Course Syllabus

Course title: Management of Human Resources
Course #/term: SW 664 01 Winter 2020
Time and place: Wednesdays, 2-5pm Room 3816
Credit hours: 3
Instructor: Katie Doyle
Pronouns: She/her/hers
Contact info: E-mail: doylekg@umich.edu
When you email me, please include SW 664 in the subject line
Feel free to address me in person and in writing as “Katie”
Office: Phone: 734.764.9717
Office hours: SSWB 3778, by appointment

Table of Contents (These are hyperlinked for easy access)

Course Expectations and Interactions ................................................................. 2
Teaching philosophy .......................................................................................... 2
Classroom Climate ............................................................................................ 2
Inclusive Language ............................................................................................ 3
Land Acknowledgment ....................................................................................... 3
About SW 664: Human Resource Management .............................................. 3
Course Description ............................................................................................ 3
Course Content .................................................................................................. 4
Course Objectives ............................................................................................... 4
Course Design & Expectations .......................................................................... 4
Relationship of the Course to Four Curricular Themes ..................................... 5
Relationship of the Course to Social Work Ethics and Values ......................... 5
Textbook & other readings ................................................................................ 6
Assignments & Grading ..................................................................................... 6
Course Engagement & Attendance 20% ............................................................ 7
Create an Assignment for a Job Applicant: 10% ............................................. 7
Full assignment is on Canvas ........................................................................... 7
Group Project #1 Policies & Procedures Manual: 25% ...................................... 7
Simmersion Simulation: 10% ........................................................................... 7
Group Project #2 (choose a or b): 30% ........................................................... 7
Individual DEI Reflection: 5% ......................................................................... 8
Class schedule .................................................................................................. 8
Late Assignments ............................................................................................... 10
Grade Dispute Process ...................................................................................... 10
Additional Course Information and Resources ............................................... 10
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:


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:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A+</td>
<td>88-90</td>
<td>B+</td>
<td>78-80</td>
<td>C+</td>
</tr>
<tr>
<td>94-99</td>
<td>A</td>
<td>84-87</td>
<td>B</td>
<td>74-77</td>
<td>C</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
<td>81-83</td>
<td>B-</td>
<td>71-73</td>
<td>C-</td>
</tr>
<tr>
<td>68-70</td>
<td>D+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>91-93</td>
<td>A</td>
<td>84-87</td>
<td>B</td>
<td>74-77</td>
<td>C</td>
</tr>
<tr>
<td>94-99</td>
<td>A+</td>
<td>88-90</td>
<td>B+</td>
<td>78-80</td>
<td>C+</td>
</tr>
</tbody>
</table>

**Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Engagement &amp; Attendance</td>
<td>20%</td>
<td>Every week 😊</td>
</tr>
<tr>
<td>Individual Assignment: Assignment for Job Applicant</td>
<td>10%</td>
<td>1/22/20</td>
</tr>
<tr>
<td>Group Project #1: Policies &amp; Procedures Manual</td>
<td>25%</td>
<td>Draft: 2/12 Final 2/26</td>
</tr>
<tr>
<td>Simmersion Simulation: Coaching</td>
<td>10%</td>
<td>2/19/20</td>
</tr>
<tr>
<td>Group Project #2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Recruitment and Selection Plan &amp; Presentation OR</td>
<td>30%</td>
<td>4/1/20</td>
</tr>
<tr>
<td>b. Performance Appraisal Plan &amp; Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual DEI Reflection</td>
<td>5%</td>
<td>4/15/19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

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 & Attendance 20%

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 ≠ paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

Create an Assignment for a Job Applicant: 10%

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

Group Project #1 Policies & Procedures Manual: 25%

Policies and Procedures in an organization are vital sources of information. They set expectations, increase accountability, ensure legal compliance and protect the employee as well as the organization. We will cover this assignment in detail in class. Your group will create 2-3 sections of a Policies & Procedures Manual for a local community organization. Accompanying your sections will be a checklist that includes narrative to justify your policy choices.

The final product from the entire class will be a manual that the organization can implement.

Simmersion Simulation: 10%

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 #2 (choose a or b): 30%

a. Recruitment and Selection Plan

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 organization, 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. 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:

**Individual DEI Reflection: 5%**
This assignment asks you to reflect on the exercises 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.

<table>
<thead>
<tr>
<th>Class schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>1/8/2020</td>
</tr>
</tbody>
</table>
| 1/15/2020 | Knowing Ourselves, Our Organizations and Stakeholders | • SKIM: SHRM Competency Model Final  
• Which Personality Attributes Are Most Important in the Workplace? Perspectives on Psychological Science  
• Managing Human Behavior in Public and Nonprofit Organizations Chapter 2 Knowing and Managing Yourself  
• Introduction to Competing Values Framework |
| 1/22/2020 | HUMAN Resource Functions | • Workforce Planning Model  
• SKIM: Policies & Procedures (CSC and Ozone House)  
• SKIM: [https://www.nonprofithr.com/2017-nep-survey-new/](https://www.nonprofithr.com/2017-nep-survey-new/)  
**Assignment for job applicant due** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Required Preparation for Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29/2020</td>
<td>Job analysis and design</td>
<td>• Crafting a Job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Nonprofit Human Resource Management Handbook <em>Chapter 5 Job Analysis:</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Bring a Job Description to Class</strong></td>
</tr>
<tr>
<td>2/5/2020</td>
<td>Recruitment and Selection</td>
<td>• The Nonprofit Human Resource Management Handbook (</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Human Resources Management for Public and Nonprofit Organizations; A Strategic Approach, Fourth Edition <em>Chapter 6 Recruitment and Selection:</em></td>
</tr>
<tr>
<td>2/12/2020</td>
<td>Supervision and Management,</td>
<td>• What Great Managers Do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Path to Stronger Programs, Employee Engagement and Reducing Burnout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nonprofit Management Social Justice Approach Chapter 6 <strong>DRAFT of Policies and Procedures due</strong></td>
</tr>
<tr>
<td>2/19/2020</td>
<td>Performance Appraisal,</td>
<td>• 55 Competency-Based Ideas for Professional Development</td>
</tr>
<tr>
<td></td>
<td>Improvement &amp; Feedback</td>
<td>• Principles of Engaged Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feedback toolkit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Skim: Work Motivation and Social Communication Among Public Managers</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Simmersion Simulation Due</strong></td>
</tr>
<tr>
<td>2/26/2020</td>
<td>Compensation &amp; Benefits</td>
<td>How to establish salary ranges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MI NP Comp &amp; Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethicist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compensation Practices in NP Organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Final Updates to Policies and Procedures due</strong></td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/11/2020</td>
<td>DEI</td>
<td>• 8 Ways People of Color are Tokenized in Nonprofits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Building Peace within Nonprofit Organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Benevolent Friction at Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Managing Unconscious Bias in Organizations</td>
</tr>
<tr>
<td>3/18/2020</td>
<td>Org Culture and Leadership</td>
<td>• To Obama with Love, Hate and Desperation (this is long-ish, but good!)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How Company Culture Shapes Employee Motivation</td>
</tr>
</tbody>
</table>

Syllabus SW664 W 20 Doyle.docx, page 9
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Required Preparation for Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/25/2020</td>
<td>Termination and Succession Planning</td>
<td>• Leadership that Gets Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What Google Learned From Its Quest To Build The Perfect Team</td>
</tr>
<tr>
<td>4/1/2020</td>
<td>Recruitment &amp; Selection Performance Appraisal</td>
<td>• “I Thought We Were Friends”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Why We Hold On To Bad Employees, and What We Should Do About It</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Succession Planning Toolkit for Nonprofit Sexual Assault And Domestic Violence Organizations</td>
</tr>
<tr>
<td>4/8/2020</td>
<td>Volunteer Management</td>
<td>• Volunteer Management Brief</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Volunteering to Give up Class Privilege</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helping, Fixing, or Serving?</td>
</tr>
<tr>
<td>4/15/2020</td>
<td>Synthesis</td>
<td>DEI reflection due</td>
</tr>
</tbody>
</table>

**Late Assignments**

Assignments are due at or before the dates listed on Canvas. 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](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