I. Catalog Course Description

Core theories, dynamics, functions and ethics of human resource management in private and public human services organizations are analyzed with particular focus on the knowledge, skills and abilities necessary to successfully recruit, retain and develop the workforce necessary to achieve the mission of the organization. The substantive areas covered in this course include industry standard human resource policies and procedures in the areas of staff recruitment and selection; developing classification and compensation systems; establishing employee performance standards and conducting performance evaluations; developing and supporting a diverse workforce; employee and organized labor relations; maintaining a safe, discrimination and harassment free workplace; training and professional development; and, strategic human resource planning.

II. Course Overview

The course content builds on the skills, knowledge and values base acquired in the first year of generalist practice and foundation. Students develop the knowledge and skills relating to managing human resources in public and private human services organizations. Students are presented with the opportunity to learn applicable theoretical frameworks; social work ethics as they apply to the management of human resources; the nature and dynamics of component functions of human resource management such as classification and compensation, creating and supporting a diverse workforce, designing and classifying jobs, hiring and recruitment, employee relations, training and professional development and performance management. Students have the opportunity to learn and apply theory and principals to case situations, gain understanding of the dynamics and requirements of human resource management, and acquire the competencies necessary to perform this function in a public or private organization.

III. Place of Course in the Curriculum

This is an elective for all students. The prerequisite is satisfactory completion of the first year professional foundation courses. The course also serves toward meeting the distribution requirement for students in the Management and Policy Concentration.
III. Course Objectives and CSWE Competencies Addressed by this Course

At the conclusion of this course, students will be:

1) Familiar with the key components and concepts of human resource management and the related terms and concepts;
2) Able to describe the history and theoretical bases of human resource management in social work and the human services;
3) Able to utilize diagnostic frameworks, laws and regulations, ethical codes and principles of equity and efficiency to analyze and respond to human resource issues;
4) Able to understand the principles and practices for staff recruitment, selection, compensation, performance evaluation, retention, separations and the interlocking nature of these activities;
5) Able to understand and apply the principles and techniques associated with creating, supporting and maintaining a diverse workforce that is free from harassment and discrimination;
6) Able to understand and apply the principles and techniques of training and professional development;
7) Able to understand and apply the laws, methods and processes associated with employee and labor relations;
8) Able to apply theories and concepts appropriately and effectively to analyze human resource management case scenarios; and
9) Able to think and plan strategically for human resources.

CSWE Competencies Addressed by this Course

Competency 1: Demonstrate Ethical and Professional Behavior

Associated Behaviors:

- Use critical thinking to apply the NASW code of ethics to analyze ethical issues related to human resource management and policy;
- Identify personal values that enhance or hinder one’s ability to work effectively within an organization and use supervision to examine these values; and
- Use electronic records and other emerging technologies ethically within a larger management and policy context; assure confidentiality of client data; and appropriately use informed consent in interventions.

Competency 2: Engage Diversity and Difference in Practice

Associated Behaviors:

- Uphold and can identify the concepts of cultural competence, affirmative action, equal opportunity employment, and an harassment and
discrimination free workplace within the organizational or community setting in which they practice; and,

- Identify organizational practices that explicitly or implicitly reflect institutional racism, sexism, gender bias, disability bias, religious and/or ideological bias and other forms of discrimination and suggest effective ways to eliminate such practices

**Competency 5: Engage in Policy Practice**
Associated Behaviors:

- Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing and delivery of such services;
- Analyze policies for the identification and elimination of elements that result in either intended or unintended consequences of racism, gender bias, homophobia, religious and/or ideological, and other prejudices inconsistent with social work values; and,
- Assess the process of policy implementation at the community or organization level and analyze the degree of the fidelity of the implementation to the original intent of the policy.

**Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities**
Associated Behaviors:

- Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with key members of the relevant communities and constituencies being served, with the ongoing intention of obtaining community and stakeholder input and facilitating community empowerment; and,
- Promote an organizational culture that values and rewards community engagement and service by its staff.

- **Identify and promote organizational practices that affirm the inclusion of**
  Community members across organizational levels including those of governance, management, staff and volunteers.
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Associated Behaviors:

- Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context;

IV. Readings for Course

Required Text:


Suggested Texts:


Other Readings:

Required readings, including those from the required texts, are marked with a *. Readings other than those in the required text may be found in the instructor’s course shell. Other readings listed, but not required, are suggested for your information and further scholarship. These latter are not in the course shell but may be accessible electronically through the Rutgers Library System.

VI. Course Requirements

Students are expected to attend class, complete course readings weekly, and effectively participate in class discussions.

Assignments for this course include: a midterm examination requiring the application of the theory, procedures, principles and insights contained in assigned readings and class discussion to a case example presented by the instructor and a final examination to be given the 15th week of class. Additional information on these assignments, along with related requirements will be provided in class.
VII. **Grading**

Grading will be weighted as follows: class participation 15%; Midterm examination 35%; and, final examination 50%. Grades will be negatively affected by excessive (more than three) unexcused absences and/or late completion or performance of assignments.

**Grading Standards**

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

**Grading Criteria**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>92-100</td>
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<tr>
<td>B+</td>
<td>87-91</td>
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<tr>
<td>B</td>
<td>82-86</td>
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<tr>
<td>C+</td>
<td>77-81</td>
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<tr>
<td>C</td>
<td>70-76</td>
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<td>F</td>
<td>0-69</td>
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*Scores to be rounded up at .5*
VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

IX – Course Outline

Session 1. – Course Introduction – Defining Human Resource Management:
Historical and Theoretical Frameworks; General Legal and Regulatory Frameworks; Human Resources as a Key Strategic Organization Function


Session 2. - The Ecology and Ethics of Human Resource Management:
General and Human Services Specific Workforce and Labor Market Issues and Trends; Applications of the NASW Code of Ethics to Human Resources Practice.


**Session 3. - Classification Systems:**
Developing and Modifying Job Descriptions and Specifications; Using Bona Fide Occupational Qualifications; Classification Frameworks and Related Issues for Public and Private Organizations.


Mathis, R., Jackson, J., Valentine, S. & Meglich P. (2017) Chapter 4*


[http://www.onetonline.org/](http://www.onetonline.org/) O*net online – Scan website for useful material on job description and classification

**Session 4. – Compensation Systems:**
Creating and Maintaining Competitive Salary Levels and Ranges; Mandatory and Optional Fringe Benefits Special Issues in Pension and Health Benefit Management.


Session 5. – Recruitment, Selection and Hiring Processes:
Communicating and Advertising Job Opportunities; Hiring Practices that Maximize Equal Opportunity and Diversity; Interviewing Prospective Candidates; Conducting Background Checks – Avoiding “Negligent Hiring” Communicating and Negotiating Terms and Conditions of Employment;


Session 6. – Training and Professional Development:
Types and Methods of Training; New Applications of Information Technology to Training; Mentoring and Succession Planning.


**Session 7. – Line and Administrative Supervision:**
**Administrative, Educational and Supportive Components.**


**Session 8. – Setting, Managing and Enforcing Performance Standards:**
**Providing Regular Feedback to Employees; Conducting Performance Appraisals; Establishing and Implementing Consequences for Performance - Rewards and Sanctions.**


**Session 9. – Supporting and Maintaining Diversity and Equal Opportunity:**
Maintaining and Harassment and Discrimination Free Workplace; Supporting and Maintaining Diversity; Legal and Regulatory Requirements; Dismantling Glass Ceilings and Elevators.


Mor Barak, M. (2015). “Inclusion is the key to diversity management, but what is inclusion?” *Human Services Organizations: Management, Leadership & Governance* 39 (2)P.83-88.*


Session 10. – Employee Relations:
Employee Rights and Progressive Discipline; Maintaining Fairness and Transparency; Developing a Personnel Handbook - Significance and Issues; Dealing with Employee Substance Abuse, Violence and Other Dysfunctions.


Session 11. Employee Relations – Continued:
Managing Relations with Organized Labor - Auspices, Unionization, Collective Bargaining, Job Actions, etc.; Assuring Worker Health and Safety; Managing Employee Risk, Liability and Litigation; Employee Assistance Programs.


**Session 12. – Special Issues in Human Resource Management:**
Use of Temporary Employment Agencies; Use of Volunteers; Issues in Use of Consultants and Part Time Workers; Issues in Downsizing and Rightsizing the Workforce; Dealing with Work/Family Balance Issues.


Session 13 – Maximizing Employee Retention:
Promoting a Sense of Collective Organizational Ownership, Belonging and Accomplishment; Analyzing Competitiveness of Salaries, Benefits and Growth Opportunities; Conducting the Exit Interview; Distinguishing Between Avoidable and Unavoidable Turnover; Anticipating and Managing Turnover


Session 14 – Strategic Planning and Leadership for Human Resources


X. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University’s Academic Integrity Policy is as follows: “Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

1. Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
2. Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.

3. Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

4. Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct.

The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see:

http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination.

IX. **Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the
campus where you are officially enrolled, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines).

If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: [https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form).

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers.edu, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu. Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

**Human Resource Management – Fall (2016)**

**Bibliography**


P.258-281.


Busi, D. (2014). “Issuing a written disciplinary action”. Supervision, 75 (6). P. 6-10*


Fracaro, K. (2013). “Monitoring performance to achieve excellence.” Supervision,


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Ng, I. (2010). “What if social workers were paid more?” *Administration in Social Work, 34* (4). P.351-360


Nonprofit World. “”Why are Your Employees Leaving?” *Nonprofit World* 26 (4), P.4.


Annotated Listing – Human Resource Management Websites

www.eanj.org
Employers' Association of New Jersey – This is a modestly priced membership organization that provides excellent guidance to employers on employee matters such as FMLA, policy manuals, ADA issues, etc

http://www.state.nj.us/csc/authorities/faq/appointing/eeo_aa.html
The State of New Jersey - Civil Service Commission – This is the gateway to all forms of public employment in New Jersey and offers information on the civil service system, available positions, employment policies and services and job-seeking tips.

Center for the Study of Ethics in the Professions (Illinois Institute of Technology).
This site promotes education and scholarship relating to the professions. It has links to a library of resources relating to the study of ethics as well as a collection of codes of ethics from various fields to use when comparing codes from different professions.

HR Magazine
This magazine has articles on human resource management issues such as compensation, diversity, interviewing, and safety, with some articles made available to non-members.


The IPMA Assessment Council (IPMAAC) is the leading organization of applied personnel assessment professionals with more than 600 members actively engaged in practice, research, and training in personnel assessment to meet the needs of both public and private organizations. IPMAAC interests and activities cover the full range of assessment methods and applications, from use of personnel tests and interviews for employee selection to measurement of the productivity of organizations as a component of productivity and customer service improvement programs. If you are a member of IPMA, you are also a member of IPMAAC.

The International Personnel Management Association (IPMA) is a non-profit organization representing the interests of public sector HR professionals. IPMA has individual, affiliate, emeritus, and student memberships. Students get a great discount on memberships. Some of the benefits offered to members are multiple publications, local chapters, and savings on professional development opportunities, certifications, and memberships to other federal associations. There are some publications available to non-members as well. IPMA publishes the journal Public Personnel Management. This website is a very comprehensive site on anything related to Human Resources. It has the great feature of a HR work index that is a list of over 4,000 Web sites for HR professionals. All of the sites have been researched and qualified by Cornell University.

Mousetrap Media. World Federation of Personnel Management Associations. The World Federation of Personnel Management Associations (WFPMFA) is a global network of professionals in people management. WFPMA is the world parent federation to associations such as SHRM. Member representatives of the various world associations meet regularly to commission research projects, publish a newsletter, and to run an international congress every two years. Information on the events of the regional associations if available on this page.

Members of NASW can access the Code of Ethics from this site, as well as Standards
http://www.shrm.org/
Society for Human Resource Management - This website is a site that has resources for human resources management, but is only accessible to members of the society. Examples of the resources available to members are Diversity Toolkits, Benefits Toolkits, Compensation Toolkits, Employee Relations Toolkits, Legal Reports, and Training Resources. Professional membership dues in the Society for Human Resource Management are $160 per year. Student membership costs just $35 per year.

http://www.onetonline.org/
O*net online - This site provides groupings of job classifications and titles and can help an HR person: build a job description, assess average salaries by titles and region, properly classify titles, etc.