INTRODUCTION
Welcome to Social Work 664. Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put “SW664”. For brief questions, I will often be available during class breaks and following class.

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

This course utilizes Canvas as a resource for all course readings outside of the required text as well as for the submission of assignments. Assignment descriptions/postings, readings for each class and grading can be found on the site. Please review the site carefully.
COURSE DESCRIPTIONS
Human service administrators increase practice effectiveness through structured human resource practice methods. The application further improves the quality and efficiency of agency staff performance. This course deals with ways to develop an equitable, healthy and viable workplace for employers and employees. This course provides relevant skills in staff recruitment, hiring, retention and termination, staff development, compensation and performance and benefit packages development. Students will also review relevant laws and legislation governing workplace relationships, such as the Americans with Disabilities Act (ADA).

COURSE CONTENT
Course topics 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, job discrimination, managed care, gender equity, sexual harassment policies and affirmative action. Personnel management and staff development within human service organizations are seen as collective processes involving the shared responsibility and active participation of management and all other staff sectors. Issues of gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement are given special attention, particularly in the areas of recruitment, promotion, compensation, and benefits. Special attention is provided to the human resource and management issues of volunteers. Special attention is also provided to the labor management issues impacting union and non-union "at will" employees.

COURSE OBJECTIVES
As a result of completing this course, students will be able to use skills such as the following:

1. Conduct 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. 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. Using principles of continuous quality improvement, be able to function within a small task force creating a program, plan or service while facilitating the group process.
8. Develop and write sexual harassment policy with investigative procedures and consequences.

Note: Some typical HR topics not included here are Employee Safety and Health, Employee Discipline, Employment Law, Collective Bargaining and International issues.
COURSE DESIGN
This course design involves lectures and in-class assignments. In addition, guest speakers who address key components of this course will be invited when appropriate.

Theme Relation to Social Justice:
Students will be sensitized to the potential for and existence of social and economic exploitation in human service agencies. As students consider the personal and community impact of movements to decertify and reclassify workers, destabilize labor unions, and shift salaried/hourly employees with benefits to contract workers without benefits. Students will learn approaches that will allow them to work to prevent such exploitation and work proactively to realign agencies where this is present.

Theme Relation to Behavioral and Social Science
Behavioral and social science research are 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.

Theme Relation to Promotion and Prevention
Human resource programs should be encouraged to place a high priority on the development of prevention, promotion, treatment and rehabilitation activities for employees. These activities are addressed through 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).

Relationship to SW Ethics and Values:
The NASW Code of Ethics enjoins social workers to “remain proficient in professional practice.” This course encourages students to implement the ethical values of fidelity, beneficence, non-maleficent behavior (“do no harm”) and autonomy through the provision of opportunities for staff growth and advancement and through the promotion of emotional wellbeing and occupational health of the staff. Ethical values can also be implemented with organizational policies, procedures and consequences in the areas of discrimination, “whistleblowing”, sexual harassment, and disabilities (e.g., ADA).

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

CLASS SCHEDULE
Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most updated class schedule.

- **Class 1 (5/10/16): Welcome & Introduction to Human Resources**
- **Class 2 (5/17/16): Understanding our Organizations & Ourselves**
- **Class 3 (5/24/16): Recruitment & Selection, Part 1**
- **Class 4 (5/31/16): Recruitment & Selection, Part 2**
- **Class 5 (6/7/16): Organizational Culture & Job Design**
- **Class 6 (6/14/16): Diversity, Equity and Inclusion**
- **Class 7 (6/21/16): Policies & Procedures**
- **Class 8 (6/28/16): Supervision, Management, & Leadership**
- **Class 9 (7/5/16): Working with Volunteers & Interns**
- **Class 10 (7/12/16): Stakeholders & Knowledge Management**
- **Class 11 (7/19/16): Wrap Up & Final Exam**

TEXT & COURSE MATERIALS
Recommended texts:


There is no requirement to purchase a textbook for this course. The course draws from the two books listed above, as well as other source materials. These books are inexpensive and available on amazon.com. Required readings from these books, as well as other required articles and book chapters, will be copied and made available on Canvas – the University online course management system. Slides and other handouts will also be made available on Canvas. Information and instruction on how to use this site is already provided by the university, therefore, no class time will be devoted to instruction on how to use this system.

Readings for each topic are listed on the “Assignments” link on Canvas, in the “Readings” section. Readings may be changed by the instructor up to one week before they are due. Students are expected to have completed all assigned readings prior to class, as these will serve as the basis for class discussion, activities, assignments, and quizzes.
ASSIGNMENTS
This course has two group assignments. Groups can be self selected but members must be different. That is, you cannot work with the same team in assignment #1 and assignment #2. The course also has a final examination, and an expectation of active participation.

Assignment #1: Recruitment and Selection
Due: 6/14/16 at 11:59 pm

This assignment is intended to explore the diverse aspects of recruitment and selection in the hiring process. Because many of you will be on the job market yourselves in the near future, this assignment has the added benefit of helping you think critically about the process and better prepare yourselves for success.

This is a group assignment. Groups should include 3-4 people. You will select a real organization. It can be the field placement of one of your group members, or a current/past place of employment. You may propose hiring an employee to either replace a departing staff member, or you may propose the hiring of an additional staff member. I am interested in both the decisions you make, but also the rationale/reasoning behind these decisions. Total length for this project is not to exceed 7 pages, single spaced. This assignment has 5 sections:

1. **Organizational description.** (1 page maximum, single spaced). Provide a brief summary of the organization for which you are hiring. This should include enough information to set the stage for (and build a case for) the proposed hire. This section may include information such as the mission and programs provided and the number and function of the staff team. This section should also include whether you are adding a new position or replacing an existing employee, as well as your rationale for making this choice.

2. **Position description** (1 page maximum, single spaced). Describe the role of the employee being hired in the form of a job/position description. This should include a summary of the position, the skills and experience sought.

3. **Recruitment plan** (2 page maximum, single spaced). Summarize your recruitment plan AND the rationale for the choices you make. Include information such as:
   - Where you will post this position and for how long.
   - The timeline and process for collecting resumes, setting interviews etc.
   - Number of people will you interview. What you will do in regards to internal candidates.

4. **Interview plan** (1 page maximum, single spaced). Consider and summarize the interview process itself, AND the rationale for the choices you make. Include information such as:
   - Who will be involved in the interview.
   - The format of the interview (group, panel, individual), and how questions will be divided.
   - Length of each interview.
• Number of interviews of each candidate.
• If you chose a model or type of interview questions, describe it.

5. **Interview questions** (2 page maximum, single spaced). Develop your interview questions. Questions should be listed exactly how you would like them asked. After each, write a short paragraph for your reasons for asking that particular question in the way you did. Ensure your questions are linked to the competencies you outlined in your job description.

**Please note:** While only one group member need turn in assignment #1 for your group, **each group member must turn in a self and peer evaluation.** This should be turned in the same day/time as the assignment. A detailed description for this self and peer evaluation can be found below.

Your assignment grade (25% of the final course grade) will be based on the following rubric.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Content and rationale</td>
<td>10%</td>
</tr>
<tr>
<td>Followed assignment directions</td>
<td>5%</td>
</tr>
<tr>
<td>Clarity, grammar, editing and writing</td>
<td>5%</td>
</tr>
<tr>
<td>Self and Peer-Evaluation</td>
<td>5%</td>
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</tbody>
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**Assignment #2: HR Issue Analysis**

Due: 7/5/16, 8:00am

This second assignment (also a group assignment, but groups will be different) is a presentation that “digs deeper” into a human resources related issue. You may think broadly about an issue that interests your group. It could be an issue facing an organization with which you are involved, a human resources related issue in the news, or something else that is of particular interest to the group. For example, you might select the issue of dress code, or the need for a health and wellness program.

The assignment requires each group to create a short, 10 minute presentation, detailing your issue. Each team will decide who the audience (classmates) will be. That is, if you decide you are doing a presentation to your CEO about an HR issue, the class will be that CEO.

This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. Examples include posters, handouts, brochures, or powerpoint presentations. If your visual aid is in the form of a handout or pamphlet, please provide hard copies for the class. Each person must participate in the verbal presentation. Please be prepared for questions from your classmates. Only a self and peer evaluation must be submitted for this assignment.
Please note: While nothing need be turned in for your presentation itself, each group member must turn in a self and peer evaluation. This should be turned in by presentation day. A detailed description for this self and peer evaluation can be found below.

Your assignment grade (20% of the final course grade) will be based on the following rubric.
Presentation Quality and Clarity: 10%
Choice of, and Relevance to, Audience: 5%
Self and Peer Evaluation: 5%

Self and Peer Evaluation Rubric
For Assignment #1 Due: 6/14/16, 11:59pm
For Assignment #2 Due: 7/5/16, 8:00am

For each assignment, you are required to turn in both a self and a peer evaluation, due the same day as each of the assignments. This rubric will be used for both self and peer evaluations you are required to complete. Evaluations must be turned in by each group member and will not be shared.

Part 1. Self-Evaluation (1 page maximum)
Describe your participation in the assignment. Discuss and evaluate, in specific and concrete detail, the contributions you made to your group's work. Describe the things you did well, and also describe the areas in which you could have done better. At the conclusion of your self-evaluation, give yourself a grade (1-4) on your participation in this work, using the following guidelines:
1 = Extraordinary; far exceeded the basic requirements for group work
2 = Very good work; generally exceeded the basic requirements
3 = Met the basic requirements for group work
4 = Fell below the basic requirements for group work

Part 2. Peer Evaluation
Write the name of each member of your group, and beneath each person's name, provide 2-3 sentences describing their participation in and contributions to the assignment. Provide each person a grade using the above criteria.

Final Examination
This course has a final exam. The final exam will take place on the last day of scheduled class. The exam will be cumulative, that is, it will cover content from the entire semester. While it will draw heavily from lecture material, it will include content from readings, guest speakers and class discussions. It will include three sections: short answer, true/false and multiple choice. The exam is not open book. We will have a review session for the exam the class session before.

Class Participation & In-Class Assignments
Activities and in-class assignments will be given throughout the class. Class time given for their
completion, although it may be necessary for some time to be spent on these assignments outside of class. Credit for these in-class assignments is calculated as a portion of your class participation grade. It is expected that students participate actively and equally in class discussion, class assignments and group activities. This participation and in-class assignment section represents a large portion of the total grade.

**EVALUATION**
The following scale will be used in assessing your final grade:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Total Grade</th>
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<tbody>
<tr>
<td>Quizzes*</td>
<td>15</td>
</tr>
<tr>
<td>Assignment #1: Recruitment &amp; Selection</td>
<td>25</td>
</tr>
<tr>
<td>Assignment #2: HR Issue Analysis</td>
<td>20</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25</td>
</tr>
<tr>
<td>Class Participation &amp; In Class Assignments</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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* Quizzes will be based on the assigned readings and given at unannounced times. Five (5) quizzes will be given, the lowest one (1) grade will be dropped. Quizzes cannot be made up. Missed quizzes will be awarded a grade of 0.

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

- 97-100 = A+
- 93-96 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-

**ATTENDANCE POLICY**
Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays) without detriment to their grade. There is no need to email the instructor with your reason for missing the class(es). Students who miss three classes may receive a full letter grade reduction. Four or more missed classes may result in a non-passing grade. Students who will miss more than two classes due to religious holidays must make arrangements with the
instructor at the beginning of the course to avoid a grade penalization. **Please note that the student is responsible for all of the content missed during your absences. There will be no opportunity for in class assignments or quizzes to be made up.**