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,

* Based on experience, I find office hours tend not to be convenient for most students. If you would like to arrange a meeting, please email me and suggest two or three meeting dates/times and we will find one that is mutually convenient. For brief questions, I will often be available during class breaks and following class.
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, never 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.

*Creating a Positive Learning Environment*

It is important to foster an environment in which all participants are willing to express their opinions and perspectives as well as questions. 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**
The professional development workshop assignment entails group work. Groups 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**

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>I. My understanding of HR management</td>
<td>20%</td>
<td><strong>Friday, May 25 by 5:00 pm</strong> Submit via assignment drop box, C-tools</td>
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</tbody>
</table>
| II. Professional Development Workshop (Team Project, 6 teams total, 2 of 3 members, 4 of 4 members) | 30%   | **Part 1:** Team members’ name, workshop, topic and 3-4 draft learning objectives  
**Friday, June 1 by 5:00 pm**  
Please have 1 group member email the document to me (michwood@umich.edu)  
June 19 – July 3: Workshops  
- Part 2: Assigned article/chapter – submit to me at least 1 week before your workshop (earlier if possible).  
  Submit as a PDF. Email to me  
- Part 3: Evaluation report – 1 week after your workshop. Email to me |
| III. Mid-term in-class exam                                               | 30%   | **Tuesday, June 12**                                                                         |
| IV. “Consulting project” (teams of 2)                                    | 20%   | **Friday, June 8**  
Part 1: Planning form (for feedback purposes)  
Please have 1 group member email the document to me (form below & on C-tools)  
Parts 2 & 3: **Tuesday, July 17**  
Product - Due in class (15%)  
In-class presentation (5%) |

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Spring/Summer 2012

Page 5
Consultation…. An important and 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: My Understanding of HR Management in Human Service Organizations and My Competencies
Due May 25 at 5:00pm

This assignment aims to
• Foster your understanding of human resources management in human service agencies
• Facilitate the development of your professional philosophy
• Help you identify your learning goals for the semester.

This assignment is purposefully scheduled early in the semester in order to help you begin to master your understanding of HR management in the human services sector. In this assignment you are to answer the following questions:

1. What is the purpose of human resources management? Why is effective human resources management important? What is meant by “effective?”
2. What is your current philosophy of human resources management? In other words, what core values and principles would guide your work? What actions might you take to operationalize these in the workplace? What challenges do you think you might face enacting your philosophy?
3. Given your understanding of human resources management in the human services sector and your management philosophy, what 2-3 practice competencies would you prioritize in your development and why?

This paper is to be no more than 4 typed pages (double-spaced). You are expected to integrate course readings (1 page works cited list in APA format for a total of 5 pages). Feel free to use headings to organize your work. Include your name in the header. Remember to number your pages.
Assignment II: Professional Development Workshop (Team Project; 4 per team)

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 June 19 – July 3 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 90 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 include:

1. Effective interviewing for selecting the best employees
2. Motivating employees
3. Mediating conflict between staff
4. Fostering an inclusive workplace (diversity)
5. Developing staff training development plans
6. Succession planning
7. HR management strategies to foster employee health and well-being
8. Effectively managing today’s volunteers.
**Step 1**
Form teams and notify me of your topic. Draft tentative workshop objectives and submit to me by Friday, June 1.

**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 must 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 90 minute 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.

To help ensure you prepare and implement a successful workshop that is based on the your outcome learning objectives and is purposeful in design in terms of content, time, and audience, your team will developed a detail workshop plan. Think of this as a lesson plan (i.e., it’s a lot more than an agenda). The document will probably be around 5 pages in length. It should indicate how each objective will be achieved (e.g., presentation, small group discussion) and the associated key messages. Specify your opening and closing remarks, and transition statements between sections of the workshop.
It is useful to include allotted times for each activity (remember presentation of information is an activity) and who is fulfilling what roles (e.g., Nicole – facilitator, Carl – scribe). Think of a presentation plan as your guide to success. It helps to promote mutual understanding among all team members and provides you a planned roadmap to success.

**Work to Submit – due the day before your workshop (by 5:00 pm)**
The day of your workshop, provide me with a copy of your presentation plan and you bibliography, any learning aids you intend to use, and the feedback/evaluation form.

I am more than happy to copy handouts for 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 (2 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 (remember to keep the audience in mind; be intentional in what you share with your 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 III: Mid-Term In-Class Exam**
To facilitate your mastery of conceptual and practical knowledge covered in the course up to mid-term, we will have an in-class test. The test will be administered during the first half of the selected class period.

**Assignment IV: “Consulting Project” (Team project)**
To help you and a colleague realize a shared 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. The product should be something that an agency could use to foster the professional development of staff responsible for management of human resources. For example, you might identify the objective: to learn how to develop a job description.

While the learning objective may relate to content discussed in class, it should be qualitatively different (e.g., it addresses an aspect of the topic that has not been discussed in class).
Ideally, projects should be related to “real-world” issues affecting human service organizations. Therefore, it is suggested that you interview your field instructor or someone knowledgeable about the human resources issues your agency is facing.

The learning activity might be to search the literature for information about the topic and create a pamphlet, website, or any other learning product (think about it as something an agency could distribute to its managers). You will have the opportunity to share your work with the class during our last class session through a brief presentation (10 minutes). 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. You are expected to share your objective with me for feedback purposes. Due Friday, June 8 (have 1 team member email to me). Use the form provided (below and on C-tools).

**Work to Submit – due Friday, June 8**  
Complete the form and email it to me.

**Step 2**
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 presentation will take place during our last class session as way for you to share your learning with other students.

**Work to Submit – due in class Tuesday, July 17**  
Product developed and presentation

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**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 grades earned for each written assignment and class participation will be translated into letter grades according to the following formula. This particular formula is not commonly used by other SSW faculty. Remember that letter grades are reported on your transcript.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
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</tbody>
</table>

*Keep in mind that the letter grade is reported on your transcript*

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.
11. Expectations for All Assignments

Submission Instructions
See above for each assignment.

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.

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.ites.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.
## 15. Schedule and Assigned Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Content Areas</th>
<th>Readings</th>
<th>Notes/Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 8</td>
<td>Introduction; Overview of HR management</td>
<td>Required Readings:</td>
<td>Panel (10:30 – 11:30)</td>
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<tr>
<td></td>
<td></td>
<td>▪ Course Syllabus</td>
<td>▪ Katie Doyle, ED, Ozone House</td>
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<td>▪ Mor Barak &amp; Travis (2007). Human Resources</td>
<td>▪ Jennifer Hall, ED, Ann Arbor Housing Commission</td>
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<td>▪ Ellen Rabinowitz, Director, Washtenaw County Health Plan</td>
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<td></td>
<td>Contemporary trends; Organizational theory; Strategic human resources management framework; Workshop on workshops</td>
<td>Required Readings:</td>
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<td>▪ Noble &amp; Irwin (2009) Social work supervision: An exploration of the current challenges in a rapidly changing social, economic and political environment.</td>
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<td>▪ La Piana (2005). Chapter 9: Competitive Strategy in Human Resources</td>
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<td>▪ Horwath &amp; Morrison (1999). Chapter 8: Planning training</td>
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<td></td>
<td></td>
<td>▪ Horwath &amp; Morrison (1999). Chapter 9: Methods to facilitate learning: Purposes, pitfalls, preparation and process (please skim)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Readings</td>
<td>Guest Presenter</td>
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</tbody>
</table>
| May 22   | Ethics; Employment laws; Diversity and HR management | ▪ McIntyre et al. (2008) How to conduct effective skill building workshops.  
▪ Mayers (1994). An Accounting Clerk for DSS—A Case Study  
▪ Brockmann, Butt, & Fisher (2001). The experience of racism – Black staff in social services  
▪ Cortina (2008). Unseen injustice: Incivility as modern discrimination in organizations | Anthony Walesby, Associate Vice Provost for Academic and Faculty Affairs and Senior Director, Office of Institutional Equity, University Human Resources, University of Michigan | I: Due Friday, May 25 by 5:00 pm  
Submit via C-tools by noon. |
| May 29   | Recruitment; Compensation                   | ▪ Kettner (2002). Ch. 11. Strengthening the Organization through Excellent Recruitment, Selection, and Hiring Practices  
▪ Faller et al. (in-review). Realistic job previews in child welfare: State of innovation and practice  
▪ Preston, Compensation in nonprofit organizations | John Tropman, Professor, School of Social Work | II (Workshop) Part 1: Due Friday, June 1 by 5:00  
1 team member email the document to me. Complete required form |
| June 5   | Supervision; Performance improvement; Delegation; Termination | ▪ Hair & O’Donoghue (2009). Culturally relevant, socially just social work supervision: Becoming visible through a social constructionist lens  
▪ Weinbach (2003) Promoting work performance (Ch. 6)  
▪ Pecora (2010). Handling employee performance problems  
▪ Gibelman (1995). Doing a difficult task "right": Firing employees. | | IV (Consulting Project) Part 1: Due Friday, June 8 by 5:00  
1 team member email the document to me. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun 12</td>
<td>In-class exam</td>
<td>Assignment III: In-class exam</td>
</tr>
<tr>
<td>June 19</td>
<td>Workshop 1 Workshop 2 Readings to be assigned by groups</td>
<td>Assignment II Parts 2 &amp; 3 – assigned reading due 1 week before your workshop and evaluation report due 1 week after your workshop (email these documents to me)</td>
</tr>
<tr>
<td>June 26</td>
<td>Workshop 3 Workshop 4 Readings to be assigned by groups</td>
<td></td>
</tr>
<tr>
<td>July 3</td>
<td>Workshop 5 Readings to be assigned by groups</td>
<td></td>
</tr>
<tr>
<td>July 10</td>
<td>Content to be determined</td>
<td></td>
</tr>
<tr>
<td>July 17</td>
<td>Course wrap up Presentation of “consulting projects”</td>
<td>Assignment IV Parts 2 &amp; 3 (due in class). In-class presentation of final projects and submission of final projects.</td>
</tr>
</tbody>
</table>
AN ELECTRONIC COPY OF THIS FORM WILL BE ON C-TOOLS FOR YOU TO COMPLETE

SHARED INDIVIDUALIZED LEARNING OBJECTIVE AND ACTIVITY

Name 1 & email: ____________________________________________________________

Name 2 & email: ____________________________________________________________

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

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Actions to achieve this objective

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Learning Product (to be shared with the class)

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Particular questions at this point about this assignment:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

THIS IS TO BE SUBMITTED TO THE INSTRUCTOR FOR FEEDBACK PURPOSES

Spring/Summer 2012
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