The University of North Carolina at Chapel Hill
School of Social Work

Course Number: SOWO 886
Semester: Fall/ Winston-Salem DE

Course Title: Supervision, Consultation, and Human Resource Management

Instructor: Joanne Caye, MSW
School of Social Work
Phone: (919) 962-598 (w)
       (919) 933-9883 (h)
Email: jscaye@email.unc.edu

Office Hours: Tuesdays, 12:30 pm – 2:00 pm (Chapel Hill), or by appointment

Course Description: Addresses the knowledge and skills needed to effectively institute and carry out HRM, supervision, and consultation processes in nonprofit, public and for profit settings.

Expanded Course Description
This course combines content on 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, and the skills necessary to carry out those tasks.

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.

The class examines the crucial role that supervisors play as the implementers of HR actions. 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 public human service organizations, the knowledge and skills needed for managing and supervising personnel, and on the complex decisions involved when "competing goods" collide.

Course Objectives
At the conclusion of this course, students 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 and able to apply these concepts to their own employment experiences.

6) 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.

7) Understand the principles and practices for staff recruitment, selection, compensation, evaluation and separations and the interlocking nature of these activities.

8) 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.

9) Use environmental scanning and research to learn about contemporary human resource management issues as they affect social service settings.

**Required Readings**


Required readings, which are listed in the class schedule and reading assignments section below, will come from these assigned texts and from other sources such as academic journals. These additional readings can be accessed in the following ways:

1) At the URL stated in the reading list

OR

2 | P a g e
2) Through an electronic academic journal accessible through UNC Libraries (http://www.lib.unc.edu/) marked as “UL” (for “UNC Libraries”)

OR

3) Via Blackboard (http://blackboard.unc.edu/) “BB” (login and find SOWO 886 –, choose “Assignments” folder)

Teaching Methods and Expectations

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.

This course will use a variety of teaching and learning methods, including lectures, group discussion, role-plays, videos, cartoons and handouts. 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. Please seek me out!

I expect that students will attend all class sessions having read assigned materials and fully prepared for discussion and assigned activities.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. Those who have difficulty writing are STRONGLY encouraged to use online resources of the campus Writing Center (http://www.unc.edu/depts/wcweb/) and/or seek assistance from Diane Wyant or Susan White in the School of Social Work.

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. All written assignments for this course should be submitted in APA format. A summary was distributed at orientation. The web sites listed below provide additional information, though students are strongly encouraged to purchase the following text:


- [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html) (APA Style for material in electronic formats)
- [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) (general information about documentation using APA style)
- [http://www.bartleby.com/141/](http://www.bartleby.com/141/) (electronic version of Strunk’s The Elements of Style which was originally published in 1918)
GRADING SYSTEM:
The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:
H: 94-100
P: 80-93
L: 70-79
F: 69 and lower

A grade of P is considered entirely satisfactory. The grade of Honors ("H") — which only a limited number of students attain -- signifies that the work is clearly excellent in all respects.

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS
A paper is considered late if it is handed in any later than the start of class on the day it is due. Late papers will lose 2 points per day, including weekends. If a student has extenuating circumstances regarding either a late assignment or possible consideration of an Incomplete for the course it is the student’s responsibility to initiate a conversation with the instructor prior to the due date of the paper. The student should initiate a request for an Incomplete before the end of the course— instructors have no responsibility to give an Incomplete without such a request.

POLICY ON ACADEMIC DISHONESTY
Most frequently, incidents of academic dishonesty derive from a misunderstanding, or a disregard for rules governing presentation of another’s words as one’s own. When completing written assignments, please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work”.

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, the student will be notified of this concern, and a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services and provide
documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor.

**Policies On The Use of Electronic Devices in the Classroom**

Use of any electronic devises is restricted to activities directly related to classwork in progress: note taking, following a power point presentation, or using the devise as an accommodation for a disability. Use of laptops, cell phones, etc. for email, texting, surfing the net during class is prohibited. Students who habitually utilize phones or laptops for other functions during class time will be restricted from their use at anytime during class. Use of electronic equipment during exams is **not allowed**, unless specific permission is given by the instructor or is a verified accommodation for the student.

**Other Policies/General Information**

- Papers can be handed in, or emailed to the professor prior to the start of class on the day the assignment is due.
- Grades will be posted on BlackBoard after all papers are complete.

**Class Assignments**

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 or word processed using correct grammar, punctuation and spelling.

**Participation**

This counts for a total of 15 points toward your final grade, because class sessions will focus extensively on skill development, practice and role plays. All class members will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group assignments, and participation in class and online discussions based on readings and experience. Points will be deducted from the base score if you are late, leave early, miss class sessions, are unprepared, or fail to submit expected materials.

**Supervision Interview and Analysis** Select an individual as an interview subject who has experience as a supervisor in the human services. During your interview, learn about his or her experiences as a supervisor, the preparation s/he received for the role, examples of instances or supervisees s/he found difficult and those they found rewarding, and the advice s/he would offer you for becoming an effective supervisor. Let him/her know you will be sharing your findings in a paper and in class discussion, but that his/her name and setting will not be revealed.
Based on your interview, class readings, and review of at least two outside readings, prepare a brief (6-8 page) paper on your findings. In it, convey what you learned from your interview and analyze what you learned in light of our course material and your research. What might you conclude about the characteristics of effective supervisors and successful supervisees? What have you learned about the ethical dilemmas in supervision and the strategies to address them?

**Be prepared to summarize your interview findings on blackboard or in class. This paper is due September 25, 2009 and is worth 15 points of your final course grade.**

**Critiques**

Examine a personnel handbook for your employer or UNC Chapel Hill. Select TWO sections related to class topics, (for example, on employee relations, discipline, or performance appraisals). Each section will form ONE of your TWO assigned critiques. For the paper, describe the HR policy briefly (one-two paragraphs). Follow this with a critique (approximately 3 pages, typed, double spaced) of the personnel policy, based on what you’ve learned in class and read about in your assignments. You may want to address questions such as: Is the policy sufficiently clear and detailed to provide guidance to workers? To supervisors? Does it assure/balance equity and efficiency? Does it reflect current HR practice standards? Does it raise ethical or procedural concerns or provide ideas for unique ways of addressing personnel issues? Is your understanding of it different than it would have been prior to taking the course? Each analysis counts for 10 points of your final grade and is due anytime during the semester, but no later than **November 20, 2009.**

**Option A or B**

**Option A:**

**Mid-term exam**

This exam will include 25 multiple choice or fill-in-the-blank questions covering the material in the course to date. It will be given on **October 9, 2009** and is worth **25 points of your grade.** 60 minutes will be given for the exam. The rest of the class period will be the class presentations from Option B.

**Option B:**

**Short presentation:** Students who choose this option will give a 20 minute presentation on an issue about supervision/consultation/ or HRM that the student believes is especially important, or has been problematic (for them personally, or historically). The presentation must include supports (research) for the student’s position. Students will give the rest of the class either a PPT with references, or a 1 page handout, with references. Five minutes for questions and answers will be scheduled after each presentation.
**Problem analysis**  
Select a personnel-related problem from a current or past place of employment (for example, safety, recruitment and retention, morale etc.) Describe the history of the problem, substantiate its existence, and analyze the way that the problem is created and reinforced by other HR policies and practices. Based on your readings for the course and your environmental scanning, provide a specific proposal to remedy the problem. In your proposal, be mindful of the interaction among policies and practices, and assure that reverberating implications of your plan are also acknowledged and addressed.  
*Your paper should be no more that 10-12 pages in length. It is due electronically no later than noon December 4, 2009 and counts for 25 points of your course grade.*

---

**COURSE EVALUATION:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem analysis</td>
<td>25</td>
</tr>
<tr>
<td>Two policy analyses</td>
<td>20</td>
</tr>
<tr>
<td>Supervision interview and analysis</td>
<td>15</td>
</tr>
<tr>
<td>Mid term Exam/ Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Policy on the Use of Electronic Devices in the Classroom**

Cell phones, PDAs, and recording devices can distract both their users and the people around them, inhibiting participation and learning. Please refrain from their use during class time. If situations arise in which their use is necessary or desirable, please raise it with me directly. Lap tops can be used specifically for in-class activities such as note taking. Checking email and surfing the net are not acceptable uses during class time.

**Course Outline**

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.

**Session 1 – August 28, 2009**

**Topics:**

- Introductions
- Course Overview
- What is HRM?

  The spectrum and context of HR decisions
Link to supervision and consultation
Environmental scanning
Supervision timeline, and lessons learned
Environmental scanning homework

**Readings:** Noe, Hollenbeck, Gerhart, & Wright, Chapter 1 Managing Human Resources
Noe, Hollenbeck, Gerhart, & Wright Chapter 2 Trends in HRM

**Session 2 – September 4, 2009**

**Topics:**
- Environmental scanning results from last week
- What trends from Chapter 2 do you see in your agency?
- Roles & responsibilities in supervision & human resource management
- Legal and ethical issues
- Organizational, ethical, and regulatory influences on HRM
- EEO and Affirmative Action
- Legal and ethical Issues in Supervision

**Readings:** Noe, Hollenbeck, Gerhart, & Wright: Chapter 3, Providing Equal Opportunity and a Diverse Workplace

Haynes, Corey, & Moulton: Chapter 2: Roles and responsibilities of supervisors
Chapter 7 Ethical Issues and multiple relationships

**Session 3 – September 11, 2009**

**Topics:**
- Staff selection and recruitment
- Video and Discussion
- Hiring Simulation
- Designing a job

**Readings:** Noe, Hollenbeck, Gerhart, & Wright:
- Chapter 4, Analyzing Work and Designing Jobs
- Chapter 5, Planning for and Recruiting Human Resources
- Chapter 6, Selecting Employees and Placing Them in Jobs

**Session 4 – September 18, 2009**

**Topics:**
- Staff retention
- Benefits
- Employee compensation
- Attending to staff motivation
Readings: Noe, Hollenbeck, Gerhart, & Wright:
Chapter 12, Recognizing Employee Contributions with Pay
Chapter 13, Providing Employee Benefits

Session 5 – September 25, 2009
Topics: Supervision and Management Models
Models and methods
The supervisory relationship

Readings: Haynes, Corey, & Moulton:
Chapter 3, The Supervisory Relationship
Chapter 4, Methods of Supervision
Chapter 5, Models of Supervision
Chapter 8, Legal Issues in Supervision

Session 6 – October 2, 2009
Supervisory Analysis Due
Topics: Supporting diversity within the organization
Many types of diversity
Cultural issues in supervision

Readings: Haynes, Corey & Moulton
Chapter 6 Becoming a multiculturally competent supervisor

Session 7 – October 9, 2009
Topics: Professional development
Performance assessments
Appraisal exercise

Readings: Haynes, Corey & Moulton
Chapter 10, Evaluation in Supervision
Chapter 11, Becoming an Effective Supervisor

Session 8 – October 16
Mid-term exam
Presentations
October 23, 2009—FALL BREAK  NO CLASS!!

Session 9-October 30, 2009
Topics:  Staff orientation, training & development  
          Staff retention  
          Succession planning  
Readings:  Noe, Hollenbeck, Gerhart, & Wright  
          Chapter 7, Training Employees  
          Chapter 8, Managing Employees’ Performance  
          Chapter 9, Developing Employees for Future Success

Session 10: November 6, 2009
Topics:  Staff reductions  
          Pink Slip Exercise  
Readings  Noe, Hollenbeck, Gerhart, & Wright  
          Chapter 10, Separating and Retaining Employees

Session 11: November 13, 2009
Topics:  Employee relations  
          Workplace privacy  
          Workplace safety  
          Crisis management  
          Labor relations  
Readings  Noe, Hollenbeck, Gerhart, & Wright  
          Chapter 14, Collective Bargaining and Labor Relations  
          Haynes, Corey & Moulton  
          Chapter 9, Managing Crisis Situations  

Session 12: November 20, 2009
Topics:  Excellence in supervision  
          Leadership  
          Preparation and continuing education and consultation for supervisors  
Readings:  TBA
Session 13 – December 4, 2009
Final paper due electronically

Topics:
- Practical applications in supervision and HR administration
- Cases, role plays and mutual problem solving
- Class termination and evaluations
<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Supports MSW Objective</th>
<th>Is Measured by</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the conclusion of this course, participants will be:</td>
<td>Here put the MSW objective(s) that the course learning objective supports, with a bit of explanatory narrative if needed</td>
<td></td>
</tr>
<tr>
<td>1) Able to define and understand the supervisory, educational, and supportive roles of the supervisor and apply these concepts to practice examples.</td>
<td><strong>NEED TO DO</strong></td>
<td>Participation Supervision Interview and Analysis Exam</td>
</tr>
<tr>
<td>2) Able to evaluate critical issues, including ethics and cultural competence, as they apply to supervisory processes.</td>
<td></td>
<td>Participation Supervision Interview and Analysis</td>
</tr>
<tr>
<td>3) Able to apply the knowledge base on supervision to their own and others’ professional development.</td>
<td></td>
<td>Participation Supervision Interview and Analysis</td>
</tr>
<tr>
<td>4) Able to identify the key characteristics of supervision and consultation and articulate their similarities and differences.</td>
<td></td>
<td>Participation Supervision Interview and Analysis Exam</td>
</tr>
<tr>
<td>5) Familiar with the key components of human resource management and the related terms and concepts and able to apply these to their own employment experiences.</td>
<td></td>
<td>Participation Critiques Problem analysis Exam</td>
</tr>
<tr>
<td>6) Able to utilize the diagnostic framework, laws and regulations, ethical codes</td>
<td></td>
<td>Participation Critiques Problem analysis</td>
</tr>
</tbody>
</table>
and principles of equity and efficiency to analyze and respond to personnel issues, including supervisory obligations.

<table>
<thead>
<tr>
<th>7) Understand the principles and practices for staff recruitment, selection, compensation, evaluation and separations and the interlocking nature of these activities.</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>8) 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.</td>
<td>Participation Critiques Problem analysis Exam</td>
</tr>
<tr>
<td>9) Use environmental scanning and research to learn about contemporary human resource management issues as they affect social service settings.</td>
<td>Participation Critiques Problem analysis</td>
</tr>
</tbody>
</table>

Participation Critiques Problem analysis Exam

Participation Supervision Interview and Analysis Critiques Exam

Participation Problem analysis

Participation Problem analysis
Annotated Listing – HRM Websites **NEED TO UPDATE**


This gateway to all forms of public employment in New Jersey offers information on the civil service system, available positions, employment policies and services and job-seeking tips.


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.


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 workindex 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.


The World Federation of Personnel Management Associations (WFPMA) 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.

National Association of Social Workers
www.naswdc.org
Members of NASW can access the Code of Ethics from this site, as well as Standards


This is the website for the North Carolina Chapter of the International Personnel Management Association (NC-IPMA). This site provides general information about the association, events, membership information and contacts in the organization. IPMA is a professional association for public personnel professionals, primarily those who work in federal, state, or local government.


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.


This is the website for the Western North Carolina Human Resources Association, which is a Chapter of the Society for Human Resource Management. This page gives information on
membership, events, newsletters, chapter job postings, and HR links.


1321-1339.


Administration in Social Work, 17(4), 77-95.


Your Interface with Human Resource Management

The purpose of this exercise is to get you to reflect on the ways in which you have been affected by human resource management functions in your current job, your field placement, or in a previous paid position. Note that some of the items require you to share documents or information from your workplace. If you cannot obtain, or do not feel comfortable sharing these materials, please let me know. All materials and information are expected to be held in confidence and no information will be shared without your approval.

1. When was the last time you saw a copy of your job description? Does it match your actual work? Why is an accurate job description important?

2. Your readings describe the ethical challenges in HR and supervision. Describe an ethical dilemma (hypothetical or actual) related to personnel or supervisory practice in your setting.

3. Your readings describe trends affecting the contemporary workplace. Analyze your workplace in light of these trends. Which apply most closely to your setting?

4. Describe the orientation you received on your job. Was it effective/ineffective? How?

5. Describe the supervisory processes, both formal and informal, in your current workplace. Do these assure quality service and professional growth? How? If not, why not?

6. Describe the process or instrument used to evaluate your performance. How often does evaluation occur? Is it a fair process? Is it an accurate process? Why/why not?

7. How did you find your current job? Describe the application and interview processes used and whether or not they were effective.

8. Why did you select this job? What factors attracted you to taking it and keeping it? What career mobility exists there? What factors impede/enhance mobility?

9. How are salary increases determined/distributed? What features exist for staff development or other perks? How are these distributed?

10. Do you consider your organization to be a diverse or pluralistic work place? If so, what processes support the hiring, retention and promotion of women and minorities?

11. If your staff is unionized, how does that affect the HRM policies, work conditions, and climate? If it is not, why do you think that is? What changes might unionization bring?