and apply principles learned to the implementation of equal employment opportunity in the organization;
3. provide an understanding of the roles and responsibilities of HR professionals from a systemic, strategic perspective;
4. 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;
5. understand the role played by HRM in organizational change efforts;
6. develop skills in evaluating the value and appropriateness of HRM functions and programs within specific organizational settings;
7. develop an understanding of relevant theories and frameworks to the management of people in organizations;
8. understand important issues related to collective bargaining, performance appraisal procedures, compensation, facilities, and fringe packages.

Text: Webb, L.D. & Norton, M.S. (2008). *Human resources administration: Personnel issues and needs in education* (5th Ed.). Upper Saddle River, NJ: Merrill. ISBN: 978-0-13-239771-1

Additional 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* (2nd 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. & Castetter, W.B. (2004). *The human resource function in educational administration* (8th ed.), Columbus: Merrill Prentice Hall. Thomson/Southwestern.

Course Expectations:

In an accelerated graduate seminar, such as this course, class attendance is required. If an absence needs to occur, please notify us beforehand, but please note that no make-ups are allowed. Absences will affect your final course grade. Classes will begin promptly at the assigned time.

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 will benefit 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.

Ground rules for classroom engagement will be constructed jointly and respectfully honored.

Course Assignments: For each of these assignments and roles, more detailed information and instructions will be given in class.

1. Class Participation (Colleague & Constructive Critic)
Students are expected to come prepared for intellectual engagement and raise and answer questions posed by the readings, presentations, and classroom discussions. Students will be expected to extend their thinking with the purposes of improving their understanding of their educational practice and leadership strengths.
2. Case Study Papers (Reflective Practitioner & Educational Leader)
Students will draw from course materials and their own experience to prepare an appropriate response as an educational leader to each of the case studies at the end of each chapter in the assigned textbook. The responses should be condensed to writing and submitted to the instructor for evaluation. Cases will be discussed in class as time permits.
3. HR Site Assessment (Policy Analyst & Briefer)
Students will select one of the aspects of Human Resources Administration covered in the course materials (e.g., recruitment, selection, evaluation), describe the current system as it exists at their place of employment, evaluate the current system in light of course materials, and recommend any changes to improve the process. Students will submit the study in writing to the instructor and will brief the class on the results of their study.

Course Grading:

			Final Course Grade		
Course work	Points	Max	Grade	Value	Range
Attendance and Participation	36 x 1.5 Pts	54%	A	4.0	93 – 100.0
Case Analysis Papers	28 x .75 Pts	21%	A -	3.7	90 – 92.99
HR Site Assessment	1 x 15 Pts	15%	B +	3.3	87 – 89.99
Site Assessment Briefing	1 x 10 Pts	10%	B	3.0	83 – 86.99
			B -	2.7	80 – 82.99
Totals		100%			

Course Schedule (Final)

Session	Date	Assignment / Activity
1	30-May	Course Introduction The Psychological Contract Theories of Managing People
2	31-May	Leadership Styles Motivation Conflict and Negotiation Leading Change
3	6-Jun	Case Analysis
4	7-Jun	Case Analysis
5	20-Jun	Collective Bargaining- Pam Parker Case Analysis
6	21-Jun	Leadership Issues- Dr. Francisco Rodriguez Site Assessment Briefings