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, SS23), 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**
### Class #1 – 05/08/23

**Topic:** Introduction to Strategic Human Resource Management

<table>
<thead>
<tr>
<th>Read</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch / Listen</td>
<td>N/A</td>
</tr>
<tr>
<td>Do</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Class #2 – 05/15/23

**Topic:** Ourselves, Our Organizations and Our Stakeholders

<table>
<thead>
<tr>
<th>Read</th>
<th>Reviewing Leadership Models- Overlaps and the Need for a New ‘Full-Range’ Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Managing Human Behavior in Public and Nonprofit Organizations - Fourth Edition - Ch. 2 pp. 17-59_Knowing and Managing Yourself</td>
</tr>
<tr>
<td></td>
<td>Introduction to Competing Values Framework</td>
</tr>
<tr>
<td>Watch / Listen</td>
<td>Competing Values Framework and Organizational Culture Assessment</td>
</tr>
<tr>
<td>Do</td>
<td>Competing Values Cultural Assessment</td>
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<td>DISC</td>
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</tbody>
</table>

### Class #3 – 05/22/23

**Topic:** Human Resource Functions, Policies & Procedures, Key HR Laws

<table>
<thead>
<tr>
<th>Read</th>
<th>OPM Workforce Planning Model</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Policies &amp; Procedures (various organizations)</td>
</tr>
<tr>
<td>Watch / Listen</td>
<td>HR Policies and Procedures- Purpose</td>
</tr>
<tr>
<td>Do</td>
<td>Review of HR Policies and Procedures using COA HR standards</td>
</tr>
</tbody>
</table>
Class #4 – 06/05/23

**Topic: Strategies in Recruitment, Selection and Eliminating Bias in Hiring**

| Read | 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*) |
| Watch / Listen | Implicit Bias Test  
|      | Implicit Bias Test II  
|      | Overcoming Bias  
|      | Color Blind or Color Brave |
| Do | Developing Interview Questions |

Class #5 – 06/12/23

**Topic: Compensation, Supervision and Management**

| Read | Compensation Practices in High Performing Non-Profits  
|      | How to Establish Salary Ranges (SHRM)  
|      | 2023 Nonprofit Talent Management Priorities Survey  
|      | Applying the concept of Social Justice to Managing Others  
|      | Work Motivation and Social Communication Among Public Managers |
| Watch / Listen | How a new lens on "HR" can reduce turnover AND the cycle of poverty, Joe DeLoss, TEDxColumbus |
| Do | **Individual Assignment Due- Behavior Based, Competency Focused Interview & Rating Tool**  
|      | Group Project Workgroups |
### Class #6 – 06/19/23

**Topic: Group Project Presentations**

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch / Listen</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project #1 Presentations</td>
<td>N/A</td>
<td>Group Project #1 Due</td>
</tr>
</tbody>
</table>

### Class #7 – 06/26/23

**Topic: Organizational Culture and Leadership**

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch / Listen</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Obama with Love, Hate and Desperation</td>
<td>How to Fix a Broken School</td>
<td>Personal Leadership Assessment Tool</td>
</tr>
<tr>
<td>Managing Human Behavior in Public and Nonprofit Organizations - FOURTH Edition Ch. 7 Leadership in Public Organizations (SKIM)</td>
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<td></td>
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<tr>
<td>How Company Culture Shapes Employee Motivation</td>
<td></td>
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<tr>
<td>Leadership that Gets Results (HBR)</td>
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</tbody>
</table>

### Class #8 – 07/03/23

**Topic: Performance Management, Job Design, Volunteer Management**

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch / Listen</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Human Capital Through the Use of Performance Improvement Plans</td>
<td>Job Crafting - on creating meaning in your own work</td>
<td>Performance Improvement Plan</td>
</tr>
<tr>
<td>Timing is everything: know when to set-up a performance improvement plan when an employee is not performing at expected levels</td>
<td>Helping, Fixing, or Serving?</td>
<td>Group Project Workgroups</td>
</tr>
<tr>
<td>Crafting a Job</td>
<td></td>
<td></td>
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<tr>
<td>Volunteer Management Briefing</td>
<td></td>
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<tr>
<td>Helping, Fixing, or Serving?</td>
<td></td>
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<tr>
<td>Volunteer Management</td>
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### Class #9 – 07/10/23

**Topic: Feedback, Termination, Succession Planning**

**Read**
- “I Thought We Were Friends”
- Why We Hold on To Bad Employees, and What We Should Do About It
- Firing for Online Behavior (SHRM)
- Tips for Handling Employee Terminations

**Watch / Listen**
- [How to fire with Compassion (HBR)](https://www.hbr.org)

**Do**
- Feedback Toolkit
- Practice terminating your peers

### Class #10 – 07/17/23

**Topic: Approaches to workplace DEI, Team Building, Wrap-up**

**Read**
- 8 Ways People of Color are Tokenized in Nonprofits
- Why Diversity Programs Fail (HBR)
- Non-Profit HR DEIJ Practices Survey
- Functional and Visionary Leadership in Self-Managing Virtual Teams
- What Google Learned on the Quest to Build the Perfect Team

**Watch / Listen**
- Adam Grant - Work Life: Jane Goodall on Leadership Lessons From Primates

**Do**
- Complete course evaluations
- Simmersion Simulation: Coaching Due

### Class #11 – 07/24/23

**Topic: Group Project Presentations**

**Read**
- Group Project #2 Presentations

**Watch / Listen**
- N/A

**Do**
- Group Project #2 Due
c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course Engagement</td>
<td>Every week</td>
<td>20%</td>
</tr>
<tr>
<td>2. Individual Assignment: Behavior Based, Competency Focused Interview &amp; Rating Tool</td>
<td>6/12/23</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Simmersion Simulation: Coaching</td>
<td>7/17/23</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 & Rating Tool: 15%**

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 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): 30%**
   
   **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 a job description they develop. In the assignment, groups will walk through the recruitment and selection process they design. Emphasized in this assignment is the process used 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 limited scope compensation plan for a selected team within an organization. This is a group assignment and groups will include 3-5 people. Using materials you will gather about an existing non-profit organization (background, organizational chart, budget (if available)), job descriptions for a team (of 4 or more positions), and salary and benefits surveys for the industry, groups will propose a limited scope salary range and benefits structure for the selected team. Materials developed for this assignment should include a compensation philosophy, salary range structure for the positions on the selected team, description of benefits offered, total compensation statement, and narrative justification/description of the package.

   Groups will present their completed work products to the class during the scheduled group presentation day

   **Full assignments are posted on Canvas**
4. 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.

5. 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 a selected organization on one of the following topics:
   ❖ Implementing a DEIJ strategy in the workplace
   ❖ ADA and Mental Illness
   ❖ Addressing poor employee performance
   ❖ Effectively managing remote teams

   The assignment requires each group to create a 30 min presentation to train a group of managers/supervisors on the selected topic. The group will present the training (all or part) in class.

   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 to the class.

   **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:

g. COVID-19 Statement
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to required safety measures under the Americans with Disabilities Act should contact the Office for Institutional Equity. I also encourage you to review the Statement of Student Rights and Responsibilities.
h. Health-Related Class Absences
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

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