1. Course Statement

a. 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.
b. 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.

c. Course objectives and competencies
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.
d. Course design
This course will be taught using a variety of methods, including: lecture, visiting lecturers, synchronous and asynchronous class and small group discussion and exercises, media, class projects, papers and presentations.

e. 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.
f. **Relationship 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).

2. **Class Requirements**

a. **Text and class materials**

**Required Reading**
- There is **no required text** for this course. All required readings will be uploaded onto the Canvas course site (SW 664 Sec.001, SS20), in the “Files” section, organized by class session. (If you have problems with the Canvas site, please call 844-329-3130).

**Lectures:**
- All of my lectures are accompanied by PowerPoint presentations, which are uploaded into canvas one-day prior to each class.

**Recommended (but not required) Textbook**
### b. Class schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Preparation for Class</th>
</tr>
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<tbody>
<tr>
<td>5/12/20</td>
<td>Introduction to Strategic Human Resource Management</td>
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| 5/19/20 | Ourselves, Our Organizations and Our Stakeholders                    | - 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 |
| 5/26/20 | HUMAN Resource Functions, Policies & Procedures                      | - Workforce Planning Model  
- Policies & Procedures (various organizations)  
| 6/02/20 | Recruitment, Selection & Compensation Strategies                    | - 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) |
| 6/09/20 | Supervision and Management, Performance Improvement                  | - 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  
- **Individual Assignment Due- Behavior based, competency focused interview questions** |
| 6/16/20 | DEI, Conflict Resolution Group Project Presentations                 | - 8 Ways People of Color are Tokenized in Nonprofits  
- Building Peace within Nonprofit Organizations  
- Benevolent Friction at Work  
- Ouch and Educate  
- Why Diversity Programs Fail (HBR)  
- SKIM the assessments (folder on Canvas)  
- **Group Project #1 Due** |
### c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>1. Class Engagement</td>
<td>Every week</td>
<td>20%</td>
</tr>
<tr>
<td>2. Individual Assignment: Behavior based, competency focused interview questions</td>
<td>6/09/20</td>
<td>10%</td>
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</tbody>
</table>
| 3. Group Project #1:  
a. Recruitment and Selection Plan OR  
b. Compensation Plan | 6/16/20 | 25% |
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<tbody>
<tr>
<td>4. Individual DEI Reflection</td>
<td>6/30/20</td>
<td>15%</td>
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<tr>
<td>5. Group Project#2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. New Manager Training Session, OR</td>
<td>7/07/20</td>
<td>25%</td>
</tr>
<tr>
<td>b. Performance Appraisal Plan</td>
<td></td>
<td></td>
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<tr>
<td>6. Simmersion Simulation: Coaching</td>
<td>7/14/20</td>
<td>5%</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Course Engagement: 20%**

Class attendance is imperative for both your own learning and the learning of your peers. 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, 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, whether it is obvious that you are engaged during class and have done the class preparation work.

**Behavior based, competency focused interview questions: 10%**

Determining your best candidate through an interview processes requires effective questions and assignments to effectively assess an interviewee’s knowledge, skills, and abilities. Often, hiring managers select the best liked candidate rather than the most competent candidate. The ability to craft appropriate behavior based interview questions that align with the key competencies you are looking for is critical to selecting the right candidate. This assignment asks you to identify key competency areas for a position and create a set of interview questions and/or assignments for candidates who are applying for a job/internship that you have held (or currently hold). Because you have held the position, you have a good sense of what skills/competencies a candidate for the position should have.
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 using the job description we develop in class. In the assignment, groups will walk through the recruitment and selection process. I am interested in the process you use to attract a wide range of qualified candidates; screen, interview and assess applicants; and, the rationale/reasoning you use in making a hiring decision and generating an offer (salary and benefits package).

b. Compensation Plan
In this assignment, you will develop a compensation plan for a selected organization. This is a group assignment and groups will include 3-4 people. Using the materials provided about an organization (background, organizational chart, budget (if available)), the job description we develop in class, and salary and benefits surveys for the industry, 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

Individual DEI Reflection: 15%
This assignment asks you to complete a brief reflection on either the DEI exercise we completed in class, or one of the articles assigned for the DEI segment of the course. Based on your reflection around either, you will write a narrative response to the questions posed in the assignment document on Canvas. This reflection will include your discussion of how the subject of your reflection would shape your approach to implementing a DEI initiative in your agency. Full assignment will be posted on Canvas.

Group Project #2 (choose a or b): 25%

a. New Manager Training Session
You are an HR consultant and have been brought in to provide a training for new managers at a selected organization on one of the following topics:
- Authentic DEI in the workplace
- Vicarious Trauma/Burnout
- ADA and Mental Illness
- Addressing poor employee performance
Managing Interpersonal Conflict Among Employees

The assignment requires each group to create a 30-40 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 for a 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

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 (5), you will need to achieve 90% proficiency on the simulation. *You can do this at any time before the due date.

d. Attendance and class participation

Class attendance and class participation: Because attendance and participation are essential for this course, you are expected to attend, to be prepared, and to make reasonable contributions. Because classes are so long, 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. Weekly lectures will highlight important themes and information from the readings and provide additional content, in class exercises will allow you to practice skills the course is meant to impart. Therefore, miss class at your own peril. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.
Because much of the learning will come from in class discussions, small group work and in class activities, classes will be held live, online, and will not be recorded.

- **Class Ground Rules:** While a significant portion of the course will include material presented through lecture, much of your learning will come from in-class discussion around the readings, lectures and assignments. As such, it is important that students in this class come prepared to express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and respect for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests.

e. **Grading**

- **Approach to grading:** I grade on a relative, not absolute, grading scale. If I read and give feedback on an assignment draft you should also not assume that following my suggestions will result in an “A.” Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

- **Late assignments:** If you must turn in late work, you need to have communicated with me in advance about an alternative due date and reason, in order to be eligible for full credit.

- **Challenges to grades:** 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 not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

- **Course Incompletes:** Are only given in extreme circumstances whereupon a serious, extenuating circumstance has prevented the student from completing a
limited amount of coursework. The instructor must be notified of the circumstances that prohibit the student from completing course assignments that are outlined in the syllabus. These situations must be discussed well in advance of the end of the semester. The instructor reserves the right to determine if the circumstances are sufficient to justify an incomplete in the course.

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<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>A+ = 99-100%</td>
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<tr>
<td>A = 95% – 98%</td>
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<tr>
<td>A- = 90%-94%</td>
</tr>
<tr>
<td>B+ = 88%-89%</td>
</tr>
<tr>
<td>B = 85%-87%</td>
</tr>
<tr>
<td>B- = 80%-84%</td>
</tr>
<tr>
<td>C+ = 76%-79%</td>
</tr>
<tr>
<td>C = 75%-77%</td>
</tr>
<tr>
<td>C- = 70%-74%</td>
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<tr>
<td>D+ - E = BELOW 70% (NO CREDIT)</td>
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For additional information on school policy regarding grading and grievance procedures, please reference the MSW Student Guide policies on: Grades in Academic Courses and in Field Instruction, Student Grievance procedures, policy for grading in special circumstances.

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