Course Syllabus

Course title: Management of Human Resources
Course #/term: SW 664 Spring/Summer 2018
Time and place: Tuesdays, 1pm-5pm, SSWB B780
Credit hours: 3
Instructor: Sue Ann Savas, MSW
Pronouns: She/her/hers
Contact info: E-mail: ssavas@umich.edu
When you email me, please include SW 664 in the subject line
Cell: Phone: 734-649-6776
Office hours: SSWB 3848, by appointment

Course Description

This course will focus on how administrators of social impact organizations can increase their effectiveness by supporting quality staff performance and employee engagement through structured human resource practice methods. This course will present ways to develop an equitable, healthy, and viable workplace for employees and employers. It will explore the role of social workers 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.

Course Content

Students will learn about work organization and job design, personnel recruitment and selection, performance monitoring and improvement, and compensation management. Students will learn that personnel management and staff development within human service organizations involve shared responsibility and active participation. Issues pertaining to dimensions of identity (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 assessing and developing organizational cultures that are inclusive and maximize their positive impact.

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. (Practice Behaviors 3.MHS, 9.MHS, 10.b.MHS)
2. Plan and implement a developmentally oriented performance appraisal and personnel assessment program. (Practice Behavior 10.c.MHS)

3. Design and participate in administration of a staff and volunteer recruitment and selection program. (Practice Behaviors 1.MHS, 3.MHS, 4.MHS, 6.MHS, 10.a.MHS)

4. Identify and assess human diversity in the workplace and develop affirmative action programs and policies with investigative procedures and consequences. (Practice Behaviors 4.MHS, 5.MHS, 10.b.MHS)

5. Identify and critique an agency’s compensation plan and develop a corrective action plan as appropriate. (Practice Behaviors 10.b.MHS, 10.d.MHS)

6. Participate in the design and implementation of a staff development and training program. (Practice Behaviors 10.a.MHS, 10.c.MHS, 10.d.MHS)

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. (Practice Behaviors 10.a.MHS, 10.c.MHS, 10.d.MHS)

8. Develop and write sexual harassment policies with investigative procedures and consequences. (Practice Behaviors 2.MHS, 5.MHS)

9. Discuss typical ethical concerns related to the management of human resources. (Practice Behaviors 1.MHS, 2.MHS, 4.MHS)

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, videos, written assignments, and exercises related to course materials. Guest speakers may be invited to address special topics.

Theme Relation to Multiculturalism & 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.

Theme Relation to 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.

Theme Relation to Behavioral and Social Science Research

This 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.

Relationship to SW 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, non-maleficence ("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).

Teaching Philosophy

I use an engaged active learning approach through real world projects. In addition to the course objectives and the CSWE competencies, we will work to develop the following University of Michigan engaged learning student outcomes: (1) self-agency and innovation, (2) collaboration, communication, and teamwork, (3) social/civic responsibility and ethical reasoning, (4) intercultural engagement, (5) creativity. For this human resource management course, I will use, model and teach at least one new liberating structure per lecture session.

Readings

Readings are listed in the Class Schedule by lecture date/session. All readings are available in the relevant lecture folder on Canvas. There will be no textbook for this class. Human Resource Management (Sage, 2019, Lussier and Hendon) will be used a primary resource for the course.

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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| L1 5/8/18 | Overview of student expectations, career plans, introduction to management of HR and social work practice, introduction to Liberating Structures | • NASW Code of Ethics  
• liberating structures: www.liberatingstructures.com |
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<tr>
<th>Date</th>
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<th>Readings</th>
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| L2 5/15/18 | Wicked HR management problems facing human service and social service agencies locally and globally, future of HR management, introduction to national scan assignment and selection of topics | • 9 Essential Skills of Human Resource Management — How many do you have? Schleifer, J. and Bruce, S. http://hrdailyadvisor.blr.com/category/hr-management  
| L3 5/22/18 | Job analysis, job designing, job crafting process, trends in job postings, organizational fit self-assessment | • www.onetonline  
| L4 5/29/18 | Position descriptions and salary ranges, program personnel budgets and supervisory reporting structures, recruitment forces (external and internal), recruiting a diverse workforce, generational trends, Southwood School Case Study, Grit Scale (Duckworth) | • Southwood School: A Case Study in Recruitment and Selection. Robson, F. Society for Human Resource Management. 2008  
• Talent Acquisition: Enter the Cognitive Recruiter, Global Human Capital Trends 2017. Deloitte University Press |
| L6 6/12/18 | Supervision, staff performance appraisal systems, promotions, staff development training programs, ethics and HR  
• Non-profit Employment Practices Survey Results 2016. Guidestar  
<table>
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<tr>
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</table>
• To be or not to be (stressed): The critical role of a psychologically healthy workplace in effective stress management. Grawitch, M., Ballard, D., and Erb, K. Stress and Health 31:264-273 (2015).  
• [www.ted.com/talks/tim_brown_urges_designers_to_think_big](http://www.ted.com/talks/tim_brown_urges_designers_to_think_big) |
• Ozone Housing Operating Policies, Personnel Policies  
• Leadership Disrupted: Pushing the Boundaries, Global Human Capital Trends 2017. Deloitte University |
| L11 7/17/18| Community Project Presentations, course wrap-up | • Thinking Beyond the Silos: Emerging Priorities in Workforce Development for State and Local Government Public Health Agencies Nancy J. Kaufman, RN, MS; Brian C. Castrucci,
Assignments

Students will work on assignments individually and in small groups. Students will have an opportunity to gather feedback on their deliverables in class from their group members and/or the instructor. Individual student work products/assignments will be uploaded to canvas for grading.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
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<tr>
<td>Brief National Scan, 15%</td>
<td>6/05/18</td>
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<tr>
<td>Case Study Analysis, 15%</td>
<td>6/26/18</td>
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<tr>
<td>HR Workshop Agenda and Evaluation Plan, 15%</td>
<td>7/10/18</td>
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<tr>
<td>Group Project Slide Doc, 25%</td>
<td>Presentation 7/17    SlideDoc due 7/24</td>
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Brief National Scan
Students will conduct a brief national environmental scan of human resource related programs, policies, models or strategies. 4-5 pages single spaced. Professional report format, font, margins. References listed.

The students will use multiple sources (on-line resources, professional literature, key informant interviews) to collect information to better understand a specific human resource practice, program or policy. A review of at least three different models are expected. Results will be reported using a matrix format comparing key characteristics of the model along with a brief narrative analysis, and references. Topics can include but are not limited to the following:

- Performance appraisal and personnel assessment program
- Volunteer recruitment and selection program
- Supervision models
- Affirmative action programs
- DEI Initiatives
• Diversity hiring strategies
• Sexual harassment training and investigative programs

Case Study Analysis
Students will work individually to analyze one HR related case (individual, team or organizational level). The case study will be selected from a previously established inventory of cases. Students will assess historical factors, organizational context, legislative policies and procedures, as well as social justice approaches to make supervisory recommendation on how best to proceed. A maximum of two-pages, single spaced, presented in a professional report format.

Human Resource Training Workshop Agenda and Evaluation
Students will work in small groups to design a human resource training workshop, including objectives, activities and a method for evaluating of participant satisfaction and outcome attainment. The workshop must include at least one liberating structure activity. The agenda and evaluation plan will be presented in writing using a maximum of 10 slides.

Workshop Training Topics could include but are not limited to the following:
• Client confidentiality
• Talent management
• Grievance policies
• Diversity and inclusion strategies
• ADA compliance
• Social media policies
• Supervision models
• Workplace climate

Community-based Human Resource Project
Students will work in small groups to complete a human resource related opportunity analysis with a community-based organization. Students will identify projects from their field placements or the instructor will bring projects to the class. The results will be presented in class using a SlideDoc professional reporting format.

Grading
Final grades are based on 100 points. Letter grades are assigned to point totals.

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<tr>
<th>Component</th>
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<td>Course Engagement</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>Brief National Scan</td>
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<tr>
<td>Case Study Analysis</td>
<td>15%</td>
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<tr>
<td>HR Workshop Agenda and Evaluation Plan</td>
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A brief note about grading: Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

Course Engagement
I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. I recommend that if you are someone who is comfortable talking a lot, you consider “stepping back,” and if you are less comfortable talking a lot, you consider “stepping up.” However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged during class. (Hint: using devices for anything other than classwork ≠ paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

Class Attendance
Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class. If you need to miss a class, please contact me in advance to let me know. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce the attendance grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for submitting any assignments due that day. Please review the Policy on Class Attendance found in the MSW Student Guide.

Late Assignments
Assignments are due on or before the date listed on the syllabus and on Canvas, except where noted. Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

Incompletes
Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.

Grade Dispute Process
If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-
read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

Expectations for Written Work

Development of professional writing is a goal of the course, and I will consider writing quality in grading. Proofread written work carefully; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc.

Purdue University's OWL website https://owl.english.purdue.edu/owl/ is an excellent resource for general writing and formatting advice.

The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them on line and schedule an appointment: Website: http://www.lsa.umich.edu/sweetland/

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259. Finally, another resource is the English Language Institute: http://www.lsa.umich.edu/eli

Additional Course Information and Resources

Safety and emergency preparedness

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA compliance@umich.edu.
All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. Click here to read more about the School of Social Work’s emergency policies and procedures.

Additional resources:
- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement

Mental health and well being
The University of Michigan is committed to advancing the mental health and well being of all 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
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.
- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching evaluations
The best way for me to learn how students are experiencing the class is...from you! Please complete the mid-semester survey and the end of semester evaluations. You are “paying it forward” for students who come after you by completing the end of semester evaluations. Teaching evaluations are administered via Canvas and will be emailed to students during the last weeks of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper use of names and pronouns
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform me before the second class period so that I use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.
There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.]

**Accommodations for students with disabilities**

If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:
Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

**Religious/spiritual observances**

An overview of the process for students who have conflicts with religious observances:
- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

[Please click here to find more information about the University’s policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

**Military deployment:**

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

**Writing skills and expectations**

Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
[SSW Writing Assistance](#)
Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

**Academic integrity and plagiarism**

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)