# SCHOOL OF SOCIAL WORK
## UNIVERSITY OF MICHIGAN

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| **Course title:** | Human Resource Development and Management |
| **Course #/term:** | SW 664, Section 001, Spring/Summer, 2022 |
| **Time and place:** | Tuesday's, 8:00 am. – 12:00 pm., Location: 3629 SSWB |
| **Credit hours:** | 3 |
| **Prerequisites:** | None |
| **Instructor:** | Sean J. de Four, LMSW – Clinical & Macro |
| **Pronouns:** | He / him / his |
| **Contact info:** | ***Email:** seafour@umich.edu        ***Phone:** (734) 846–1814 *You may expect a response within 48 hours |
| **Office:** | 3768 SSWB, Mailbox #117 |
| **Office hours:** | By appointment only |

# 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**
Upon completion of the course, students will be able to:
1. Plan and implement a developmentally oriented staff and volunteer recruitment, hiring, performance appraisal, and personnel assessment program (EPAS 4, 6, 8)
2. Conduct a job analysis and assist administrators in correcting job design problems. (EPAS 7, 8, 9)
3. Identify and assess human diversity in the workplace and develop affirmative action programs and policies with investigative procedures and consequences. (EPAS 7, 9, PODS)
4. Identify and critique an agency's compensation plan and develop a corrective action plan as appropriate. (EPAS 6, 7, 8, PODS)
5. Develop and write sexual harassment policies with investigative procedures and consequences. (EPAS 6, 8, PODS)
6. Discuss ethical concerns related to the management of human resources. (PODS)

**d. Course design**
This course is designed to maximize the inclusion of all students in the learning and application of advanced social work practice with projects and programs. This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises. The primary pedagogy will be experiential, involving problem-solving, project planning, simulations and hands-on applications of real-world situations arising in the field.

**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.

❖ Social Justice and Social Change: This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

❖ 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. 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.

❖ 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, SS22), in the "Files" section, organized by class session, or under the "read" links under each weekly module. (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
- ❖ Chandler, M.T. and Dowling Grealish, L. (2019). Feedback and Other Dirty Words: Why We Fear It, How to Fix It. San Francisco: Berrett-Koehler.
- ❖ 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.

### b. Class schedule

### Class #1 – 05/10/22

| Topic: Introduction to Strategic Human Resource Management | |
|---|---|
| **Read** | • Review syllabus and course materials on Canvas site |
| **Watch / Listen** | • N/A |
| **Do** | • N/A |

### Class #2 – 05/17/22

| Topic: Ourselves, Our Organizations and Our Stakeholders | |
|---|---|
| **Read** | • Entering the Fundamental State of Leadership<br>• See Yourself as Others See You<br>• Managing Human Behavior in Public and Nonprofit Organizations - Fourth Edition - Ch. 2 pp. 17-59_Knowing and Managing Yourself<br>• Introduction to Competing Values Framework |
| **Watch / Listen** | • Competing Values Framework and Organizational Culture Assessment |
| **Do** | • Competing Values Cultural Assessment |

### Class #3 – 05/24/22

| Topic: Human Resource Functions, Policies & Procedures | |
|---|---|
| **Read** | • Workforce Planning Model<br>• Policies & Procedures (various organizations)<br>• https://www.nonprofithr.com/2017-nep-survey-new/<br>• Meyer_et_al-2018 -Slack and Innovation: The Role of Human Resource Management in Nonprofit Organizations *Nonprofit Management and Leadership* |
| **Watch / Listen** | • HR Policies and Procedures- Purpose |
| **Do** | • Review of HR Policies and Procedures using COA HR standards |

**Class #4 – 05/31/22**

| Topic: Recruitment, Selection & Compensation Strategies | |
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| **Read** | • Ace the Group Interview<br>• Managing Human Behavior in Public and Nonprofit Organizations - Fourth Edition - Ch.6 Recruitment and Selection<br>• The Nonprofit Human Resource Management Handbook Chapter 6 Recruitment and Selection (**SKIM**) |
| **Watch / Listen** | • Implicit Bias Test<br>• Implicit Bias Test II<br>• Overcoming Bias<br>• Color Blind or Color Brave |
| **Do** | • Developing Interview Questions |

**Class #5 – 06/07/22**

| Topic: Compensation, Supervision and Management, Performance Improvement | |
|---|---|
| **Read** | • What Great Managers Do<br>• Nonprofit Management Social Justice Approach Chapter 6<br>• What Everyone Should Know About Managing Up<br>• Work Motivation and Social Communication Among Public Managers |
| **Watch / Listen** | • What Motivates Us? |
| **Do** | • **Individual Assignment Due- Behavior based, competency focused interview questions**<br>• Group Project Workgroups |

**Class #6 – 06/14/22**

| Topic: DEI, Conflict Resolution, Group Project Presentations | |
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| **Read** | • 8 Ways People of Color are Tokenized in Nonprofits<br>• Building Peace within Nonprofit Organizations<br>• Ouch and Educate<br>• Why Diversity Programs Fail (HBR)<br>• The Bias of 'Professionalism' Standards |

| Watch / Listen | • Racism Has a Cost for Everyone |
| | • The Science of Productive Conflict |
| Do | • **Group Project #1 Due** |
| | • Review the assessments |

## Class #7 – 06/21/22

| Topic: Organizational Culture and Leadership | |
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| Read | • 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 |
| Watch / Listen | • How to Fix a Broken School |
| Do | • Personal Leadership Assessment Tool |

## Class #8 – 06/28/22

| Topic: Job Design, Volunteer Management | |
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| Read | • Crafting a Job |
| | • Volunteer Management Briefing |
| | • Volunteering to Give up Class Privilege |
| | • Helping, Fixing, or Serving? |
| Watch / Listen | • Job Crafting - on creating meaning in your own work |
| Do | • **Individual DEI Reflection Due** |
| | • Group Project Workgroups |

## Class #9 – 07/05/22

| Topic: Feedback, Termination, Succession Planning | |
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| Read | • "I Thought We Were Friends" |
| | • Why We Hold on To Bad Employees, and What We Should Do About It |
| Watch / Listen | • N/A |
| Do | • Feedback Toolkit |

**Class #10 – 07/12/22**

| Topic: Team Building, Key HR Laws, Wrap-up | |
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| **Read** **Watch / Listen** | • The Bakeoff <br> • Project Aristotle <br> • What Google Learned on the Quest to Build the Perfect Team <br> • Adam Grant- Work Life: Jane Goodall on Leadership Lessons From Primates |
| **Do** | • Complete course evaluations <br> • **Simmersion Simulation: Coaching Due** |

**Class #11 – 07/19/22**

| Topic: Group Project Presentations | |
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| **Read** | • Group Project #2 Presentations |
| **Watch / Listen** | • N/A |
| **Do** | • **Group Project #2 Due** |

c. **Assignments**

| Assignment | Due date | Percent of overall grade |
| --- | --- | --- |
| 1. Course Engagement | Every week | 20% |
| 2. Individual Assignment: Behavior based, competency focused interview questions | 6/07/22 | 10% |
| 3. Group Project #1: <br> a. Recruitment and Selection Plan, OR <br> b. Compensation Plan | 6/14/22 | 25% |
| 4. Individual DEI Reflection | 6/28/22 | 15% |
| 5. Simmersion Simulation: Coaching | 7/12/22 | 5% |
| 6. Group Project#2: <br> a. New Manager Training Session, OR <br> b. Performance Appraisal Plan | 7/19/22 | 25% |
| | **Total** | **100%** |

1.  **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.

2.  **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 mangers 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 that you would be interested in holding. Based on the position description, you should have a good sense of what skills/competencies a candidate for the position should have.

3.  **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

## 4. Individual DEI Reflection: 15%**
This assignment asks you to complete a brief reflection on either a DEI exercise we review 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

## 5. 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.

## 6. 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

## 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 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.

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.

**f. Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

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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*