Fall 2002
SW 664 - The Management Of Human Resources

John E. Tropman
3841 SSWB
Hours: By Appt.

Friday 9-12 Noon
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Session Date Slide Overview

1  9/6  1  Introduction
    From Scientific Mgt. To HR Mgt./Human Resource Planning
    Through a Glass Darkly: HR and the Profession of Social Work

2  9/13  2  Current Issues : The Sibson Report
3  9/20  3  Diversity Enhancement - Gender as a Special Case
            Temps/Employee Leasing/Job Share/Flextime/Virtual Office
            Sharpen the Saw: Managing Your Career (Assignment 2.1 Due)

4  9/27  3  Staffing: Job Design, Recruitment/Selection, RIF, Turnover,

5  10/4  4  Staffing, etc. cont…..
          Sally Allen, “Building Great Places to Work”…

          Reports (Assignment 1.1 due)
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<td>No Class – Work on Project/Groups</td>
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COURSE DESCRIPTION

Human service administrators increase practice effectiveness through structured human resource practice methods. The application further improves the quality and efficiency of agency staff performance. This course deals with ways to develop an equitable, healthy and viable workplace for employers and employees. This course provides relevant skills in staff recruitment, hiring, retention and termination, staff development, compensation and performance and benefit packages development. Students will also review relevant laws and legislation governing workplace relationships, such as the Americans with Disabilities Act (ADA).

COURSE CONTENT

Course topics 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, job discrimination, managed care, gender equity, sexual harassment policies and affirmative action. Personnel management and staff development within human service organizations are seen as collective processes involving the shared responsibility and active participation of management and all other staff sectors. Issues of gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement are given special attention, particularly in the areas of recruitment, promotion, compensation, and benefits. Special attention is provided to the human resource and management issues of volunteers. Special attention is also provided to the labor management issues impacting union and non-union “at will” employees.

COURSE OBJECTIVES

This course should help students apply human resources concepts to their own agency experiences. As a result of completing this course, you should be able to design, develop, implement and evaluate comprehensive human resources in a human service organization in way that would elicit organization-wide support. More specifically, by the end of the 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

The course is a lecture discussion format with possible guest speakers.

RELATIONSHIP TO FOUR CURRICULAR THEMES

1. **Multiculturalism and Diversity**: Students will develop the capacity to identify ways in which variable such as gender, race, ethnicity, social class, age and other forms of social stratification influence and are impacted by human resource policies and procedures, particularly those related to recruiting, hiring, retention, promotion and termination.

2. **Social Change and Social Justice**: Students will be sensitized to the potential for and existence of social and economic exploitation in human service agencies. As students consider the personal and community impact of movements to 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.
3. **Promotion and Prevention:** Human resource programs should be encouraged to place a high priority on the development of prevention, promotion, treatment and rehabilitation activities for employees. These activities are addressed through studies of successful and unsuccessful workplace health initiatives, periodic health appraisals and health screenings that emphasize physical health and emotional well being for employees, as well as the use of internal and contract employee assistance programs (EAPs).

4. **Social Science:** Behavioral and social science research are 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.

**RELATIONSHIP OF THIS COURSE TO SOCIAL WORK ETHICS AND VALUES**

The NASW Code of Ethics enjoins social workers to “remain proficient in professional practice.” This course encourages students to implement the ethical values of fidelity, beneficence, non maleficent behavior (“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. Ethical values can also be implemented with organizational policies, procedures and consequences in the areas of discrimination, “whistleblowing”, sexual harassment, and disabilities (e.g., ADA).

**COURSE PERSPECTIVE**

In this course, human resources is defined as planned processes that are designed to improve the ability of staff members to do their job so that the human service organization in which they work can achieve its goals, and the staff are satisfied with their work experience. Based on this broad definition, a number of activities are included, such as work organization and job analysis, recruitment, affirmative action and hiring processes, performance appraisal, and compensation and benefit arrangements. Basic principles and techniques for the management of these activities will be reviewed in lecture and/or readings.

In addition, a number of staff development activities can be identified. These include individual and group supervision and consultation, orientation, problem-solving staff meetings, in-service training, educational leave, out-service education (e.g., conferences, workshops, evening courses, etc.), operation of an agency library, staff’s participation in the development of an accountability system, field trips to cooperating organizations, serving as a training site for students, participation in research on performance evaluation, and informal social functions for staff.
Course Assignments

1) Agency Assay and Recommendations (Σ: 60 POINTS) (Can be a group effort)

1.1 Visit an Agency (It can be your placement); ask about their human resources function: 1) Do they have a human resources administrator? Do they have a package of human resources policies? Can you have copies of some of them (sometimes they may be called "personnel policies"). Prepare a short paper reflecting your findings, and your judgment about the adequacy of this function. Connect to at least 3 references; hopefully more. Identify a problem area (5 pp.). Prepare a preliminary text (<5 pp) and a Make a REPORT -1 in class on 2/12, (Retain the essence of these ideas as the first part of your **REPORT - 2) 20%.

1.2 Prepare a report (<5pp) to the director of that agency on what should be done about the problem area. Try to include some "best practices" from another agency if possible, and, perhaps, some practices that you have observed. Use at least 6 references, (the 3 previous ones can be among the 6) The first page should be an EXECUTIVE SUMMARY, developed in the following format:

   The Problem
   Options
   The Recommendation

   The remaining (or other) 5 pages should make the case. In the recommendations attend to issues of logic, judgment, possible error, and bases for future improvement. 20%

1.3 Prepare an oral/written report to the “board of directors” of the agency. (using powerpoint) outlining the problems (from paper 1) and the recommendations (from paper 2) in a convincing, professional presentation. Hand in your presentation; have copies for class members. 20%

2) Personal Career Review and Workplan

2.1 Prepare a Personal 5 Year Strategic Career Plan, including desired job, salary level, and workplan, including attention to relevant personal issues. Share it with the class. (10%) 2-5 pp.

2.2 Revise your Goals and Workplan. Share with class. (10%)

2.3 Turn in revised document with changes in italics and deletions in strikethrough.

3) Class Participation: Attending, joining in, sharing: (5%)

4) Topic Memo: (5%) (Due 11/22).
Recommended Texts:


Perlmutter,, Baily and Netting, Managing Human Resources in the Human Services (2001) (aka MHRHS)

Barbeito/Bowman, Nonprofit Compensation and Benefits Practices (aka NPCP)

Tropman, The Total Compensation Solution

CP/

Suggested Resources:

Encyclopedia of Social Work (aka ESW)

Encyclopedia of Business (aka EB)¹


¹ I am referring her to the 1995 edition. There is a later edition, but this is the one we have at the moment. It is in the grad library. The call number is HF 1001 .E4661 1995


Also please consider subscribing to the Wall Street Journal. Special enrollment forms will be handed out in class.
WEB SITES – ORGANIZATIONAL BEHAVIOR

http://mars.wnec.edu/~achelte/ob1/lprob01/index.htm
Table of Contents Author: LT Best experienced with Click here to start. What is Organizational Behavior Click here to start What is Organizational Behavior
More Like This

http://www.lewisu.edu/~culleema/surfront.html
On line surveys from Whetten and Cameron

FastCompany Home Page
http://www.fastcompany.com/home.html
Fast Company Magazine, the handbook of the business revolution.

http://ursus.jun.alaska.edu/
Brain Food for Managers

http://www.ccl.org/
The Center for Creative Leadership is an international, nonprofit educational institution. Through our research, we are developing models of managerial practice. Through our training programs and products, we are applying these models as guides for assessment and development. This combined approach makes our research accessible and our training practical.

http://point-blockbusternet.lycos.com/reviews/WorkingWomen_12396.html
National Association for Female Executives

Surviving in no-man’s land

http://www.insiderviews.com/epubs/myths/genfebt.htm
Insider Views: Illusion of Inclusion, Myths related to genders
In their efforts to be accepted by male colleagues, it appears women who break into higher-level management positions tend to pattern their behaviors after the businessmen around them.
WEB SITES - HUMAN RESOURCES MANAGEMENT

http://www.human-resources.org/
Human resources innovative practices - best practices library
The human resources learning center presents HR best practices, benchmarking studies, reengineering and technology news.

http://expert-market.com/index-didit.html
The management consultant human resources environmental expert m...
A management consultant human resources environmental expert marketing . Free database of over 200,000 consulting firms and nationwide network of pre-qualified network of Premier Consulting Firms.

http://www.hrcinc.org/
Human Resources Center, Inc.

Canadian Council of Human Resource Associations

http://www.escap-hrd.org/
Human Resources Development in Asia and the Pacific

http://www.hbsp.harvard.edu/home.html
Harvard Business Review

http://www.readersndex.com/imprint/000002f/00002t1/author.html
Wall Street Journal

http://www.tompetersgroup.com/
Tom Peters Survival Page

http://www.acessone.com/~toddj/mbti_links.htm
Myers/Briggs Source Web Site

http://www.nafe.com/
National Association for Female Executives

http://www.zonta.org/
Zonta International – Association to Improve the Status of Women since 1919

http://www.catalystwomen.org/research.html
Catalyst

http://www.dol.gov/dol/wb/
Women’s Bureau Home Page

http://homearts.com/depts/relat/01eqqab5.htm

http://trochim.human.cornell.edu/gallery/young/emotion.htm
Emotional Intelligence
Some “Sample” Text From Performance Appraisals

1] Since my last report he has reached rock bottom and started to dig.

2] His men would follow him anywhere, but only out of morbid curiosity.

3] I would not allow this employee to breed.

4] This employee is really not so much of a has-been as a will-never-be.

5] Works well under constant supervision and cornered like a rat in a trap.

6] Whenever she opens her mouth it is only to replace the foot that was previously there.

7] He would be out of his depth in a parking lot puddle.

8] This young lady has delusions of adequacy.

9] She sets low personal standards and then consistently fails to achieve them.

10] This employee should go far, and the sooner he starts and the farther he goes, the better.

11] This employee is depriving some village somewhere of an idiot.
INTRODUCTION

From Scientific Mgt. To HR Mgt.


Through a Glass Darkly: HR and the Profession of Social Work


MHRHS, Ch. 1 & 2
NPCP, Ch 1 and 2

CURRENT ISSUES

Diversity Enhancement - Gender as a Special Case

MHRHS, Chapter 6, “Supporting Diversity”


SBS, Ch. 7,

CP1- NASW Social Work Salaries
CP2 -Miller, “Where Women Out-Earn Men”
CP3- Huber/Orlando “Persisting Gender Differences in Social Work Incomes ...”
CP4-Ozawa/Law, “Earnings History of Social Workers...”


*Temps/Employee Leasing/Job Share/FlexTime/Virtual Office/Private Practice*


*Sharpen the Saw: Managing Your Career*

3 9/20  **STAFFING, JOB DESIGN; RECRUITMENT/SELECTION, RIF, TURNOVER**

MHRHS, Ch. 9, Protecting Managers as Workers”

SBS, Part 2, Chs.,3,4,5


P&A, Chs. 2 & 3.


4 9/27  **Staffing (cont); Reports**

5 10/4  **APPRASIAL, TECHNIQUES PROBLEMS;/TRAINING AND DEVELOPMENT-1**

SBS, Part 3, Ch. 6,7,8


6 10/11  **APPRASIAL, TECHNIQUES PROBLEMS;/TRAINING AND DEVELOPMENT-2**

Sally Allen  UMHRD


MHRHS, Ch. 10, “Evaluating Program Effectiveness”
7  10/18  No Class/Work on Project/Groups

8  10/25  REWARDS - MOTIVATION
Rewards - Theory old and New.
Managing Mutual Expectations and Mutual Rewards

SBS, Part 4, Ch. 9,10,11,12
EB, “Employee Motivation,” p. 499ff
MHRHS, Ch. 8 “Motivating, Appraising, Rewarding”


CP10 - Schervish, P. “Just Compensation”

9/10  11/1  TOTAL COMPENSATION” Base Pay, Augmented Pay, Indirect Pay, Perks Pay, Workspay/Opportunity for Growth/Advancement/Psychic Income/Quality of Life/the X Factor

11/8

NCBP, Ch 4., Ch. 5
SBS, Chs. 7,8, 12, 13.
Tropman, The Total Compensation Solution
EB – Vol 1

Absenteeism, p. 1
Affirmative Action, p. 14ff
Age and Employment, p. 25ff
Aids in the Workplace, p. 31ff
Aliens, Employment of, p. 34
Americans with Disabilities Act, p. 34ff
Career and Family, p. 177ff
Child Care/Elder Care, p. 213ff
Civil Rights Act of 1991, p. 220ff
Comparable Worth, p. 248ff
Diversity Culture, p. 433ff
E A Ps, p. 492ff
EEOC, p. 537ff
Equal Opportunity, p. 538ff
Executive Development, p. 554ff
Fair Labor Standards Act, p. 577ff
Family Leave, p. 578ff
Handbooks and Manuals, p. 715f
Health Insurance Options, p. 727ff
Illiteracy in the Workplace, p. 745ff

EB Vol 2

Labor Law, p..882ff
Labor-Mgt. Relations p. 887ff
Labor Unions, p. 889ff
Layoffs, p..896ff
Leadership, p. 898ff
Management, p..941ff
OSHA, p. 1085ff
Organizational Development, p. 1121ff
Profit Sharing, p. 1200ff
Retirement Planning, p. 1260ff
Sex Discrimination, p. 1316ff
Sexual Harrassment, p. 1322ff
Stress in the Workplace, p. 1385ff
Teams, p. 1411ff
Temporary Employment, p. 1436ff
Unemployment, p. 1477ff
Vocational Rehabilitation, p. 1505ff
Worker’s Compensation, p. 1529ff

ESW

Unemployment Compensation and Workers’ Compensation , p. 2413ff
Unions, p. 2418ff
Source Materials


Journals

Administration in Social Work
American Compensation Review
American Review of Public Administration
Economic Development Review
Group and Organization Studies
Harvard Business Review
Journal of Health and Social Policy
Journal of Voluntary Action Research
Management Review
Management Science
Nonprofit Management and Leadership
Nonprofit World
Social Policy and Administration
Social Service Review
Social Work
The Social Worker/Le Travailleur Social
Training and Development Journal
Midterm/Interim
Course Information

**Keep:** Here’s what is good about this course. Keep it up.

**Stop:** Here are things I find less than helpful. Please discontinue.

**Start:** Here are things I need to have happen for me to improve. Please initiate.