

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
19:910:528  
HUMAN RESOURCE MANAGEMENT  
Intensive Weekend

Instructor:  
Email:  
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Office Hours:

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**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 MSW foundation curriculum. Students develop the knowledge and skills relating to managing human resources in 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.

As students read through this syllabus, they should also remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

**III. Place of Course in Program**

This is an elective for all students. The prerequisite is satisfactory completion of the MSW foundation curriculum. The course also serves toward meeting the distribution requirement for students in the Management and Policy Specialization.

#### **IV. The Council on Social Work Education Policy and Accreditation Standards**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. The competencies assessed in this course include:

##### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

##### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

### **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with

clients and constituencies in developing a mutually agreed-upon plan.

**[Explore the entire set of 2022 CSWE competencies.](#)**

**V. Course Objectives**

At the conclusion of this course, students will be:

- Familiar with the key components and concepts of HRM and the related terms and concepts;
- Able to describe the history and theoretical bases of HRM in social work and the human services;
- Able to utilize diagnostic frameworks, laws and regulations, ethical codes and principles of equity and efficiency to analyze and respond to HR issues;
- Able to understand the principles and practices for staff recruitment, selection, compensation, performance evaluation, retention, separations and the interlocking nature of these activities;
- 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;
- Able to understand and apply the principles and techniques of training and professional development;
- Able to understand and apply laws, methods and processes associated with employee and labor relations;
- Able to apply theories and concepts appropriately and effectively to analyze HRM case scenarios; and
- Able to think and plan strategically for human resources.

**VI. Required Readings**

ALL readings are available on the course's Canvas site (within the "Modules" section) and should be completed thoughtfully before the start of the live remote (aka synchronous) class session for which they are assigned.

**VII. Attendance and Participation**

**Attendance**

Please refer to the school-wide syllabus for the standard attendance policy for classes in the on-the-ground (traditional) program.

Given the nature of the Intensive Weekend program, students' presence and active participation in class is critical to the learning experience. Students are expected to attend and be on time for all classes, both online and in person. Students who are ill should not come to class. All absences for illness or absence for any other unplanned emergency require notification of the Director of the IW program, and the Instructor before the class. When feasible, the instructor may make arrangements for accommodation and/or make up work. However, absence of 8 or more hours of class may require withdrawal and repeat of that class or credits.

**VIII. Assignments and Grading**

**Role plays**

A central, required learning component of the class is delivered through the role plays, which you will engage in twice during the term. These are graded pass-fail.

**Written assignments**

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade

for any assignment that does not confirm to APA format.

These will include an Agency Power Analysis Memo, a Jobs Analysis Memo, a Role Play Feedback Memo, and a take-home, short-essay final examination. The full instructions will be posted on each assignment's page on Canvas.

The final exam instructions will be distributed 2 weeks before the exam is due. All assignments should be uploaded by their time due to the course's Canvas site in .doc or .docx format. Late assignments can only receive credit if the student notifies and makes arrangements with the professor in advance of the deadline.

In addition to attending and participating in class sessions, an important and required part of your class engagement is through asynchronous discussion/reflection posts. You will offer a roughly 150-word post to the discussion boards found in the Async modules found on Canvas. Each discussion post is retrospective, a reflection about what you read, heard, discussed, and thought about in between class meetings.

## **Grading**

Grading will be weighted as follows:

Agency Power Analysis Memo	15%
Jobs Analysis Memo	25%
Role Play Feedback Memo	15%
At-Home Final Exam	25%
Participation & Async Activities	20%

## **IX. Course Summary**

<b>Session</b>	<b>Topic</b>
1 (9/11)	Course introductions
2 (9/18)	HRM in context
3 (9/25)	Employment rights & responsibilities
4 (10/2)	Supporting equal opportunity & inclusion
5 (10/9)	Job design
6 (10/16)	Job compensation
7 (10/23)	Work-life balance
8 (10/30)	Employee recruitment & selection
9 (11/6)	RP 1: Interviews
10 (11/13)	Labor/management relations & negotiation
11 (11/20)	RP 2: Negotiations
12 (11/27)	Employee training & development
13 (11/4)	Employee performance management & supervision
14 (12/11)	RP 3: Performance appraisals
15 (12/18)	Employee retention

## **X. Course Outline**

### **Session 1 (Sept. 11)**

**Topic: Introductions to the Course and to Effective Feedback**

*Readings:* University of Waterloo, Centre for Excellence in Teaching, Receiving and giving effective feedback: <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/receiving-and-giving-effective-feedback#:~:text=Prioritize%20your%20ideas.,you%20act%20on%20the%20feedback%3F>.

### Session 2 (Sept. 18)

**Topic:** Setting the Stage: HRM in a SW Context

*Readings:* Berry, S., Trochmann, M., & Millesen, J. (2022). Putting the humanity back into public HRM: A narrative inquiry analysis of public service in the time of COVID-19, *Review of Public Personnel Administration*, pp. 1-24.

Akingbola, K. (2015). Ch. 3, Context and nonprofit human resource management, in *Managing Human Resources for nonprofits*, New York: Routledge, pp. 55-76.

Keddy, J. (2017). The practice of social justice management, April 26. Blog post accessed at: <http://www.jimkeddyconsulting.com/blog/the-practice-of-social-justice-management>.

Bingham, S. (2020). How HR leaders can adapt to uncertain times. *Harvard Business Review*, August 4.

### Session 3 (Sept. 25)

**Topic:** Employment Rights & Responsibilities

*Readings:* International Federation of Social Workers (2012). Effective and ethical working environments for social work: The responsibilities of employers of social workers, IFSW Policy Statement, April. Accessed at: <https://www.ifsw.org/effective-and-ethical-working-environments-for-social-work-the-responsibilities-of-employers-of-social-workers-2/>

Mineo, L. (2020). How COVID turned a spotlight on weak worker rights. *Harvard Gazette*, June 23. Accessible at: <https://news.harvard.edu/gazette/story/2020/06/labor-law-experts-discuss-workers-rights-in-covid-19/>.

Bates, S. (2016). Top 10 employee handbook updates. *Society for Human Resource Management*, February.

Bauen, R. (2021). Democratic management: Lessons from worker cooperatives, *Nonprofit Quarterly*, June 2: <https://nonprofitquarterly.org/democratic-management-lessons-from-worker-cooperatives/>.

### Session 4 (Oct. 2)

**Topic:** Managing for Equity & Inclusion

- Readings:** Cohen, P., & Hsu, T. (2020). Pandemic could scar a generation of working women. *New York Times*, June. Accessed at: <https://www.nytimes.com/2020/06/03/business/economy/coronavirus-working-women.html>.
- Lambert, S. (2012). When flexibility hurts. *New York Times*, September.
- Time'sUp Foundation (2020). The Time'sUP Guide to Equity and Inclusion During a Crisis, July. Accessed at: [https://timesupfoundation.org/wp-content/uploads/2020/05/TUF\\_Jul2020\\_Guide-to-Equity-and-Inclusion-During-Crisis-Second-Edition.pdf](https://timesupfoundation.org/wp-content/uploads/2020/05/TUF_Jul2020_Guide-to-Equity-and-Inclusion-During-Crisis-Second-Edition.pdf).
- Out&Equal Workplace Advocates (2021). What's your pronoun: Strategies for inclusion in the workplace. Accessed at: [https://outandequal.org/wp-content/uploads/2021/05/Pronouns-Guide\\_final.pdf](https://outandequal.org/wp-content/uploads/2021/05/Pronouns-Guide_final.pdf).
- Work due:** Agency Power Analysis Memo due Friday, Oct. 6 by 9:00pm

#### Session 5 (Oct. 9)

**Topic:** Job Design

- Readings:** Kulik, C., Oldham, G., & Hackman, J. R. (1987). Work design as an approach to person-environment fit. *Journal of Vocational Behavior*, 31.
- Kettner, P. M. (2002). Promoting excellence through well-designed motivation and reward systems (Ch. 6) in *Achieving Excellence in the Management of Human Service Organizations*, Boston: Allyn & Bacon.
- Neilson, K. (2020). Staff who shape their own jobs help companies navigate uncertainty, says research, HRM/The Australian HR Institute, May 14. Accessible at: <https://www.hrmonline.com.au/covid-19/staff-jobs-navigate-uncertainty-research/>.

#### Session 6 (Oct. 16)

**Topic:** Job Compensation

- Readings:** Haley-Lock, A. (2007). A workforce or workplace crisis?: Applying an organizational perspective to the study of human services employment. *Administration in Social Work*, 31(3).
- Schweitzer, D., et al (2013). Compensation in social work: Critical for satisfaction and a sustainable profession. *Administration in Social Work* 37(2).
- Baird, T. (2020). Using gender pay gap analysis to inform nonprofit diversity, equity, & inclusion efforts. Forbes Nonprofit Council, February. Accessed at: <https://www.forbes.com/sites/forbesnonprofitcouncil/2020/02/04/using-gender-pay-gap-analysis-to-inform-nonprofit-diversity-equity-and-inclusion-efforts/?sh=65a2ecd1884b>.
- Repenshek, M., & Buser, C. (2007). Creating a socially just benefits package. *Health Progress*.

## Session 7 (Oct. 23)

### ***Topic:***      **Work-Life Balance**

*Readings:*      Lambert, E., Sudershan, P., Cluse-Tolar, T., Jennings, M. & Baker, D. (2006). The impact of work-family conflict on social work and human service worker job satisfaction: An exploratory study. *Administration in Social Work*, 30(3).



Pitt-Catsoupes, M., Swanberg, J., Bond, J. & Galinsky, E. (2004). Work-life policies and programs: Comparing the responsiveness of non-profit and for-profit organizations. *Nonprofit Management and Leadership*, 14(3).

Allers, K. S. (2018). Rethinking work-life balance for women of color. *Slate|Work*, March 5.

(Also refer back to Lambert, S. (2012). When flexibility hurts, Session 4.)

### Session 8 (Oct. 30)

**Topic: Employee Recruitment & Selection**

**Readings:** Kettner, P. M. (2002). Strengthening the organization through excellent recruitment, selection, and hiring practices (Ch. 11) in *Achieving Excellence in the Management of Human Service Organizations*, Boston: Allyn & Bacon.

Taproot Foundation (2010). Recruitment, hiring, & retention. *Nonprofit Human Resources Best Practices Toolkit*.

Halabourda J. (2020). Nonprofit Networking: A Young Professional's Guide to Virtual informational Interviews in the Age of Covid-19. Charity World. Accessible at: <https://charityvillage.com/nonprofit-networking-a-young-professionals-guide-to-virtual-informational-interviews-in-the-age-of-covid-19/>.

Pavlou, C. (2020). The video interview: Top tips for employers. HR Toolkit | Tutorials, Workable. Accessible at: <https://resources.workable.com/tutorial/video-interview>.

**Job Analysis Memo due Oct. 30 by 9:00pm**

### Session 9 (Nov. 6)

**Topic: Role Play 1 | Interviewing**

**Readings:** NONE (role play scenario information will be provided to assigned role players).

### Session 10 (Nov. 13)

**Topic: Labor/Management Relations & Negotiation**

**Readings:** Polzer, J., & Neale, M. (1997). Conflict management and negotiation (Ch. 5), in S. Shortell & A. Kaluzny (Eds.), *Essentials of Health Care Management*, Albany, NY: Delmar Publishers.

Fay, D. & A. Ghadimi (2020). Collective bargaining during times of crisis: Recommendations from the COVID-19 Pandemic. *Public Administration Review*, May 19.

Bennett, J. (2012). How to attack the gender wage gap? Speak up. *The New York Times*, December 15.

Program on Negotiation, Harvard Law School (2020). Counteracting Negotiation Biases Like Race and Gender in the Workplace, November. Accessed at:

<https://www.pon.harvard.edu/daily/leadership-skills-daily/counteracting-racial-and-gender-bias-in-job-negotiations-nb/>.

**Work due:** Job Interview Role Play Feedback Memo due Nov. 13 by 6pm (for those who are completing it)

#### Session 11 (Nov. 20)

**Topic:** Role Play 2 | Compensation Negotiation

**Readings:** NONE (role play scenario information will be provided to assigned role players).

#### Session 12 (Nov. 27)

**Topic:** Employee Training & Development

**Readings:** Krueger, M., et al (2004). Creating a culture that supports the development of staff (Ch. 15), in M. Austin & K. Hopkins (Eds.), *Supervision as Collaboration in the Human Services*, Thousand Oaks, CA: Sage.

Taproot Foundation (2010). Professional development. *Nonprofit Human Resources Best Practices Toolkit*.

S. Kang (2021). The future of face-to-face: How Covid-19 will reshape learning and work. World Economic Forum, April. Accessed at:

<https://www.weforum.org/agenda/2021/04/future-remote-working-digital-learning-covid-19/>.

**Work due:** Compensation Negotiation Role Play Feedback Memo due Nov. 27 by 6pm (for those who are completing it)

#### Session 13 (Dec. 4)

**Topic:** Employee Performance Management & Supervision

**Readings:** Kettner, P. M. (2002). Supervision, performance appraisal, rewards, and termination (Ch. 13), in *Achieving Excellence in the Management of Human Service Organizations*, Boston: Allyn & Bacon.

Gerdeman, D. (2017). No Good at Your Job? Maybe It's the Job's Fault. Working Knowledge: Business Research for Business Leaders, Harvard Business School, May 1. Accessible at: <https://hbswk.hbs.edu/item/bad-at-your-job-maybe-it-s-the-job-s-fault>.

Hopkins, K., & Austin, M. (2004). Coaching employees with performance problems (Ch. 18), in M. Austin & K. Hopkins (Eds.), *Supervision as Collaboration in the Human Services*, Thousand Oaks, CA: Sage.

Larson, B., Vroman, S., & Makarius, E. (2020). A Guide to Managing Your (Newly) Remote Workers. *Harvard Business Review*, March 18.

#### Session 14 (Dec. 11)

**Topic:** Role Play 3 | Performance Appraisal

*Readings:* NONE (role play scenario information will be provided to assigned role players).

**Session 15 (Dec. 18)**

***Topic:* Employee Retention**

*Readings:* Blosser, J., Cadet, D. & Downs, L. (2010). Factors that influence retention and professional development of social workers. *Administration in Social Work*, 34(2).

Hester, J. (2013). The high cost of employee turnover and how to avoid it. *Nonprofit World*, 31(3).

Maslach, C., & Leiter, M. P. (2005). Reversing burnout: How to rekindle your passion for your work. *Stanford Social Innovation Review*, Winter. Also at: [http://www.ssireview.org/images/articles/2005WI\\_Feature\\_Maslach\\_Leiter.pdf](http://www.ssireview.org/images/articles/2005WI_Feature_Maslach_Leiter.pdf).

***Work due:* Performance Appraisal Role Play Feedback Memo due Dec. 18 by 6pm (for those who are completing it)**

**Final Exam due December 21 at 11:59pm**