I. INSTRUCTIONAL GOALS

Goal 1: Students will identify how existing fiscal, human, and material resources are being used.

Learning Outcomes: Students will

1. Analyze HR and organizational development issues relating to resource decisions made by the leaders in educational settings.
2. Identify various sources of resource allocations to schools.
3. Identify the factors impacting resources allocation to school districts from diverse groups.
4. List the factors impacting leadership decisions for resource distribution within school districts.
5. Examine the benefits of integrating technology in HR management.

Learning Activities: Students will

1. Read and summarize selected textbook chapters and handouts;
2. Prepare written assignments for evaluation and feedback;
3. Listen to lecture / guest speaker / presentations;
4. Participate in class / group discussion; and/or
5. Conduct individual / group research on related topic

Goal 2: Students will demonstrate understanding of the foundations of the HR leadership function including HR policies, procedures and best practices.
Learning Outcomes: Students will

1. Demonstrate the ability to align and, as necessary, redesign personnel policies and procedures required for full implementation of an organization’s vision and/or strategic plan.
2. Demonstrate an ability to effectively identify/screen, interview and select the best qualified candidates to fill senior leadership position vacancies.
3. Demonstrate the ability to utilize a performance appraisal system to enhance a leader’s performance and prepare high potentials for key leadership roles.
4. Identify compensation practices that are most common in school systems and motivate executives to achieve performance goals and make decisions that are in the organization’s best interests.
5. Describe how good employee relations and communications can contribute to the achievement of leadership and organizational goals.
6. Develop executive career transition skills and tools.

Learning Activities: Students will

1. Read and summarize related articles and textbook chapters;
2. Listen to lecture and presentations;
3. Participate in class/group discussion; and/or
4. Conduct individual / group research on related topic

Goal 3: Students will describe various processes and systems relating to employment continuity and unionism.

Learning Outcomes: Students will

1. Determine when employees need training and the best type of training and/or professional development given an organization’s circumstances.
2. Examine strategies to manage difficult people who challenge the organizational effectiveness with unsatisfactory performance or misconduct.
3. Explain how the union grievance procedure works and why the educational leader’s role is critical in achieving sound labor relations.

Learning Activities: Students will

1. Read and summarize related articles and textbook chapters;
2. Listen to lecture and presentations;
3. Participate in class/group discussion; and/or
4. Conduct individual / group research on related topic
II. COURSE FORMAT

The instructor plays the role of the facilitator of learning and provides essential knowledge, organization, focus and evaluation for all class learning events. The instructional format of the course may include lecture, student presentations, tapes/videos, group discussions and individual writing. Professional discourse and discussion are the foundations for class activities. The anticipated outcome for each participant will be an increased sense of confidence and competence in the area of human and material resources as they affect organizations.

III. EVALUATION AND GRADING

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<thead>
<tr>
<th>Evaluation</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation / Attendance</td>
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</tr>
<tr>
<td>Group Project and Panel Discussion</td>
<td>30%</td>
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<tr>
<td>Structured External Assignment</td>
<td>50%</td>
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<td></td>
<td>100%</td>
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V. ASSIGNMENTS

Structured External Assignment (CECRAM) Working with the school district of your choice, develop a management plan that addresses the vision of the district and proposes to make effective use of district human and material resources addressing items 1-6 below.(ELCC 3.1, 3.2, and 3.3)