HUMAN RESOURCES MANAGEMENT IN PUBLIC HEALTH
This course serves as a core course in the Public Health Management and Leadership certificate program, sponsored by the Center for Public Health Practice. It is supported, in part, by the Ohio Public Health Training Center, a HRSA-funded project.

Summer 2014
July 8th – August 5th

INSTRUCTORS

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COURSE OVERVIEW

The most critical component of any health and human service organization is its staff. In his popular book, Good to Great, Tim Collins (2000) concludes that successful organizations originate with qualified, motivated and disciplined people who believe in the organization's mission. Or, as former OSU football coach Woody Hayes often said, “You win with people.”

Recruiting, selecting, orienting, supervising, training, evaluating and retaining or dismissing employees are tasks which fall within the human resource management function of the typical public health agency. In large organizations, these tasks (and others) will be assigned to a department of human resources. In smaller organizations these tasks are part of the responsibilities of first-line and middle managers or supervisors. Whatever the structure of the organization may be, implementers of HR* functions strive to select, employ, train, support and retain the most talented persons available within the context of organizational mission, budget and other constraints. Conversely, HR supervisors seek to minimize destructive organizational stress, burnout, absenteeism, and turnover, as well as sexual and other forms of workplace harassment and discrimination of all forms. These are complex matters which require thoughtful and knowledgeable consideration if only because the typical health agency will spend up to 85% of its budget on personnel. Like Woody said: “You win with people.”

*HR = Human Resource. In earlier times, the HR function was called “staffing”, and later, “personnel management”. We will use these terms interchangeably.
COURSE DESCRIPTION

This online course uses a combination of synchronous and asynchronous learning methods to enhance student learning. Synchronous learning consists of five weekly, ninety minute interactive webinar sessions using Adobe Connect, a virtual classroom tool. In class exercises will be used to enhance learning during webinars. Additionally, participants will complete practical exercises outside the webinars designed for applied learning. Group discussions, utilizing a discussion board, and one-on-one interaction between student and instructor will take place via the Center for Public Health Practice’s Learning Content Management System (LCMS).

COURSE GOALS AND LEARNING OBJECTIVES

Goals:

- Human resource law undergirding all personnel activities with particular notice given to union and government employees
- Job planning and analysis leading to position descriptions
- Recruiting, screening, selection, hiring and orienting new employees
- Implementing strategies to promote employee motivation and job satisfaction as well as strategies for worker growth and development
- Designing and conducting performance appraisals

Learning Objectives:
Course learning objectives, and associated alignment with the Council on Linkages between Academia and Public Health Practice Core Competencies, are listed below:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Council on Linkages Core Competencies</th>
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<tbody>
<tr>
<td>Discuss laws related to human resource management (HRM)</td>
<td>3A6, 3B6</td>
</tr>
<tr>
<td>Apply laws to public and union contexts</td>
<td>3A6, 3B6</td>
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<tr>
<td>Explain the steps and content of the job analysis process</td>
<td>3A2, 3B2</td>
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<tr>
<td>Develop task-based job descriptors</td>
<td>3A2, 3B2</td>
</tr>
<tr>
<td>Develop an acceptable position description and announcement</td>
<td>3A2, 3B2</td>
</tr>
<tr>
<td>Discuss the phases of the candidate search process</td>
<td>3A2, 3B2</td>
</tr>
<tr>
<td>Describe methods of orienting and evaluating new employees</td>
<td>3A2, 3B2</td>
</tr>
<tr>
<td>Analyze methods to promote motivation on the job</td>
<td>4A1, 4B1, 7A10, 7B11</td>
</tr>
</tbody>
</table>
Identify factors which promote employee commitment to the organization & 7A10, 7B11  
Discuss ways to promote worker growth and development & 7A10, 7B11, 8A5, 8B6, 8A6, 8B6  
Discuss methods of performance evaluation & 8A6, 8B6  
Apply a selected method to a hypothetical employee & 3A2, 3B2, 4A1, 4B1, 7A10, 7B11  

COURSE MATERIALS

There is one required text for this course from which most of the required readings will be taken. The text can be purchased online via Amazon or any other online bookseller.

1. Pecora, Peter; Cherin, David; Bruce, Emily; Arguello, Trinidad de Jesus (2010). Strategic Supervision. Thousand Oaks, CA; Sage Publications.

Students who wish to explore HRM subjects beyond the parameters of this course will profit from consulting Human Resource Management by Robert N. Lussier and John R. Hendon (Sage Publications, 2013).

COURSE ASSIGNMENTS & REQUIREMENTS

In order to enhance student learning, a variety of educational approaches will be used. Exercises and activities are designed for active participation in the webinars. Instructor and peer feedback will be given to students to enhance their learning. It is expected that all exercises and required readings will be completed on time. Students should expect spend approximately 1.5 hours of work outside class each week in asynchronous learning activities.

Weekly assignments will be given to students to complete on their own. These assignments will be discussed during the next week’s webinar. The assignments will not be “turned-in” for instructor review and comment. They will be used as a basis for student interaction and exchange. These assignments are:

1. Complete the Quiz in Pecora on pp 45-46 and discuss your answers in class
2. Complete a Job Analysis Survey provided by your instructor
3. Share your experiences with the process of recruiting, interviewing and selecting employees. What are your “silver bullet” questions?
4. Using the hypothetical case provided by your instructor, complete a performance evaluation on the hypothetical employee. Be prepared to say how you would share this evaluation with the employee so as to encourage his/her commitment to the organization and its goals.

Continued on next page
In addition to the weekly assignments participants must complete the following applied exercises related to the course goals and learning objectives. There are two choices; each participant will select either Path 1 or Path 2.

**Path 1:**
1. Create a complete job description for your current work place using correctly constructed task statements. You may use your current job as a basis for this description or a colleague’s position or a job to which you aspire. *(Due: July 21, 2014)*
2. Briefly outline one of the five theories of motivation discussed in class. Using your own workplace, or another with which you are closely familiar (disguise the identity in any case), indicate what you would do to increase worker satisfaction and decrease worker dissatisfaction in this particular setting. *(Due: August 4, 2014)*

**Path 2:**
2. As an alternative to Path 1 exercises described above, students may complete a single written report which applies course content to a particular human resource problem within their organization. To complete this alternative assignment, students must declare the problem they intend to examine and write about no later than July 11. The instructor will review the proposed problem and approve it if applicable to the course content. Written reports for this assignment are due no later than Monday, August 4 at 5pm. Report narratives should be 6-8 pages in length, doubled spaced, not including reference page or supporting documents. A framework for this assignment will be provided during the first webinar.

Students will upload their completed assignment(s) to the Learning Content Management System (LCMS) drop box for review and comment by the instructor. All assignments/exercises will be evaluated pass/fail. One “do-over” will be allowed to each student.

**Class participation and discussions**
Students are expected to attend all webinars and be prepared to discuss all assigned readings and assignments. While all readings may not be discussed directly, they serve to provide a foundation of applications for concepts covered. Additionally, students are encouraged to participate in online discussions initiated by the instructor or fellow participants.

**Continuing education and certificate credit**
In order to receive continuing education or certificate credit, students must attend all webinars, successfully complete the exercises in *Path 1 or Path 2*, and submit the on-line course evaluation.

*Continued on next page*
Disclosure
There is no commercial support for this event nor do the presenters and planning committee members have any conflict of interest. There will be no mention of off-labeled product uses.

References in written materials

Course Schedule found on following pages.
## COURSE SCHEDULE

### Human Resources Management in Public Health

#### Pre-Work

**Week of June 30, 2014** - Complete the quiz on current law and/or EEOC policy found in Pecora, pp 45 – 46.

<table>
<thead>
<tr>
<th>Webinar Session Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Applied Exercises</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7/8/14 9:30-11am</strong></td>
<td>Legal Structure of Human Resources Management</td>
<td>Pecora, pp 41 – 70</td>
<td><strong>Assignment:</strong> Be prepared to discuss your answers and questions to the pre-work quiz. <strong>Path 2: Assignment (if selected)</strong> Submit idea to instructor for approval.</td>
<td><strong>7/11/14</strong></td>
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<tr>
<td><strong>7/15/14 9:30-11am</strong></td>
<td>Job Analysis &amp; Job Descriptions</td>
<td>Pecora, pp 71 – 86</td>
<td><strong>Assignment:</strong> Be prepared to discuss your Job Analyses. <strong>Path 1: Applied Exercise 1 (if selected)</strong> Create a complete job description for your current workplace using correctly constructed task statements. You may use your current job as a basis for this description or a colleague’s position or a job to which you aspire (approx. 3 pages). <strong>Next Week’s Assignment:</strong> Be prepared to share your experiences with the process of recruiting, interviewing and selecting employees. What are your “silver bullet” questions?</td>
<td><strong>7/21/14</strong></td>
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<tr>
<td>Webinar Session Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Applied Exercises</td>
<td>Due Date</td>
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| 7/22/14 9:30-11am    | Recruiting, selecting, hiring & orienting new employees | Pecora, pp 81 – 104 | **Assignment:** We will discuss your experiences with the process of recruiting, interviewing and selecting employees.  
**Next Week’s Assignment:** Be prepared to discuss your experiences with trying to enhance employee motivation and/or commitment to the Department. | 7/29/14 |
| 7/29/14 9:30-11am    | Motivation, satisfaction & employee development | Pecora, pp 105 – 134  
**Path 1: Applied Exercise 2**  
Briefly outline Herzberg’s two factor theory of worker satisfaction. Using your own workplace, or another with which you are closely familiar (disguise the identity in any case) indicate what you would do to increase worker satisfaction and decrease worker dissatisfaction in this particular setting (no more than three pages).  
**Next Week’s Assignment:** Using a hypothetical case provided by your instructor, complete a performance evaluation on the hypothetical employee. Be prepared to say how you would share this evaluation with the employee so as to encourage his/her commitment to the organization and its goals. | 8/4/14  
8/5/14 |
<table>
<thead>
<tr>
<th>Webinar Session Date (all sessions in EST)</th>
<th>Topic</th>
<th>Readings</th>
<th>Applied Exercises</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/5/14 9:30-11am</td>
<td>Performance appraisals &amp; performance problems</td>
<td>Pecora, pp 138 – 188</td>
<td><strong>Assignment:</strong> We will discuss your evaluations of the hypothetical employee. <strong>Path 2: Assignment</strong> Must be uploaded to the drop-box by 5pm. All “do-over” student work must be submitted by 5pm.</td>
<td>8/4/14, 8/5/14</td>
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*Note: Additional optional readings may be added throughout the course.*