University of Minnesota School of Social Work

Syllabus

SW 8561-Human Resources Management in Human Services Agencies

Part I: Course information

SW 8561-Human Resources Management in Human Services Agencies
2 credits

Faculty Contact:
Name:
Email:
Phone:
Office Location:

Short Description:
Introduces the processes and components of strategic human resources management in the social services, including environmental scanning, job analysis, recruitment & selection, training & development, motivation, performance evaluation, compensation & benefits and termination. Covers human resources law and promotion of an inclusive workplace.

Long Description:
This course focuses on a social work perspective to Human Resources Management (HRM), and the course will consistently compare state-of-the art HRM, empirical evidence and theories with core social work values, such as social justice and client empowerment. This course provides an overview of the processes, practices, and systems involved in employing people in nonprofit and public, unionized and non-unionized settings. First, it explores the concept of Strategic Human Resources Management as an integrated part of leading and managing social service or advocacy organizations. Next, it examines the role of HRM in the larger societal and organization, including HRM law. The course next introduces the processes or HRM, including environmental scanning, job analysis, recruitment & selection, training & development, motivation, performance evaluation, compensation & benefits and termination. Specific attention will be paid to the application of HRM principles in human service and advocacy organizations.

Pre-requisites:

1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Part II: Course outcomes

Course Objectives
At the conclusion of this course, participants will:
1) Understand the processes and components of strategic human resource management, including job analysis, recruitment, selection, training & development, performance evaluation, compensation & benefits and termination.

2) Be able to describe the context of human resources management in the social services, including the various sectors, labor market, human resources laws and regulations, and ethical codes.

3) Be able to recognize, analyze, and solve a variety of problems associated with human resources management in the social services and justify the decisions made from the HRM knowledge base.

4) Understand and apply theories underlying human resources management.

5) Examine the various ways that diversity is taken into account in the workplace for example in making equitable HRM decisions, developing nondiscriminatory policies and developing practices that are supportive of an inclusive work environment.
Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

### Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop a plan for ongoing professional education, including supervision.</td>
<td>Week 15</td>
<td>Discussion Forum #6</td>
</tr>
</tbody>
</table>

### Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
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<tr>
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<tbody>
<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>Weeks 1-3</td>
<td>Interview Paper</td>
</tr>
<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
<td>Weeks 5-14</td>
<td>Case Study Part 1 and Part 2</td>
</tr>
</tbody>
</table>

### EP 2.1.5 – Advance human rights and social and economic justice
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>• Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
<td>Weeks 3 - 4</td>
<td>Case Study Part 1 and Part 2</td>
</tr>
</tbody>
</table>

### Competency: 2.1.7 – Apply knowledge of human behavior and the social environment
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:
<table>
<thead>
<tr>
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<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Weeks 2-3, 10-12</td>
<td>Case Study Part 1 &amp; 2</td>
</tr>
</tbody>
</table>

Community Practice Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
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<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employ diverse strategies to engage with individuals, families, groups, organizations or communities.</td>
<td>Weeks 5-7</td>
<td>Case Study Part 1 and Part 2</td>
</tr>
<tr>
<td>• Employ knowledge, skills and appropriate conceptual frameworks and theories to tailor a range of evidence-based interventions at organizations and various levels of communities</td>
<td>Weeks 5-14</td>
<td>Case Study Part 1 and Part 2</td>
</tr>
<tr>
<td>• Communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences.</td>
<td>Weeks 5-14</td>
<td>Case Study Part 1 and Part 2</td>
</tr>
</tbody>
</table>

Part III: Course Requirements

Readings:
Required readings will be taken from the assigned text:


Other required readings are listed by the class sessions and will be available on the Internet or through e-reserve on our Moodle website. There is no course packet for this class.
Class Assignments

Case I & II: You will be given a two-part case study that offers the opportunity to apply HRM concepts to an organizational situation. Drawing upon your readings and class discussions, you will decide what you would do with the scenario and justify your actions in a written report. Your report may include lists, bullet points, diagrams, charts, and other methods for conveying your information; it need not be in narrative form exclusively. However, students must proofread all material, and concepts from course materials that guided your decisions and should be cited appropriately, using APA format. You will work on the case in groups, and some class time will be allocated for this project. There will be two separate tasks that you will complete for the case. The first task will count for 20 points and is due Week Eight. The second task will count for 25 points; and is due on Week Sixteen. <This can be completed as an individual project, but all parts of the project must be completed.>

Interview: You will need to arrange a one-hour interview with a person in charge of human resources/personnel for a local, state or federal social services agency or a non-profit social services/advocacy organization (preferably with at least 5 employees). The purpose of the interview is to learn the manager’s perspective about the greatest challenges and prospects for human resources management in the field of social services over the next 10 years; and then to analyze his or her responses in light of course material. Your interview should cover at least three of the areas that we discuss in this class (e.g., recruitment, performance appraisal, training). We will develop a list of relevant questions pertaining to the issues we have discussed in class (and a preliminary list of five questions is due online on Week 10). For this reason, you should schedule the interview for after Spring Break. Your analysis of your interview results will comprise a paper of at least 2000 – 2,500 words (8-10 pages, not counting title page, references, etc.) and free from grammatical errors. The paper MUST incorporate class readings and discussions, with appropriate references in APA style. The paper is due on Week Fifteen. We will be discussing your interviews during class on April 22nd. The paper is worth 25 points.

Online Participation: Students will be expected to come to class on time having read materials and completed required activities, and be ready to participate in in-person
and online class discussions and activities. Participation points will be based primarily on the student’s level of participation on the online discussion boards. There will be 6 discussion forums in which students must participate. On these weeks, discussion questions will be posed by Fridays, and students will be required to respond to these questions in full by the next Monday evening. Students should also make a point to read and respond to other students’ questions and comments by the next Friday morning. For this reason, students should log-on to the discussion board at least two or three times per week, and post to the board on different days. Students can receive up to a total of 18 points if they respond to all of the questions and complete all required online activities. To receive the full 30 points, students must actively engage online, both in asking questions and responding to other students’ questions, as well as contributing in a thoughtful, intellectual manner. Final grades may also be lowered for lack of preparation for in-class sessions.

<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Due Date</th>
<th>Point Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forum One</td>
<td>Week Two</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Forum Two</td>
<td>Week Four</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Forum Three</td>
<td>Week Five</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Forum Four</td>
<td>Week Six</td>
<td>5</td>
</tr>
<tr>
<td>Case Task #1</td>
<td>Week Eight</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Forum Five</td>
<td>Week Eleven</td>
<td>5</td>
</tr>
<tr>
<td>Interview Paper</td>
<td>Week Fifteen</td>
<td>25</td>
</tr>
<tr>
<td>Discussion Forum Six</td>
<td>Week Fifteen</td>
<td>5</td>
</tr>
<tr>
<td>Case Task #2</td>
<td>Week Sixteen</td>
<td>25</td>
</tr>
</tbody>
</table>

**Grading Scale**

- 93-100....A
- 90-92 .....A-
- 87-89......B+
- 83-86......B
- 80-82......B-
- 77-79......C+
- 73-76......C
- 70-72......C-
- <70 = F/N

**Course Policies**

There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.
Part IV: Course content

This is a tentative schedule, and will be amended as needed as semester progresses.

**Week One**
Topics: Introductions  
Course Overview  
What is Strategic Human Resources Management

**Week Two**
Topics: Environmental Context of HRM (public/non-profit, union/non-union)  
Strategic Human Resources Management/HR Planning  
Ethical, legal and regulatory influences on HRM

Readings: Pynes, Chapters 1 & 2

Assignments:
- Discussion Forum #1) Discussion questions posed on Friday xxx, first responses due on Monday xxx, and final by Wednesday xxx at 11:00 pm.

**Week Three**
Topics: Social work labor market  
Overview of human resources saw  
Equal employment opportunity and anti-discrimination legislation  
Formation of case groups

Readings: Pynes Chapters 3 & 4


**Week Four**
Topics: Equal employment opportunity and anti-discrimination legislation (cont.)  
Affirmative action  
Inclusive workplace/diversity training
Readings: Pynes Chapter 4 (continued)


Assignments:

- Discussion Forum #2: Discussion questions posed on Friday xxx, first responses due on Monday xxx, and final by Wednesday xxx at 11:00 pm.

Week Five

Topics: Workplace assessment (Job Analyses & Competency Modeling) & Personnel Planning

Job Design

Readings: Pynes, Chapter 6


Assignments:

- View Adobe Presentation on Job Analysis/Job Description
- Complete Innerurbs Case and respond to discussion questions
- Discussion Forum #3. Discussion questions posed on Friday xxx, first responses due on Monday xxx, and final by Wednesday xxx at 11:00 pm.

Week Six 2011 – MEET ONLINE ONLY – no face-to-face class session

Topics: Staff recruitment, screening and selection

Internal and external searches, passive & active recruiting
**Readings:**  Pynes, Chapters 7

**Activities:**

- Complete Adobe Presentation on Recruitment, Screening and Selection

- Read: Realistic Job Preview Overview -- [http://rtc.umn.edu/docs/rjp.pdf](http://rtc.umn.edu/docs/rjp.pdf)

  View RJP Examples:
  - [http://realisticjobpreview.net/tsa_final.htm](http://realisticjobpreview.net/tsa_final.htm)

- Discussion Forum #4. Discussion questions posed on Friday xxx, first responses due on Monday xxx, and final by Wednesday xxx at 11:00 pm.

**Week Seven**

**Topics:**  Staff recruitment, screening and selection (continued)

Realistic job previews & target marketing

**Readings:**  Pynes, Chapters 7 (again)

Realistic Job Preview Overview -- [http://rtc.umn.edu/docs/rjp.pdf](http://rtc.umn.edu/docs/rjp.pdf)

View RJP Examples:
  - [http://realisticjobpreview.net/tsa_final.htm](http://realisticjobpreview.net/tsa_final.htm)

**Week Eight**

**Topics:**  Training and Development

**Readings:**  Pynes, Chapter 11

Activities:

• **Case Task #1 Due**

• Complete Learning Needs Analysis Toolkit
  [http://cpd.conted.ox.ac.uk/lnat/](http://cpd.conted.ox.ac.uk/lnat/)

• Complete another Free Web-Based Training Course (such as the following, or find your own):
  Preparing employees for disaster in the workplace
  University of Minnesota Web-Based HIPPA Training
  [http://www.ahc.umn.edu/privacy/training/home.html](http://www.ahc.umn.edu/privacy/training/home.html)
  Active Learning with Power Point
  NASW WebEd

**Week Nine, Spring Break – Friday March 18th – No Class**

**Week Ten**

**Topics:** Performance Evaluation  
Performance Appraisal Case (handout)

**Readings:** Pynes, Chapter 8

**Week Eleven**
Topics:  Employee Compensation  
Employee Benefits

Readings  Pynes, Chapters 9 & 10


http://workforce.socialworkers.org/whatsnew/salaryreport.pdf

Check out the following salary/benefits information
Federal Salaries, Office of Personnel Management  
http://www.opm.gov/oca/10tables/index.asp

Lutheran Social Services Benefits  
http://www.lsswis.org (look for “careers”, and then “benefits”)

Assignments:
• Discussion Forum #5. Discussion questions posed on Friday xxx, first responses due on Monday xxx, and final by Wednesday xxx at 11:00 pm.

Week Twelve
Topic:  Motivation, Retention, Stress, burnout


Week Thirteen
Topics:  Supervision Techniques in HRM  
Administrative Supervision

[http://www.aswb.org/pdfs/supervisionjobanalysis.pdf](http://www.aswb.org/pdfs/supervisionjobanalysis.pdf) - Already assigned week 5

**Podcast:**
Dr. Lawrence Shulman: Models of Supervision: Parallel Processes and Honest Relationships, Living Proof Podcast Series

[http://www.socialworkpodcast.com/Supervision.mp3](http://www.socialworkpodcast.com/Supervision.mp3)

**Week Fourteen**

**Topics:**
- Workplace privacy/Confidentiality
- Workplace safety/Practice Safety
- HRM Technology
- Data Practices/Record Keeping

**Readings**
- Pynes Chapter 13
  [http://sswnt7.sowo.unc.edu/fcrp/Cspn/vol3_no2.htm](http://sswnt7.sowo.unc.edu/fcrp/Cspn/vol3_no2.htm)
- Check out the OSHA Website on Ergonomics.
  [http://www.aclu.org/privacy/workplace/15648res19980726.html](http://www.aclu.org/privacy/workplace/15648res19980726.html)

**Week 15**

**Topics:**
- SW Licensing
- Termination
- Managing Conflict
- Discussion of Interview Papers
- Meet in Case Groups
**Readings:**  Minnesota Social Work Licensing Handbook. (new one will be published by time course is taught, and correct citation will be included).

*www.socialwork.state.mn.us.*


**Assignment:**

- Interview Paper Due
- Discussion Forum #6) Discussion questions posed on Friday xxx, first responses due on Monday xxx, and final by Wednesday xxx at 11:00 pm.

**Week 16**

**Topics:** HRM in the 21st Century

Guest Speakers (Leaders, managers & supervisors discuss HRM issues in practice)

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**Case Task #2 Due**

**Additional Readings**


