



Course Syllabus

Course title:	Management of Human Resources
Course #/term:	SW 683 03 Spring/Summer 2019
Time and place:	Tuesdays, 8am-1 pm Room
Credit hours:	3
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Pronouns:	She/her/hers
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Course Expectations and Interactions

Teaching philosophy

I design my courses for students to leave with the following:

- Confidence in your ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
- Building on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Building on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with your professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

Classroom Climate

True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, but learning and growth is often uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that we all have the capacity to grow and develop. Finally, if you are someone who likes to interact and engage verbally, consider “stepping back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “stepping up” and taking a risk. Above all, this is a learning laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone’s learning and growth. Below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and solution seeking

- Be attuned to both **Process** and **Content**: “process” is how and when you express yourself, and “content” is what you say.
- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples’ intent, not just the impact of others’ communication.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don’t contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.

I am interested in any other expectations you may have, and we will discuss in one of our first classes.

Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

Land Acknowledgment

The University of Michigan was established on the traditional land of the Ojibwe, Odawa, and Bodewadimi tribes. Today, this land is still the home to many Indigenous people. I am grateful to have the opportunity to work on this land.

About SW 664: Human Resource Management

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.

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 policies, 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.

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 & Expectations

We will use a variety of activities, including lectures, discussions, case studies, short written

assignments, papers, and student presentations to understand the material and apply it to social work practice. We are all both teachers and learners; your peers and I depend on your contribution. As such I expect you to attend class, be prepared to discuss the material, and to actively participate in in-class discussions and assignments. Written work should be submitted by the date it is due. Late assignments will be penalized as discussed below.

Relationship of the Course to Four Curricular Themes

Behavioral and Social Science Research

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.

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 Justice and Social Change

Students will be sensitized to the potential for and existence of social and economic exploitation in human service agencies as they consider the personal and community impact of such movements that 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.

We will examine the differential impact of HR policies on those experiencing poverty and those who traditionally have been marginalized. Issues of Social Justice must be top of mind for social workers; your discussions and assignments must examine social justice.

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 wellbeing for employees, as well as the use of internal and contract employee assistance programs (EAPs) will be reviewed.

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).

Textbook & other readings

There is no **required** text for this course.

Recommended textbooks:

Denhardt, R., Denhardt, J., & Aristigueta, M. (2016). *Managing Human Behavior in Public and Nonprofit Organizations* (4th ed.). SAGE.

Pynes, J. (2013). *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach*. (4th ed.). Jossey-Bass.

I will place all required readings on our course Canvas site. Every class session folder contains a folder of recommended readings. You are **not** expected to read “recommended readings” for class. They are helpful resources in case there are aspects of the course you want to learn more about.

I may change some readings up to one week before they are due, and I will notify you when/if I do so.

Assignments & Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Assignments	Weight	Due Date
Course Engagement	15%	Every week 😊
Individual Assignment: Assignment for Job Applicant	15%	5/28/19
Group Project #1: a. Recruitment and Selection Plan OR b. Compensation Plan	25%	6/18/19
Individual DEI Reflection	10%	6/25/19
Group Project#2: a. New Manager Training Session OR b. Performance Appraisal Plan	30%	7/9/19
Simmersion Simulation: Coaching	5%	7/16/19
Total	100%	

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort as well as the quality of your engagement and assignments.

Course Engagement

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. Because classes are so long, I will assign you a brief assignment to complete to ensure you have the basics. 2 unexcused absences will result in a lower grade. 3 or more absences puts you at risk of failing the course. 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. 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 \neq paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

Individual Written Assignment: 15%

Often during interview processes, candidates are asked to submit an assignment or make a formal presentation to demonstrate that they have the knowledge, skills, abilities or other competencies (KSAOCs) for the position they are seeking. Assignments are an important way to compare your top 2-3 candidates. This assignment asks you to create a short assignment for a candidate who is applying for the job/internship that you have held (or currently hold). Because you have held the position, you have a good sense of what an important skill/competency for the position is that a candidate should have.

Full assignment is on Canvas

Individual DEI Reflection: 10%

This assignment asks you to reflect on the exercise we completed in class. You can write a cohesive narrative that covers all the prompts on Canvas, you can answer each question separately, you can create a slideshow, OR you can create a series of infographics to answer the questions. In other words, feel free to be creative.

*Note that presence in class for the exercise is a prerequisite for this assignment! In extraordinary circumstances, you can complete a reflection on a different topic.

Full assignment is on Canvas

Simmersion Simulation: 5%

This is an online simulation on coaching; you will get your unique login the second or third week of class via email. For full points (100), you will need to achieve 90% proficiency on the simulation.

*You can do this at any time before the due date.

Group Project #1 (choose a or b): 25%

a. Recruitment and Selection

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 will include 3-4 people. Groups will propose hiring an employee for the selected, using the job description we develop in

class. In the assignment, you will walk through the recruitment and selection process. I am interested in both the decisions you make and also the rationale/reasoning behind these decisions.

b. Compensation Plan

In this assignment, you will develop a compensation plan for the selected organization. This is a group assignment. Groups will include 3-4 people. Using the materials provided by the organization (background, organizational chart, budget (if available)) and the job description we develop in class, groups will propose a compensation structure for the organization that includes a compensation philosophy, types of benefits offered, compensation structure, and more.

Full assignments are posted on Canvas: *they look like 3 separate assignments because you will also turn in a short self-assessment and peer assessment.*

Group Project #2 (choose a or b): 30%

a. New Manager Training Session

You are an HR consultant and have been brought in to provide a training for new managers at the selected organization on one of the following topics:

- Authentic DEI in the workplace
- Vicarious Trauma/Burnout
- ADA and Mental Illness
- Motivating Civil Servants (Public Employees)
- Managing Interpersonal Conflict Among Employees

The assignment requires each group to create a 45-min presentation to train a group of aspiring managers/supervisors on the topic. The group will present the training (all or part) in class. ****At least 2 references must be recent (no more than 5 years old) and come from scholarly journals.**

b. Performance Appraisal Plan

For growth and development, all employees need feedback on their performance. Well-managed organizations develop culturally responsive performance appraisal systems. This group assignment requires each group to develop a system to for the selected organization to implement. The group will present this—informally—to the class.

****At least 2 references must be recent (no more than 5 years old) and come from scholarly journals.**

Full assignments are posted on Canvas: *they look like 3 separate assignments because you will also turn in a short self-assessment and peer assessment.*

Class schedule

Date	Theme	Required Preparation for Class
5/14/19	1. Introduction to Strategic Human Resource Management	

Date	Theme	Required Preparation for Class
5/21/19	2. Ourselves, Our Organizations and Our Stakeholders	<ul style="list-style-type: none"> • Entering the Fundamental State of Leadership • See Yourself as Others See You • Managing Human Behavior in Public and Nonprofit Organizations - FOURTH Edition - Ch. 2 pp. 17-59_Knowing and Managing Yourself • Introduction to Competing Values Framework
5/28/19	3. HUMAN Resource Functions and Policies & Procedures	<ul style="list-style-type: none"> • Workforce Planning Model • Policies & Procedures (CSC and Ozone House) • https://www.nonprofithr.com/2017-nep-survey-new/ • Meyer_et_al-2018-Slack and Innovation: The Role of Human Resource Management in Nonprofit Organizations <i>Nonprofit Management and Leadership</i>
6/4/19	4. Recruitment and Selection	<ul style="list-style-type: none"> • Ace the Group Interview • Managing Human Behavior in Public and Nonprofit Organizations - FOURTH Edition - Ch.6 Recruitment and Selection • The Nonprofit Human Resource Management Handbook Chapter 6 Recruitment and Selection (SKIM)
6/11/19	5. Supervision and Management, Performance Improvement	<ul style="list-style-type: none"> • What Great Managers Do • Nonprofit Management Social Justice Approach Chapter 6 • What Everyone Should Know About Managing Up • Work Motivation and Social Communication Among Public Managers
6/18/19	6. DEI, Conflict Resolution	<ul style="list-style-type: none"> • 8 Ways People of Color are Tokenized in Nonprofits • Building Peace within Nonprofit Organizations • Benevolent Friction at Work • Ouch and Educate • Talking About Race • Managing Unconscious Bias in Organizations • SKIM the assessments (folder on Canvas)
6/25/19	7. Organizational Culture and Leadership	<ul style="list-style-type: none"> • To Obama with Love, Hate and Desperation • Managing Human Behavior in Public and Nonprofit Organizations - FOURTH Edition Ch. 7 Leadership in Public Organizations (SKIM) • How Company Culture Shapes Employee Motivation • Leadership that Gets Results
7/2/19	8. Job Design, Volunteer Management	<ul style="list-style-type: none"> • Crafting a Job • Volunteer Management Briefing • Volunteering to Give up Class Privilege • Helping, Fixing, or Serving?

Date	Theme	Required Preparation for Class
7/9/19	9. Group Presentations	☺
7/16/19	10. Feedback, Termination, Succession Planning	<ul style="list-style-type: none"> • Simmersion Simulation • “I Thought We Were Friends” • Why We Hold On To Bad Employees, and What We Should Do About It • Feedback Toolkit
7/23/19	11. Team Building	<ul style="list-style-type: none"> • The Bakeoff • Project Aristotle • What Google Learned On the Quest to Build the Perfect Team

Late Assignments

Assignments are due at or before 5:00pm on the dates 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.

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.

Additional Course Information and Resources

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism