1. Course Description

This course will focus on how human service administrators can increase their effectiveness and improve the quality and efficiency of agency staff performance through structured human resource practice methods. This course will present ways to develop an equitable, healthy, and viable workplace for employers and employees. It will explore the role of managers as change agents within organizations and the societal level impact of those changes. Students will learn relevant skills in staff recruitment, hiring, retention and termination, staff development, compensation and performance, and the development of benefit packages. Relevant laws and legislation governing workplace relationships such as the Americans with Disabilities Act (ADA) will also be reviewed.

2. Course Content

Course topics will include: work organization and job design, personnel recruitment and selection, performance monitoring and improvement, compensation management, training and development, occupational health, labor management and negotiation, workplace legislation, job discrimination, managed care, gender equity, sexual harassment polices, and affirmative action. Students will learn that personnel management and staff development within human service organizations are collective processes involving the shared responsibility and active participation of management and all other staff sectors. Issues pertaining to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual
orientation) will be given special attention, particularly in the areas of recruitment, promotion, compensation, and benefits. Emphasis will also be placed on leadership as a human resource manager and management issues of volunteers and the labor management issues impacting union and non-union “at will” employees.

3. Course Objectives

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

1. Conduct a job analysis and assist agency administrators in correcting job design problems.
2. Plan and implement a developmentally oriented performance appraisal and personnel assessment program.
3. Design and participate in administration of a staff and volunteer recruitment and selection program.
4. Identify and assess human diversity in the workplace and develop affirmative action programs and policies with investigative procedures and consequences.
5. Identify and critique an agency’s compensation plan and develop a corrective action plan as appropriate.
6. Participate in the design and implementation of a staff development and training program.
7. Use principles of continuous quality improvement to function within a small task force creating a program, plan, or service while facilitating the group process.
8. Develop and write sexual harassment policies with investigative procedures and consequences.
9. Discuss typical ethical concerns related to the management of human resources.

4. Course Design

The instructor for this course will select required and recommended readings. In addition, the instructor will include a range of pedagogical methods such as participatory discussions, films, written assignments, and experiential exercises related to course materials. Guest speakers will be invited to address special topics.

5. Relationship of the Course to Four Curricular Themes

- **Multiculturalism and Diversity:** Students will develop the capacity to identify ways in which gender, race, ethnicity, social class, age, and other forms of social stratification and disenfranchisement influence and are impacted by human resource policies and procedures, particularly those related to recruiting, hiring, retention, promotion, and termination.

- **Social Change and Social Justice:** This course will help students to understand the potential for social and economic exploitation in human service agencies. Students will analyze movements to decertify and reclassify workers, destabilize labor unions, and shift salaried/hourly employees with benefits to contract workers without benefits in terms of organization and community impact. This course will present approaches that prevent such exploitation and work proactively to realign agencies.

- **Promotion, Prevention, Treatment, and Rehabilitation:** Students will learn how human resource programs can be encouraged to place a high priority on the development of
prevention, promotion, treatment, and rehabilitation activities for employees. Studies of successful and unsuccessful workplace health initiatives, periodic health appraisals and health screenings that emphasize physical health and emotional well being for employees, as well as the use of internal and contract employee assistance programs (EAPs) will be reviewed.

- Behavioral and Social Science Research will be addressed through the presentation and discussion of contemporary theories of human relations, as well as an examination of various theories of equity, compensation, human motivation, organizational development, and work design.

6. Relationship of the Course to Social Work Ethics and Values

The NASW Code of Ethics will be used to inform practice in the area of human resource management. Students will learn to implement the ethical values of fidelity, beneficence, nonmaleficence (“do no harm”), and autonomy through the provision of opportunities for staff growth and advancement and through the promotion of emotional well-being and occupational health of the staff. In addition, this course will present how ethical values can be implemented with organizational policies, procedures, and consequences in the areas of discrimination, “whistleblowing,” sexual harassment, and disabilities (e.g. ADA).

7. Intensive Focus on Privilege, Oppression, Diversity and Social Justice

This course integrates PODS content and skills with a special emphasis on the identification ways in which human service organizations, particularly through their human resource practices, can be sites of injustice. Through the use of a variety of instructional methods, this course will support students as future leaders in human service agencies to develop a vision of social justice. In doing so, you will learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks as well as strengthen critical consciousness, self knowledge, and self awareness to facilitate PODS learning.

8. Learning Philosophy and Environment

Teaching and learning in this course will be guided by the principles of adult education* and empowerment. Among other key elements, these frameworks highlight all participants in the educational endeavor as active and self-directed learners. A core concept of each tradition is valuing your experiences and the potential for sharing these to deepen individual and group learning. You are encouraged to share your insights with the group throughout the semester, while maintaining a reflexive stance.

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* Adult learning approaches typically include an appreciation that (a) adults are autonomous, goal- and relevancy-oriented, practical, and self-directed, (b) adults have past life experience and knowledge that can connect to current learning; and (c) adults must be treated with respect. (See Malcolm Knowles’ classic. The Adult Learner: A Neglected Species (3rd ed.). Houston, TX: Gulf Publishing Company, 1984).
Empowerment in the classroom occurs by each classroom actor

- Respecting one another
- Validating one another’s experiences and insights
- Drawing on her/his own strengths and those of others
- Responsibly sharing her/his power
- Working collaboratively
- Taking responsibility for her/his own learning
- Thinking independently and critically


Each individual brings to the educational endeavor different strengths, knowledge, and various levels of understanding of the management of human resources; therefore, collaboration will help ensure individual and collective success in our course. Additionally, successful organizational practitioners, especially effective managers and leaders, work entirely on their own. Accordingly the classroom is meant to be a space where we can all practice the skills of collaboration; hence, our learning environment will be based on shared leadership and the principle that we are all potential teachers and learners.

Active participation is emphasized in our course and a portion of your individual grade is based on your participation (i.e., discussion and working with others).

*Creating a Positive Learning Environment*

It is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues – including the instructor.

To encourage this, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination, nor can it be confined by political correctness. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this by extending to your colleagues the respect and sensitivity you desire or you would have them exhibit toward one another.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial and professional manner, which involves listening to, recognizing, and respecting others’ views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted from *MSW Handbook*, Faculty of Social Work, University of Toronto, 2006).

*Individual Learning Objectives*

Each person comes to our course with different ideas, experiences, and competencies related to the management of human resources. Additionally, each person likely has their own interests regarding the management of human resources which you could develop in our course and others. Given this background, you are encouraged to create at least one individualized learning objective for our course. If you are currently in a field placement, you may wish to consider developing an objective related to your field learning goals. Assignment III will give you the opportunity to achieve this objective as part of your work for the course.
**Small Group Work**
Assignment II entails group work, which will be self-selected (efforts will be made to ensure the groups are of equal size). You are strongly encouraged to work with others in the class who you do not know yet.

Additionally, throughout the term, small groups will be created for various in-class learning activities. In these groups, you will work with colleagues to complete assigned tasks related to specified learning objectives.

**9. Required Readings**

Our course uses a series of articles and book chapters, which will be available through the course C-Tools site. As required, additional materials will be distributed in class or via C-Tools.

**10. Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>I. Professional Development Workshop (Team Project)</td>
<td>25%</td>
<td><strong>January 27</strong>– Draft Objectives&lt;br&gt;REVISED TO FEB 10&lt;br&gt;Team members’ names, topic, and draft learning objectives (for feedback purposes)&lt;br&gt;Submit in class&lt;br&gt;March 17 – April 7: Workshops&lt;br&gt;• Assigned article/chapter – submit to the instructor at least 1 week before your workshop (earlier if possible). Please submit as a PDF, if possible. Email to me&lt;br&gt;• Evaluation report – 1 week after your workshop, Email to me</td>
</tr>
<tr>
<td>II. Individual Learning Project</td>
<td>20%</td>
<td><strong>February 10</strong> – Planning Sheet&lt;br&gt;(for feedback purposes)&lt;br&gt;Submit in class&lt;br&gt;April 14&lt;br&gt;Product - Due in class (15%)&lt;br&gt;Each student will create a poster to share their learning with the class (5%)</td>
</tr>
<tr>
<td>III. Agency Human Resources Assessment *</td>
<td>40%</td>
<td><strong>February 24</strong>&lt;br&gt;Submit via C-tools – Assignment box</td>
</tr>
<tr>
<td>IV. Class Participation</td>
<td>10%</td>
<td>Throughout the term</td>
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* Assignment III is the only one to be double-spaced.
Consultation…. A valid part of collaborative learning

Feel free to consult with me and your colleagues as you prepare to complete your assignments.

I will gladly respond to ideas and written outlines; however, I am unable to review drafts of assignments because of time constraints.

An Opportunity to Consider. . . .

If you are participating in the School’s Portfolio Initiative, many of the products created for in this course could make great artifacts.

Assignment I: Professional Development Workshop (Team Project)

The overall aims of this assignment are to

- Enhance your knowledge and skill base as you prepare to work in human services organizations in a leadership capacity, particularly with respect to human resource management and developing, implementing, and evaluating a skill-building workshop.
- Work collaboratively as a team to enhance your colleagues’ and your own competencies related to human resources management.

In human service organizations, employees in management positions are often expected to train new employees and to lead other employee development initiatives, such as those related to a new process or procedure, how to work more effectively with colleagues, or how to serve clients better. This assignment will focus on skills and topics related to the management of human resources.

Working in self-selected teams (team size TBD), you are expected to deliver a professional quality workshop as though you were doing so on behalf of Enhancing Human Service Organizations (EHSO) to a group of nonprofit practitioners who are involved in the management of human resources in their own agencies.

EHSO exists to assist nonprofit organizations to effectively achieve their missions. One way EHS achieves its purpose is through professional development workshops designed to meet the needs of human services professionals in regard to organizational leadership and management, including the management of human resources.

From March 17 – April 7 EHSO is offering workshops to nonprofit practitioners involved in the management of human resources. These workshops will cover an array of topics important to
nonprofit practitioners who have responsibilities for the management of human resources in their own workplaces.

For this assignment, each group is expected to develop and implement an interactive professional workshop during class time (see schedule for dates). Each workshop will be 75 minutes in duration. The focus of the workshop is to be a skill/topic related to human resource management. Each team will research the topic/skill by consulting the literature and possibly talking with people in the field and the workshop participants. Topics could include

- Promoting a diverse and inclusive workplace  
  *This topic could be approached broadly or could focus on particular populations*
- Motivating employees during challenging times
- Recruiting diverse employees
- Succession planning
- Conflict management in the workplace
- Human service employees and vicarious trauma
- Human resources management in times of downsizing

The above topics are suggestions. Feel free to consult if you are considering others. It would be appropriate to select a topic that is being addressed in the course and to present on a specific aspect of it (in more detail than discussed in class).

**Step 1**
Form teams and notify me of your topic. Draft tentative workshop objectives and submit to me by January 27.

*Work to Submit – due in class January 27*
Team membership list, topic, and tentative workshop objectives.

**Step 2A**
Begin to research your topic. It might be useful to talk to people involved in your topic. Look for resources that you can use in a workshop, such as case scenarios, handouts (remember to credit the original source), videos, and so on.

**Step 2B**
Prepare a bibliography from recent professional sources (e.g., journals, books). You can also consult the internet, but it is important to assess the quality and credibility of the source. Sources are not limited to social work. Follow APA for referencing style. Distribute your bibliography to the larger group the day you present your workshop – it will be a good resource for workshop participants who want to learn more about the topic.

**Step 2C**
Select one article/chapter from your bibliography as an assigned reading. Submit it to me via email **one week in advance** of your session to allow for distribution to your colleagues. If possible, please submit it to me as a PDF. The reading should be of substance, ideally from an
academic source, such as a peer-reviewed journal or a textbook. You are not limited to social work sources

**Work to Submit – due at least one week before your workshop – have one team member send to me via email**
Approximately one week before your workshop – a reading to assign to the class (PDF if possible).

**Step 2D**
Based on your research (described above), revisit and revise, if needed, your learning objectives. Given your audience (nonprofit professionals with human resource management responsibilities), design an appropriate workshop and deliver it within a 1.5 hour session. At the end of your session, obtain feedback from participants and evaluate your session through a tool you have created.

The day of the workshop will be decided in consultation with each group and the class as a whole.

**Work to Submit – due the day of your workshop**
The day of your workshop, provide me with an outline of your workshop as well as copies of your bibliography, any learning aids you intend to use, and the feedback/evaluation form. Please place them together in a file folder which you will give to me before the start of your workshop.

**Step 3**
Following your workshop, meet as a group to review the feedback/evaluation forms and to reflect on the experience as a whole. Document what you believe worked well, what needs improvement, and what you might do differently next time. Summarize participants’ feedback and the evaluation results as well as your reflections and prepare a written report. Specifically, create a brief (3 pages max.) report outlining the purpose of your session and the results of the feedback/evaluation and your group’s reflections. You are expected to prepare this as though you were doing so for a client organization. This is due one week after your in-class presentation or sooner.

**Work to Submit – due the week after your workshop – have one team member send to me via email**
After your post-workshop reflection – submit your team’s report.

**Assignment II: Individualized Learning Project**

To help you realize a personal learning objective, you are invited to identify a learning objective related to the management of human resources and to complete a learning activity to help you realize this, creating a product that you can share with the class. For example, you might identify the objective: to learn how to develop a job description. The learning activity might be to search the literature for information about this and then create a pamphlet about it for the class. You will have the opportunity to informally share your work with the class during our last class session through a poster session. Creativity is welcome in terms of the product developed!
You are especially encouraged to develop an objective related to the promotion of social justice and equality in the workplace. For example, an objective could be: to enhance skills needed to critically understand workplaces from the stance of a particular marginalized group.

Step 1
Identify your learning objective and outline what you are going to do in order to achieve it. This information is to be submitted to me by February 10 for feedback purposes (see form on the last page of this syllabus; also found on the course C-tools site).

Work to Submit – due in class February 10
Learning objective and activities for feedback purposes (use sheet at the end of the syllabus; also available on our C-Tools site).

Step 2
Review my feedback and make any necessary adjustments to your plan. Implement your action steps and create the learning product you specified. Make sure you include in your product the sources you reference (this can be in footnote format or at the end).

Step 3
In-class poster display will take place during our last class session as way for you to share your learning with other students. This is similar to a poster display that you might see at a professional conference.

Work to Submit – due in class April 14
Product developed and poster display

Assignment III: Agency Human Resources Assessment (Individual Project)

This assignment is an opportunity for you to develop your skills at assessing and evaluating the human resource functioning of a human service agency and to outline intervention recommendations. Assuming the position of an external consultant,† selecting your placement agency or another human service agency with which you are familiar, your goal is to review and evaluate its human resource management functioning using the strategic human resource management framework. Thereafter, based on your assessment, you are to outline recommendations to improve its human resource management performance. It is important to be mindful of feasibility issues and to justify your recommendations in terms of the organization’s mission and its effectiveness.

You are completing this assessment from the stance of a consultant who has been commissioned by either the board of directors or the executive leadership. The report, therefore, should be

† Assuming the position of an external consultant, you essentially have been invited by the agency director or board of directors to assess the agency and develop recommendations. As an external consultant, you do not have intimate knowledge of the organization’s culture, informal and formal structures, and overall environment. You are expected to provide your professional opinion. Regardless of the stance you adopt, it is essential to consider the resource and political feasibility of your recommendations.
Step 1
Examine the strategic human resources framework. You will see that there are seven practices associated with this framework: internal career opportunities, formal training systems, appraisal measures, profit sharing, employment security, voice mechanisms, and job definition. Not all of these may fit your organization as they were designed based on a vast organizational literature, not specifically human services. Therefore, once you understand each of these dimensions and based on your knowledge of the agency, determine which practices are applicable to your organization.

Step 2
Gather and review relevant organizational documents, for example, human resource policies and procedures, strategic plan, human resource plan, training plan, and so on. Some agencies may have other human resources related initiatives, such as a project on diversifying staff. These materials are useful too.

Review each of these documents in terms of information related to the strategic human resource management practices you identified as relevant to the organization. For the information you identify, critically examine it in terms of strengths and weaknesses in the realization of the intent of each selected dimension of the strategic human resource management framework. If information about a particular or all dimensions is absent, do not be surprised. Take note of this.

Step 3
It will be necessary to gather additional information about the human resource management practices and functioning of the agency. For this assignment, the most practical way of doing this would be to interview organizational members responsible for human resources (e.g., director of human resources, executive director, unit leader). Before you conduct the key informant interviews, identify the areas you need to explore. Specifically, based on the strategic human resource management dimensions you selected as applicable to your agency and what you learned from the review of documents, draft guiding questions for the interview. As guiding questions, you have flexibility within the interview to ask questions not on your guide and to probe for additional detail. Take notes during the interview. Remember this is an assessment; therefore you are looking for both strengths and areas for improvement. It would also be appropriate to gather their ideas about whys to address the issue and the outcome of any past efforts to address the issue. In doing so, it would be useful to inquire about organizational factors that may support and/or hinder addressing the issue.

Step 4
Analyze all of the information you collected and begin to synthesize it in terms of outlining findings. Again, remember this is an assessment; hence articulated strengths and areas for improvement are important.
You may find that the agency has several areas for improvement. If this is the case, the areas may be interrelated and may represent an overarching issue or weakness. If this is so, it would be reasonable to focus solely on the overarching issue, but ensure that you articulate the connections in the report. If there are multiple weaknesses and an overarching issue does not exist, it would be appropriate to prioritize the issues and address those judged to be most critical.

In developing your recommendations, research various alternatives (consult the literature for this) and make a recommendation, including justification. The justification should be linked to the purpose of the agency as well as its effective and efficient operations. Your recommendations should be feasible given the realities of the agency, especially its financial resources, culture, and formal and informal structure.

Work to Submit — due via C-tools Assignment Box — February 24

Develop a single-spaced cover letter in which you briefly describe your methodology and outline the highlights of both the assessment and your recommendations. Give your consulting firm a name and address the letter to a (hypothetical) person either at the board or executive level of the client organization.

Prepare a 10-12 page, double-spaced report as though you were doing so as a consultant to the agency. Begin with an introduction that gives the purpose of the assessment, summarizes the methodology used, and gives a brief overview of the organization of the report. Do not include the findings here.

Use the strategic human resource management practices as headings. Begin each section with a brief discussion (i.e., 1-2 sentences) of what that particular practice entails. Thereafter, present your findings in regard to the practice dimension. Once you present the results of your assessment, if there is an overarching issue in need of change, explain this and then present your recommendations section. If there are numerous weaknesses, but no overarching one, then either focus identify that/those which is/are most important (provide a brief justification) and then address it/them in your recommendations section.

With respect to your recommendations, provide a rationale for each. It may be appropriate to draw on literature here if you are suggesting a solution that has been implemented elsewhere. Of course, it is expected to make some reference to agency effectiveness in regard to each suggestion. Feel free to include brief reference to how the agency should go about implementing the recommendation. For example, establish a workgroup consisting of front-line and management employees in order to create an employee recognition program.

End your report with a conclusion that briefly reiterates the purpose of the study and highlights the key findings, both strengths and areas for improvement. Conclude with a statement about the significance of the agency’s human resources in achieving the organization’s mission and the value of implementing the changes you have recommended.

In addition to your report, provide a list of works cited, agency documents reviewed, and personnel consulted. Additionally, include a copy of your interview guide and any other
instruments used to collect data. Finally, include a one-page organizational profile (i.e., mission statement, core programs and services, etc.) for my information. The agency likely already has such a document available or you could cut and paste items from its website.

**Assignment V: Class Participation**

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance, and participation are expected. If you are unable to attend a session, please let me know so you can get any handouts.

Your participation grade will be based on your:
1. Attendance;
2. Active participation in class and small group discussions;
3. Ability to discuss ideas with colleagues in a respectful manner;
4. Ability to engage in reflective learning;
5. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics; and,
6. Your input and critical reflections about your participation.‡

**Reading Tips**

To help you prepare for each class meeting, it is useful to consider each of these questions as you complete assigned readings.

- What are the central points of the reading? What is your assessment of these in terms of the management of human resources? Your evolving professional identity? What are the connections with and/or implications for diversity and socially justice practice?
- What points, if any, do you like, agree with or find helpful in terms of understanding issues related to the management of human resources? Why?
- What points, if any, do you dislike, disagree with or find unhelpful in terms of understanding issues related to the management of human resources? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives are there to the subject?

**10.Grading**

Grades are earned by successfully completing the work on the assignments and by attending and participating in each class. A 100 point system is used. At the end of the term, the numerical

‡ At the end of the semester, you will have an opportunity to provide input into your participation grade based on the evaluative criteria outlined above and to offer your critical reflections about your participation.
Grading Criteria
"A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal (from: http://ssw.umich.edu/studentGuide/2007/page.html?id=3.02).

Evaluation Philosophy
Our school is dedicated to promoting “a better society through individual and social change” (SSW-UM vision statement). Our MSW program is a primary way that we work to realize this vision. Therefore, in order to prepare you to contribute to realizing this vision, graduate education is meant to be both rewarding and challenging.

To develop your competencies as a social worker, feedback is vital. My tendency therefore is to provide significant comments highlighting both strengths and areas for improvement (we all have them!). I invite you to reflect on my feedback and, if you wish, to meet with me to discuss any of my remarks.

Working together I want you to learn as much as possible and to be successful in the course. This requires that you accept responsibility for your learning and performance and that I support you in your development. As a student, you hold certain expectations for your performance and grades. Remember, this is graduate school, thus grading standards are likely higher than those you previously encountered. If you wish to perform at the A level, you will have to work at that level.

If a student performs poorly on an assignment (i.e., B- or lower), the student will be invited to meet with me to discuss the assignment and to rewrite it or part thereof. This is to allow students who did not perform at the expected graduate level an opportunity to gain the required competency. The re-write will only permit the student to earn a grade of B which is the minimum expected grade for graduate work.
11. Expectations for All Assignments

Submission Instructions
Assignments due in class are due at the beginning of the class session. Assignments due via C-tools are to be submitted by 11:59 pm on the due date.

Extensions
Requests for extensions will be considered for a valid reason. These are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided.

Late Assignments
Work that is late (i.e., an extension was not negotiated in advance) will be deducted 5% from 100% each day the assignment is past the due date, including weekends.

Incomplete Grades
A grade of incomplete will not be granted unless it can be demonstrated that it would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

General Evaluation Guidelines
Written assignments will be evaluated on both content and style. In particular, your demonstrated ability to apply and integrate course material is one aspect of the evaluation process. The other centers on professional writing (i.e., coherent, concise, comprehensive, and correct spelling, grammar, punctuation, sentence construction, paragraph construction, and referencing).

Assignments are to be typed, double-spaced with one-inch margins, using Times New Roman 12 pt font (unless specified otherwise).

References and Referencing Style
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA), therefore you are expected to follow this referencing style (see the Publication Manual of the American Psychological Association (6th ed.)). The library also offers an online resource for your use (see http://www.lib.umich.edu/hatcher-graduate-library/citation-and-style-guidelines -- see the APA section). Beyond the use of APA’s referencing style, no other aspect of the APA style guide will be used. It is highly recommended that you use headings and sub-headings to organize your written work.

Intellectual Honesty and Plagiarism
It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook (see http://ssw.umich.edu/studentGuide/2010/chapterListing.html?chapter=12&volume=1)
12. Helpful Resources

Writing Skills
If you require assistance with writing skills, you are encouraged to contact the Sweetland Writing Center (see http://www.lsa.umich.edu/swc/; 1310 North Quad, 105 South State Street, 734-764-0429, swcinfo@umich.edu). The center offers writing courses and support for graduate students. The Center’s website provides various helpful writing guides, including one focusing on APA referencing standards.

Currently, SSW Career Services is in the process of developing a writing assistance program for students who need help with writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Contact Career Services for more information or to make an appointment.

On our course C-Tools site, you will find a folder entitled, “Effective Writing.” It contains a writing guide that I developed for social work students.

Students with Disabilities
If you have a visible or invisible disability and require an accommodation, please contact me as soon as possible. Various aspects of this course can be modified. The sooner I am made aware of your need for accommodation, the earlier we can work together to make any necessary adjustments in consultation with various offices in the University, such as the Office for Services to Students with Disabilities (see http://www.umich.edu/~sswd/) and the Adaptive Technology Computing Site (see http://www.itcs.umich.edu/atcs/). For other information, please see http://ssw.umich.edu/current/disabilities.html or contact Nyshourn Price-Reed (ndp@umich.edu) or Lauren Davis (laurdavi@umich.edu); 734-936-0961.

Health and Wellness Services
Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu); 734-936-0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

Caring for Children, Aging Parents, and Work
For students with child- or parenting/elder-care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the U-M Child Care gateway (http://www.hr.umich.edu/childcare/).
13. Class Attendance

The SSW’s policy is that students attend all of their classes. Excessive absences may result in a reduction in grade or a failing grade, and will be brought to the attention of the student and the faculty advisor by the course instructor. While attendance is not always a part of the course grade, due to the nature of many course assignments, in-class skill building activities and group projects, if a student fails to attend most class sessions, the student may be asked by the course instructor to withdraw from the course (taken from http://ssw.umich.edu/studentGuide/2010/page.html?id=9&volume=1).

If you have a contagious disease easily spread in the classroom (e.g., flu). Please let me know and do NOT come to class. Stay home and get well.

14. Religious Observances

Please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.
## READING LIST

<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Session Topic &amp; Readings</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1</td>
<td>Course introduction</td>
<td>Assignment to help prepare for next week’s class discussion</td>
</tr>
<tr>
<td>Jan. 6</td>
<td>Establishing positive teaching and learning environment</td>
<td>If you work in a human services organization, talk to your manager or director about the following questions:</td>
</tr>
<tr>
<td></td>
<td>Required Readings</td>
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<td></td>
<td>Syllabus</td>
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<tr>
<td>Class #2</td>
<td>Introduction to Human Resources Management</td>
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</tr>
<tr>
<td>Jan 13</td>
<td>Required Readings</td>
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<tr>
<td></td>
<td>Mor Barak &amp; Travis (2007). Human Resources</td>
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<tr>
<td></td>
<td>Harris (2007). Chapter 1: Looking backward, looking forward: Current trends in human services management</td>
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<td></td>
<td>La Piana (2005). Chapter 9: Competitive Strategy in Human Resources</td>
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<tr>
<td></td>
<td>Of Interest</td>
<td></td>
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<tr>
<td></td>
<td>Donahue Institute, Office of the President, University of Massachusetts, &amp; the Massachusetts Council of Human Service Providers, Inc. (2006). Help wanted: The future of the human</td>
<td></td>
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</tbody>
</table>
services workforce in Massachusetts.

**11:00 – 12:00**
*Guest Speaker: The legalities of today’s employment practice;*
- Anthony Walesby

<table>
<thead>
<tr>
<th>Class #3</th>
<th>Jan 20</th>
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<tbody>
<tr>
<td><strong>Roles, Theories, and Ethics</strong></td>
<td></td>
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<tr>
<td><em>Required Readings</em></td>
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<tr>
<td>- Mayers (1994). An Accounting Clerk for DSS—A Case Study</td>
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<thead>
<tr>
<th>Class #4</th>
<th>Jan 27</th>
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<tbody>
<tr>
<td><strong>Strategic Human Resource Management Framework &amp; Human Resources Planning</strong></td>
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<tr>
<td><em>Required Readings</em></td>
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</tbody>
</table>

In today’s class, we will prepare an interview guide to use during your HR assessment project. This will be based on the SHRM framework.
### Class #5
**Feb 3**

**Of Interest**
- Perlmutter (2000). Initiating and Implementing Change

**Professional Development: Designing and Leading an Effective Skill-Building Workshop**

**Required Readings**
- Horwath & Morrison (1999). Chapter 9: Methods to facilitate learning: Purposes, pitfalls, preparation and process (please skim)

### Class #6
**Feb 10**

**Diversity in the Workplace**

**Required Readings**
- Fuller (2004). Chapter 1: A disorder without a name. *Somebodies and Nobodies: Overcoming the Abuse of Rank*
- Brockmann, Butt, & Fisher (2001). The experience of racism – Black staff in social services
- Koesek & Krowinski (2004). Gender-based salary inequity in social work

**Guest Presenter: Joe Himle – Anxiety in the Workplace**

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**DRAFT OUTLINE OF LEARNING OBJECTIVES DUE FOR TEAM WORKSHOPS**

**DRAFT OUTLINE OF LEARNING OBJECTIVES, ACTIVITIES, AND PRODUCT DUE FOR INDIVIDUAL LEARNING PROJECT (USE FORM PROVIDED ON C-TOOLS & AT THE END OF THE ORIGINAL SYLLABUS)**
<table>
<thead>
<tr>
<th>Class #7</th>
<th>Feb 17</th>
<th><strong>Recruitment and Retention</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
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<tr>
<td>Kettner (2002). Ch. 11. Strengthening the Organization through Excellent Recruitment, Selection, and Hiring Practices</td>
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<tr>
<td>Faller et al. (in-review). Realistic job previews in child welfare: State of innovation and practice</td>
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<tr>
<td>Table of Questions and Answers about Current Use of Realistic Job Previews</td>
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<tr>
<td>Survey of Child Welfare Workers—Recruitment &amp; Retention</td>
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<td>Guest Speaker: Kathleen Faller (to be confirmed)</td>
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<tr>
<th>Class #8</th>
<th>Feb 24</th>
<th><strong>Retention (continued) and Termination</strong></th>
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<tbody>
<tr>
<td><strong>Human Resources Management in a Unionized Setting</strong></td>
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<tr>
<td><strong>Required Readings</strong></td>
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<tr>
<td>Gibelman (1995) Doing a Difficult Task &quot;Right&quot;: Firing Employees</td>
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<tr>
<td>Guest Speakers: Diane Heidt &amp; Steven Sheldon, Washtenaw County (to be confirmed)</td>
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<thead>
<tr>
<th>Session #9</th>
<th>Mar 3</th>
<th><strong>Spring Break</strong></th>
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</table>

*Agency Human Resources Assessment due via c-tools*
| Class #10  
| Mar 10 |
| Class #11  
| Mar 17 |
| - **TEAM WORKSHOP DAY** |
| **Supervision, Delegation, and Performance Improvement** |

*Required Readings*
- Kadushin & Harkness (2002). Chapter 2: Administrative supervision
- Pecora (2010). Handling Employee Performance Problems

**Team Workshop #1**

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| Class #12  
| Mar 24 |
| - **Employee Compensation** |

*Required Readings*

**Team Workshop #2**

9:10 Guest Speaker: John Tropman

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**Reflection Work**
Please take some time to answer the following questions.
1) The management of human resources, including supervision, is tied to achieving the organization's mission. In order to do so, we also have to meet the needs of our employees. Given these ideas, what you have read and discussed thus far in the course, and your own experiences, what qualities/competencies would an effective supervisor possess? What are the top 5 in terms of importance? Using a scale of 1 to 5 (5 being highest), please rate yourself on each of these competencies.
2) Within the next 12-16 months you will become a supervisor. What strengths would you bring to the position and what challenges might you face (3-4 per category)?
| Class #13  
| March 31 | **Mentoring New Employees**  
Required Readings  
- Kelly, M. J. (2001). Management mentoring in a social service organization  
|  
| **Team Workshop #3**  
|  
| Class #14  
| Apr 7 | **Performance Appraisal**  
Required Readings  
- Pecora (2010). Designing and Conducting Worker Performance Appraisals  
- Kettner (2010). Ch. 13. Performance Appraisal and Corrective Action (read pages 4-23 only)  
|  
| **Team Workshop #4**  
|  
| Class #15  
| Apr 14 | Sharing of individual learning projects (poster display)  
Course wrap up: Concluding our learning process  
| **Individual Learning Product & Poster Display Presentation Due in class**  
|
INDIVIDUALIZED LEARNING OBJECTIVE AND ACTIVITY

Name: ____________________________________________________________

Email: ___________________________________________________________

Learning Objective (to enhance my knowledge of…..; to increase my skills in ….)

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Actions to achieve this Objective

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Learning Product (to be shared with the class)

__________________________________________________________________________________

__________________________________________________________________________________

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Particular questions at this point about this assignment:

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