

Rutgers, the State University
Intensive Weekend Program - MSW
Supervision and Human Resource Management

Course Number: 19:910:596
Course Title: Supervision and Human Resource Management
Instructor:
Phone:
Email:

Semester:

Goes Live:

In Class sessions:

On-Line sessions:

Course Description

This course combines content on Human Resource Management (HRM) and Supervision to provide an overview of the *processes, practices, and systems* involved in employing people in private and public settings. We will examine the place of HRM in the larger organization, the tasks that HRM encompasses, the skills necessary to carry out those tasks, and the crucial role that supervisors play as the implementers of HR actions.

Course Overview

Human Resource Management (HRM) encompasses the *recruitment, selection, development, evaluation, and utilization* of any organization's most costly resource-- its employees. Personnel management is a general responsibility of all people occupying administrative and supervisory positions within the organization, and familiarity with its components and practices is important for direct practitioners as well as those focusing on management and community practice.

We will review the *administrative, supportive and educational functions of supervision* in a range of social work settings, examining the ethical and legal dimensions of supervision as the impact of diversity upon the supervisory process. Specific attention will be paid to the application of HRM principles in human service organizations, the knowledge and skills needed for managing and supervising personnel, and on the complex decisions involved when "competing goods" collide.

Place of the Course in the Program

This course is a prescribed elective in the Intensive Weekend program, generally taken in the second or third year of study upon the completion of foundation courses.

Mission of the School of Social Work:

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being in this diverse and increasingly global environment of New Jersey and beyond.

School wide Learning goals

Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

The Council of Social Work Education Policy and Accreditation Standards

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage.

The Rutgers School of Social Work has integrated the CSWE competencies within its curriculum.

Course Objectives

At the conclusion of this course, participants will be:

- 1) Able to define and understand the supervisory, educational, and supportive roles of the supervisor and apply these concepts to practice examples.
- 2) Able to evaluate critical issues, including ethics and cultural competence, as they apply to supervisory processes.
- 3) Able to apply the knowledge base on supervision to their own and others' professional development.
- 4) Able to identify the key characteristics of supervision and consultation and articulate their similarities and differences.
- 5) Familiar with the key components of human resource management and the related terms and concepts.
- 6) Able to apply these concepts to their own employment experiences.

- 7) Able to utilize the diagnostic framework, laws and regulations, ethical codes and principles of equity and efficiency to analyze and respond to personnel issues, including supervisory obligations.
- 8) Understand the principles and practices for staff recruitment, selection, compensation, evaluation and separations and the interlocking nature of these activities.
- 9) 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 a pluralistic work environment.
- 10) Use environmental scanning and research to learn about contemporary human resource management issues as they affect social service settings.
- 11) Have a healthy discussion about human resource management and supervision in students' areas of work and practice.

Core Competencies and School-Wide Learning Goals

This course seeks to develop students' competencies in supervisory and management practice in their abilities to demonstrate ethical and professional behavior, to engage diversity and difference in practice, and to engage, assess, intervene and evaluate with organizations.

School-wide learning goals seek to prepare students for practice and leadership roles in the fields of social work and social welfare: To identify as a professional social worker and conduct oneself accordingly; to apply knowledge of human behavior and the social environment; and to apply critical thinking to inform and communicate professional judgment.

Required Texts and Other Readings

Kadushin, A. & Harkness, D. (2014). *Supervision in Social Work* (5th ed.). New York: Columbia University Press.

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2014). *Fundamentals of Human Resource Management*, 6th ed. Boston: McGraw-Hill.

Other course materials will be posted on E-College. The bibliography and electronic resources include other useful resources for your continued learning.

Teaching Methods and Course Expectations

The class format is based on the understanding that course participants are prepared and active learners. Reading the assigned materials is a prerequisite to getting the most out of online and in-class sessions and successfully meeting the course objectives. Your preparedness allows us to use class time to address questions and apply the readings to exercises to develop and refine your skills. The learning experience will be very positive and provide you with a fundamental understanding Human Resource Management and Supervision. You will most definitely enjoy applying the concepts and knowledge to

the workplace if you read, engage with the instructor and your peers, complete all assignments on time and actively participate in all class sessions and online dialogue opportunities.

The success of this class depends on the development of a supportive learning environment, reflecting the values of the social work profession. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience and opinions to readings and assignments. We will appreciate your contributions to making this a safe and respectful class for learning and growth. We strongly encourage open, honest and respectful discussion and dialogue.

This course will use a variety of teaching and learning methods, including lectures, group discussion, role-plays, videos. You are expected to actively participate, drawing from assignments, readings, your field placements, and other work experience. I will be available by phone and email to address questions that may arise between class sessions. You are encouraged and welcomed to outreach me and seek me out.

The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. Thank you for turning them off during our class and online sessions. We will make needed adjustments throughout the course, after open dialogue and full assessment of the need for the benefit of the entire class.

Attendance and Punctuality. Students are expected to arrive on time and to be present for the entire day during in person meetings of their course. Students will be penalized by points deducted from the final grade for lateness or partial absence, particularly if this is a repeated occurrence.

Students are expected to attend all class and any on-line sessions having read assigned materials and fully prepared for discussion and assigned activities.

Full attendance is critical as course material covered in a single full day session is tantamount to 1/4 or 1/5 of course content. Therefore, full attendance is required to achieve credit for this course. An exception for one day's absence may be made only in the event of a serious and unforeseen emergency or illness/death in the immediate family. Written notification or request, prior to the occurrence if possible, and **approval of both the instructor and the Director of the program** are required to be excused from the class; relevant documentation of the occurrence must also be provided.

Students can expect to be penalized for missing a session by 10 points deducted from the final grade for the absence. They may regain partial credit by completing a paper that is in accordance with the specifications and to the satisfaction of the instructor. All other absences that do not meet this criterion and absences in excess of one day will result in No Credit for the course. The student should contact the Director to discuss course withdrawal policies and course make-up/re-registration if they require missing class for any other purposes, or are absent for more than one day for any reason.

Similarly, students are expected to attend online sessions of their course, as scheduled, if these are part of the course. While these sessions are recorded, listening to a recording is not fully comparable to participation with fellow students and the instructor. Students can expect to be penalized for online session absences by 5 points deducted from the final grade for each absence. They may regain partial credit for each incidence by completing a paper that is in accordance with the specifications and to the satisfaction of the instructor.

Grading

Several methods will be used to determine your progress in the class and your achievement of the course objectives. The assignments and grading criteria are described below. All written assignments should use references following APA format and be typed (12 font) or word processed using correct grammar, punctuation and spelling. Pages should be numbered and length of papers should remain within the stipulated limit for the assignment. Please see assignment section of the course shell for a full description and expectations for each assignment.

15%	Attendance, preparation, participation, including threaded discussions
25%	Supervisor Interview
30%	Case Example: Supervisory Functions, Style and Technique
30%	HRM Performance, Data Management and Supervision

- A 92-100
- B+ 87-91
- B 82-86
- C+ 77-81
- C 70-76
- F 0-69

*Scores to be rounded up at .5

A: An outstanding assignment. Goes beyond the written assignment, exceeding the assignment criteria (e.g., additional literature is cited where none is required by the assignment, the author effectively integrates relevant concepts and analysis from beyond the course). The author demonstrates an exceptional grasp of the relevant concepts, creates a unique synthesis of the content, and produces an innovative analysis. Work is completed by the due date.

B+: An excellent assignment. Meets or exceeds all the criteria described for the assignment. Careful thought and strong scholarship are evident. The written work is free of errors in grammar, spelling, and punctuation.

B: Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly.

C+: Assignment is adequate but below expectations for graduate level work. The paper follows the criteria for the assignment, but the writing is unclear or contains errors in spelling or grammar. The author does not demonstrate sufficient depth of analysis and makes insufficient linkages to course material and reading and may have problems in correctly citing sources.

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), with errors in spelling, grammar, or

organization that affect overall coherence. Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

F: Significant problems with the completion of the assignment. For example, the author did not follow or complete the assignment guidelines, the author's written work is confusing and unclear; spelling or grammatical errors are prevalent; relevant course material is not cited, discussed, or integrated into the paper; the author provides no or little thoughtful analysis and original thought.

You are expected to complete assignments on time. If for some reason you cannot meet the established deadline, you must contact me **prior** to the due date and contract for a new due date. Failure to turn in an assignment without contacting the instructor before the due date will result in a penalty or failure.

Effective written communications are an essential managerial skill, and thus are part of your evaluation for the course. While it is reasonable to have another person proofread and/or offer suggestions about a paper you are about to submit, it is inappropriate for that person to revise your paper. It is also unethical to submit work that has been *heavily* edited by another person—essentially, written or re-written by someone else, even if it is based on your own ideas and research.

Course Evaluation

Rutgers University issues an online survey that evaluates both the course and the instructor. This survey is completed by students just after the second weekend of classes, and all answers are confidential and anonymous.

Course Outline

PRE-SESSION

Weekly required readings coincide with activities and assignments due during this period.

Topics/Themes:

- Understanding Human Resource Management from the employee perspective
- Keeping abreast of contemporary issues in HR and introduction and general overview of Supervision

Week 1: Introduction to Human Resource Management and Supervision

1) Required Readings:

a) Noe, Hollenbeck, Gerhart, & Wright:

Chapter 1, Managing Human Resource

Chapter 2, Trends in Human Resource Management

Chapter 3, Providing Equal Opportunity and a Diverse Workplace

Chapter 4, Analyzing Work and Designing Jobs

b) Kadushin and Harkness:

Chapter 1, History, Definition, and Significance

Chapter 2, Administrative Supervision

c) Other required readings:

NASW. *Clinical Social Work Practice Update*. June, 2003, Volume 3, Number 2.

NASW. National Association of Social Workers Board. *Best Practice Standards for Social Work Practice 2013*.

Dewane, Claudia F., *Supervisor, Beware: Ethical Dangers in Supervision*. Social Work Today. Vol. 7 No. 4 P. 34

Smith, M. K. *The functions of supervision*. The Encyclopedia of Informal Education. 2011.

2). Assignment

1st Threaded discussion (Interview Process and Career Mobility) is due:

Ist On-line session

Week 2: Employee Recruitment and Selection

Topics/themes:

- 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; _
- On Boarding Employees

1. Required Readings:

a). Noe, Hollenbeck, Gerhart, & Wright:

Chapter 5, Planning for and Recruiting Human Resources

Chapter 6, Selecting Employees and Placing Them in Job

b). Kadushin & Harkness

Chapter 3, Administrative Supervision: Problems in Implementation

Chapter 4, Educational Supervision: Definition, Differentiation Content, and Process

c). Other required readings:

Froschheiser, L. (2009). "Work with the best: How to find employees you need." *Nonprofit World* 27 (5). P. 22-23

Gonzalez, R. (2015). "Fill Your Organization With Talented People". *Nonprofit World* 33 (1), P. 24-25.

Schroffel, A. (2012). "The use of in-basket exercises for the recruitment of advanced social service workers". *Public Personnel and Management* 41 (1), p. 151-160.

Ramsey, D. (2015). "Getting New Hires Off to a Smart Start". *Supervision* 76 (5), P. 3-5.

2. Assignments

2nd Threaded discussion is due:

Week 3 and 4: Training, Performance and Development

Topics/Themes:

- Types and Methods of Training;
- New Applications of Information Technology to Training;
- Mentoring and Succession Planning
- Evaluation and Performance
- Regular Feedback to Employees; Conducting Performance Appraisals;
- Establishing and Implementing Consequences for Performance, Rewards and Sanctions.

1). Required Readings:

a) Noe, Hollenbeck, Gerhart, & Wright

Chapter 7, Training Employees

Chapter 8, Managing Employees' Performance

Chapter 9, Developing Employees for Future Success

b) Kadushin & Harkness

Chapter 5, Principles and Problems in Implementing Educational Supervision

Chapter 6, Supportive Supervision

c) Other required readings:

Stanley, T., (2012). "Delegating for Success". *Supervision* 73 (4), P. 7-10).

Austin, M., Regan, K. Samples, M., Schwartz, S. & Carnochan, S. (2011). "Building managerial and organizational capacity in nonprofit human service organizations through a leadership development program". *Administration in Social Work*, 35 (3). P.258-281.

Foster, S. (2012). "Training solutions". *Supervision* 73 (2). P. 3-4.

Froelich, K., McKee, G. & Rathge, R. (2011). "Succession planning in nonprofit organizations". *Nonprofit Management and Leadership* 22 (1), p.3-20.

Gothard, S. & Austin, M. (2013) "Leadership succession planning: Implications for nonprofit human services organizations." *Administration in Social Work*, 37 (3). P.272-285.

Weiss, W. (2014). "Training methods and programs." *Supervision*, 75 (2). P. 18-22.

Amsler,G., Findley, H. & Ingram, E. (2015). "Performance Monitoring: A Guide to the American Workplace." *Supervision* 76 (1), P. 15-21.

Becker, K., Antuar, N. & Everett, C. (2011). "Implementing an employee performance management system in a nonprofit organization". *Nonprofit Management and Leadership* 21 (3), 255-271.

Miller, C. & Thornton, C. (2006). "How accurate are your performance appraisals?" *Public Personnel Management*, 35 (2), 153-162.

2) Assignment

1st Assignment – Supervisor Interview

1st in -Class Sessions:

Week 5 and 6: Employee Performance , Pay Structure, Retention and Separation

Topics and Themes:

- Creating and Maintaining Competitive Salary ; Levels and Ranges; Mandatory and Optional Fringe Benefits
- Employee Rights and Progressive Discipline
- Maintaining Fairness and Transparency; Developing a Personnel Handbook
- Progressive Discipline

1) Required Readings:

a) Noe, Hollenbeck, Gerhart, & Wright

Chapter 10, Separating and Retaining Employees

Chapter 11, Establishing a Pay Structure

Chapter 12, Recognizing Employee Contributions with Pay

b) Kadushin & Harkness

Chapter 8, Evaluation

c) Other required readings:

Ben-Ner, A., Ren, T. & Paulson, D. (2011). "A Sectoral comparison of wage levels and wage inequality in human services industries". *Nonprofit and Voluntary Sector Quarterly*, 40 (4), P. 608-633.

Reddick, C. (2009). "The importance of employee health benefits to public and private sector organizations." *Public Personnel Management* 38 (2). P. 49-68.

Ronza, P. (2009). "Nonprofit compensation: To pay or not to pay." *Nonprofit World* 27 (5). P. 16- 17.

Schweitzer, D., Chianello, T. & Kothari, B. (2013). "Compensation in social work: Critical for satisfaction and a sustainable profession." *Administration in Social Work* 37 (2). P. 147-157.

Zimbalist, A. (2010). "The gender wage gap". *Harvard Business Review* 88 (9) P. 21-23.

2) Assignments

- # 3rd Threaded discussion
- 2nd on-line session
- # 2 Assignment – Supervisory Case Study

Week 7 and 8: Valuing Diversity and Meeting Other HR Challenges and Goals

Topics/Themes:

- Supporting and Maintaining Diversity and Equal Opportunity
- Maintaining an Harassment and Discrimination Free Workplace;
- Supporting and Maintaining Diversity; Legal and Regulatory.
- Labor Relations
- Collective Bargaining
- Global HR
- Managing Crisis as a Supervisor

1). Required readings:

a) Noe, Hollenbeck, Gerhart, & Wright

Chapter 15, Collective Bargaining and Labor Relations

Chapter 16, Managing Human Resources Globally

b) Kadushin & Harkness

Chapter 10 Problems and Innovations

c). Other required readings

Castillo, R. & Zalenski, J. (2008). "Is Your Organization Culturally Competent?" *Nonprofit World*, 26 (6), p. 18-21.

Kunreuther, F. (2010). "Are you prepared for the multi-generational workplace?" *Nonprofit World* 28 (6), p. 7.

Leasher, M. & Miller, C. (2012). "Discrimination across the sectors: A comparison of discrimination trends in private and public organizations." *Public Personnel Management*, 41 (2). P.281-326.

Rigsbee, E. (2012). "The value of rock-solid relationships in turbulent times". *Nonprofit World* 30 (1), p.12-13.

Schwab, K. (2011). "Volunteers: Recruit, place and retain the best." *Nonprofit World* 29 (6), p.16-17.

2) Assignments

2nd in-class sessions

Week 9: Wrap-up and Final Assignment

1) Assignments: Final Paper/assignment

3 Supervision /data management assignment is due:

XI. 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:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- 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.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual 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:

XII. 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>. If the documentation supports your request for reasonable accommodations, your campus's 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>