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

I have created a CTools site with resource folders for each class consisting of the readings not including the two text books, resources and the lecture power points (please print and bring if you want a hard copy to take notes) or feel free to use your laptop/IPAD etc. I design the weekly classes to 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 promote, 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. I value 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. My goal is to share best practices in the Human Resource field that you can apply in your career both now and for years to come.
9. 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.

10. Required Readings

Our course uses a series of articles and book chapters, which will be available through the course C-Tools site. You should read the CTools folder for each class, prior to class in order to contribute to the discussion as well as do well on the various progress checks throughout the semester. Many of the topics and readings will be based on the Society of Human Resource Management competencies and professional best practices. There are two books that we will use throughout the semester; *Strengths Finder* by Tom Rath and *Influencer* by Kerry Patterson. Both of these books specifically relate to your leadership and change agent skills and we will reference them repeatedly throughout the semester.

11. Assignments (Also outlined under the assignment tab on the CTools site).

There will be several progress checks throughout the semester to ensure that you have developed a working knowledge of the core competencies associated with Human Resource Management. There will also be role plays regarding how to communicate effectively with employees. There are several individual assignments and one group assignment.
### 12. Schedule and Assigned Readings / Progress Checks

<table>
<thead>
<tr>
<th>Date</th>
<th>Content Areas</th>
<th>Assignment / Quiz</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7th</td>
<td>The Strategic Role of HR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 14th</td>
<td>SWOT Analysis: Assessing the Internal &amp; External Environment(s)</td>
<td></td>
<td>Read CTools folder. Due to a United Way board meeting – class will be from 10:00 – 11:30 today only</td>
</tr>
<tr>
<td>May 21st</td>
<td>Key Legislation Affecting Employee Rights and the EEOC Complaint Process</td>
<td>Progress Check #1 on Internal and External Strengths (5 points)</td>
<td>Read CTools folder. Read Strengths Finder (SF) pg 1- 33 You must be present and participate in group discussion to get credit for strengths finders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete and bring the Strength finder 2.0 Assessment Results (5 points)</td>
<td></td>
</tr>
<tr>
<td>May 28th</td>
<td>Organizational Staffing Position Analysis, Competency Models and Position Descriptions</td>
<td>Bring a position description from your current internship to apply to this lecture and next week’s assignment.</td>
<td>Read CTools folder.</td>
</tr>
<tr>
<td>June 4th</td>
<td>Best Practices in Competency Based Interviewing</td>
<td>Progress Check #2 on Key Legislation (12 points)</td>
<td>Read CTools folder. Read Strengths Finder (SF) pg 31 – 60</td>
</tr>
<tr>
<td>June 11th</td>
<td>Performance Management – Coaching for Success</td>
<td>Role Plays in class on coaching for performance (4 pts)</td>
<td>Read CTools folder. Must be present for role play credit.</td>
</tr>
<tr>
<td>June 18th</td>
<td>Training and Development – Assessment to Evaluation</td>
<td>Competency Based position description and interview questions due (10 points)</td>
<td>Read CTools folder. Read Strengths Finder (SF) pg 60 - 80</td>
</tr>
<tr>
<td>June 25th</td>
<td>Succession Planning – A Case Example from UM</td>
<td>Progress Check #3 – Training and Development (5 pts)</td>
<td>Read CTools folder. Read Strengths Finder (SF) pg 80- 100</td>
</tr>
<tr>
<td>July 2nd</td>
<td>Influencer Model</td>
<td>Progress Check #4 – Vital behaviors, Recovery Behaviors and Positive Deviance (4pts)</td>
<td>Complete Strengths Finder Read Ch 1-3 of Influencer</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Reading</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>July 9th</td>
<td>Applying Your Strengths and Working Effectively With Others</td>
<td>Strength Finders Assignment Due and small group sharing (5 points)</td>
<td>Read CTools Folder Read Ch 4 of Influencer</td>
</tr>
<tr>
<td>July 16th</td>
<td>Strategies for Reducing Workplace Violence</td>
<td>Group 1 presents on Ch 4 and 5 Influencer Model – Personal Motivation and Ability</td>
<td>Read Ch 5 of Influencer</td>
</tr>
<tr>
<td>July 23rd</td>
<td>Change Management Strategies</td>
<td>Group 2 presents on Ch 6 and 7 Influencer Model – Strength in Numbers</td>
<td>Read Ch 6 and 7 of Influencer</td>
</tr>
<tr>
<td>July 30</td>
<td>Understanding the Stages of Expert HR Consulting</td>
<td>Group 3 presents on Ch 8 and 9 Influencer Model – Accountability and Change</td>
<td>Read Ch 8 and 9 of Influencer</td>
</tr>
<tr>
<td>Aug 6th</td>
<td>No Class</td>
<td></td>
<td>Read Ch 10</td>
</tr>
<tr>
<td>Aug 13th</td>
<td>Putting it all Together</td>
<td>Group 4 presents on Ch 10 - Influencer Model – Become an Influencer. Influencer Assignment Due (10 pts)</td>
<td></td>
</tr>
</tbody>
</table>

**Group Assignment: Professional Development Workshop (Team Project; 4 per team) 40 points**

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, delivering 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.
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.

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 and will be based on concepts from the book Influencer.

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. Each team must develop a set of objectives for the training; interactive exercises during the training and an evaluation measuring learning objectives. Bring a hard copy of the evaluation to class for each student. The focus of the workshop is to be a skill/topic related to human resource management and building in concepts from Influencer. 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. Developing staff training development plans
2. Fostering an inclusive workplace (diversity)
3. HR management strategies to foster employee health and well-being
4. Effectively managing today’s volunteers.

**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.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/).