RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK

HUMAN RESOURCE MANAGEMENT (SSW528), Fall 2021
New Brunswick (sec 11, Van Dyck Hall 211, 16 Seminary Ave.) &
Newark (sec. 25, Englehard Hall 211, 190 University Ave.)

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Greetings. As we re-enter in-person instruction, I want us to consider a few things:
- We may be back in person, but I suspect most of us are still gob-smacked by the last 1.5+ years. We have faced so much loss – of people, of experiences, of personal and social routines and norms, of economic and physical security. This is a new normal that none of us asked for, and we should remember we're all figuring this out still.
- We all may face, and feel, differing levels of risk. Those who are immunocompromised or have kin/kith who are (where the vaccine doesn't work as well or at all for protection), or have children too young to get the Covid-19 vaccine, and those who are concerned about the apparent potential of even vaccinated people to transmit Covid-19 to others – we're scared. Or we're at least tentative. Let's show LOTS of grace.

Covid-time classroom policies:
- Masking: Masks are worn 100% of the time in class, completely covering your nose and mouth. You need to bring a mask to each class; if yours doesn't provide the coverage or isn't being worn right, I'll let you know. If this becomes a repeat issue, I'll need to reach out to SSW administration. I trust that won't be necessary.
- There is no eating in class until this thing is further behind us. (You may briefly take sips of something to drink – please use your good judgment.) I will be sure we have a full 20-minute break each class for attending to biological needs, and you may step out of the classroom to do so at other times.
- Distancing: we're at full capacity but should still spread out as much as possible. This may mean limited or even no small group work in class this term, a loss for sure.
- Illness and absence: On the honor system, if you have any symptoms consistent with Covid-19 you should stay home, period. No need for a doctor's note or even visit. If I have such symptoms, I will stay home, too – and if I can, offer that class session over Zoom.

Course Requirements
Students are expected to be active learners and collaborators: to arrive promptly and fully attend class, complete course readings weekly, and effectively & respectfully engage in class discussions.

Course readings. Completed thoughtfully before the start of their assigned class session. All required readings are available at the course's Canvas website (no separate text books).

Class participation. This is going to be a weird semester for participating in class. But your presence and engagement in the class throughout the term – both verbally and bodily – will allow us to establish an intellectually and emotionally vital and safe climate for learning. There is no separate class participation grade; you register this effort through coming,

participating, and performing role plays in/for class (one in person, one via Zoom). **Your total course grade may be reduced by up to 5 points for low participation effort.**

Written assignments. These will include an Agency Power Analysis, a Jobs Analysis, 2 Role Play Feedback Papers, and a take-home, short-essay final examination. The full instructions for all but the exam are at the end of this syllabus; 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. *Assignments turned in late* without advance arrangement **will be docked 5 points (on a 100-point scale) for each day past due.**

Grading
Grading will be weighted as follows:

Agency Power Analysis	**15%**
Jobs Analysis	**30%**
Role Play Feedback Papers (2)	**20%**
Final Exam	**35%**

Grading Standards
These are set by SSW: **A** = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date. (92-100); **B+** = Above average work re understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date. (97-91); **B** = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date. (82-96); **C+ and below** = Acceptable work, but reveals a range and/or depth of problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately (C+, 77-81; C, 70-76).

Course Summary

Session	Topic
1 (9/1)	Course introductions
2 (9/8)	HRM in context
3 (9/15)	Employment rights & responsibilities
4 (9/22)	Supporting equal opportunity & inclusion
5 (9/28)	Job design
6 (10/6)	Job compensation
7 (10/13)	Work-life balance
8 (10/20)	Employee recruitment & selection
9 (10/27)	RP 1: Interviews
10 (11/3)	Labor/management relations & negotiation
11 (11/10)	RP 2: Negotiations
12 (11/17)	Employee training & development
11/24 week: Thanksgiving Break (no class)	
13 (12/1)	Employee performance management & supervision
14 (12/8)	RP 3: Performance appraisals
15 (12/15)	Employee retention

<u>Course Outline</u>

Session 1 (Sept. 1)

Topic:	**Course introductions...** of ourselves and the class
Readings:	None.

Session 2 (Sept. 8)

Topic:	**Setting the stage: HRM in context**
Readings:	Hamouche, S. (2021). Human resource management and the COVID-19 crisis: implications, challenges, opportunities, and future organizational directions. *Journal of Management & Organization,* April:1-16.
	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.
	Holden Leadership Center (undated). Feedback. University of Oregon.

Session 3 (Sept. 15)

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.

Session 4 (Sept. 22)

Topic:	**Supporting equal opportunity & inclusion**
Readings:	Cohen, P., & Hsu, T. (2021). 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.* Accessed at: https://www.nytimes.com/2012/09/20/opinion/low-paid-women-want-predictable-hours-and-steady-pay.html.

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.

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.

Work due: **Power Analysis Paper**

Session 5 (Sept. 29)

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. 8)

Topic:	**Job compensation (aka "benefits")**

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. 13)

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-Catsouphes, 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. *New York Times, September.* Accessed at: https://www.nytimes.com/2012/09/20/opinion/low-paid-women-want-predictable-hours-and-steady-pay.html.)

Session 8 (Oct. 20)

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 Sunday, Oct. 24

Session 9 (Oct. 27)

Topic:	**Role Play 1	Interviewing**
Readings:	NONE

Session 10 (Nov. 3)

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 Paper**

Session 11 (Nov. 10)

Topic:	**Role Play 2	Compensation Negotiation**
Readings:	NONE*.*

Session 12 (Nov. 17)

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 Paper**

Nov. 24: Thanksgiving Week (no class)

Session 13 (Dec. 1)

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. 8)

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

Readings: NONE*.*

Session 15 (Dec. 15)

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.

Work due: **Performance Appraisal Role Play Feedback Paper**

Final Exam due Sunday, Dec. 19

STANDARD SYLLABUS CONTENT FOR SSW HRM

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.

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

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

Course Objectives
At the conclusion of this course, students will be:

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

8) Able to apply theories and concepts appropriately and effectively to analyze human resource management case scenarios; and
9) Able to think and plan strategically for human resources.

School-Wide Learning Goals
Upon graduation all students will be able to:
- Demonstrate ethical and professional behavior;
- Engage diversity and difference in practice; and
- Engage, assess, and intervene with individuals, families, groups, organizations & communities.

By completing this course, you will satisfy the requirements for all 3 of these learning goals.

The Council on Social Work Education Policy and Accreditation Standards
The MSW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 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.

Rutgers' School of Social Work has integrated the 9 CSWE competencies, in the 2015 EPAS, into its curriculum. This course will assist students in developing the following competencies:

Competencies	Practice Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	• Use critical thinking to apply the NASW code of ethics to analyze ethical issues related to human resource management and policy; • Identify personal values that enhance or hinder one's ability to work effectively within an organization and use supervision to examine these values; and • Use electronic records and other emerging technologies ethically within a larger management and policy context; assure confidentiality of client data; and appropriately use informed consent in interventions.
Competency 2: Engage Diversity and Difference in Practice	• Uphold and can identify the concepts of cultural competence, affirmative action, equal opportunity employment, and an harassment and discrimination free workplace within the organizational or community setting in which they practice; and • Identify organizational practices that explicitly or implicitly reflect institutional racism, sexism, gender bias, disability, bias, religious and/or ideological bias and other forms of discrimination and suggest effective ways to eliminate such practices
Competency 5: Engage in Policy Practice	• Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing and delivery of such services; • Analyze policies for the identification and elimination of elements that result in either intended or unintended consequences of racism, gender bias, homophobia, religious and/or ideological, and other prejudices inconsistent with social work values; and • Assess the process of policy implementation at the community or organization level and analyze the degree of the fidelity of the implementation to the original intent of the policy.

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	• Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with key members of the relevant communities and constituencies being served, with the ongoing intention of obtaining community and stakeholder input and facilitating community empowerment; and • Promote an organizational culture that values and rewards community engagement and service by its staff. • Identify and promote organizational practices that affirm the inclusion of community members across organizational levels including those of governance, management, staff and volunteers.
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	• Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context.

Academic Integrity Policy

All work submitted in a graduate course must be your own. You will turn in written assignments via the Dropbox function on the course's Sakai website, and run through Turnitin in the process; you should confirm that your (non)originality score is 5% or lower, or the assignment will not be accepted for grading.

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, or *plagiarism*. 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. Further, acknowledgement is required when material from another source 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. 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 – with a citation of their source(s). Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism - any and all other violations of academic integrity by graduate and professional students - will normally be penalized more severely than violations by undergraduate students. All violations of academic integrity by a graduate or professional student are potentially *separable* under the Academic Integrity Policy. For further information on Rutgers' policy in this regard, refer to the School of Social Work's Academic Integrity Facilitator (AIF), Dr. Antoinette Y. Farmer, 848.932.5358, or to the online link to the Rutgers Academic Integrity Policies and Procedures: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

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' 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.

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Any student who has already received a letter of accommodation should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

Writing Assistance
Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below. Seeking it out *is a strength, not a weakness.*

New Brunswick Campus
All MSW SSW students are eligible to access writing assistance at the New Brunswick Learning Center: https://rlc.rutgers.edu/services/writing-coaching

Newark Campus
The Newark writing center is available for MSW students on the Newark campus by appointment: https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center

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

GUIDELINES FOR POWER ANALYSIS PAPER (WRITTEN ASSIGNMENT)
Deadline: upload to Canvas by classtime on Sept. 22

Purpose:
This assignment relies centrally on the readings for Session 4, and is designed to have you further develop your personal and professional stances related to power in organizations (sources, processes of marginalization vs. inclusion). Do this assignment *only after you have completed the Session 4 readings (you may want to get started on them earlier than usual)*.

Tasks:
1) Read the assigned articles, then this one further brief piece: https://chinookfund.org/wp-content/uploads/2015/10/Supplemental-Information-for-Funding-Guidelines.pdf.

2) Select a story – we all have unfortunately many – when you observed or (if this is comfortable for you to write about) experienced oppression <u>in a workplace, between employees</u>. If no workplace-based incident comes to mind, focus on one that transpired in some other organization.
   → Really think about this: the assignment is focused on oppression as power directed at an individual(s) who is part of a group that consistently, systematically, over time and across contexts is marginalized from opportunity and other resources, voice, influence, and wellbeing. This sort of power is not temporary or situationally specific.
   → An incident that was somewhat more subtle (eg, microaggression; one in which there may have unfolded some disagreement about what happened among the aggressor or witnesses) vs. highly overt may provide a more helpful learning experience here. Your choice.

3) In <u>a maximum of 2 single-spaced pages</u>, address these questions/issues:
   (no more than 1/3 of paper – be succinct)
   • Describe the incident. Who was involved? Who acted, and who observed/was a bystander? What happened?

   (2/3 at least)
   • How was institutional power implemented? How did it enable vs. constrain actions – by the person(s) in power, and those marginalized?
   • Where do you think this incident "came from"? What factors – personal, organizational/institutional – led to or even fueled it?
   • Describe what you think the effects of this incident were: on the targeted individual; on the aggressor; and on any other witnesses – in the near and longer term.
   • Finally, if you were an organizational leader, and in light of this week's readings, what is one step you might take to meaningfully, robustly address this situation – now, and its repeating in the future?

Grading: Evaluation of this assignment will be based your demonstrated integration of conceptual content from the readings, and thoughtful and sophisticated analytical insights.

GUIDELINES FOR JOBS ANALYSIS MEMO
(4-5 pages, SINGLE-spaced)
Deadline: Sunday, Oct. 24 by 9pm (uploaded to Canvas)

Purpose: This assignment draws particularly on the readings and class content from Sessions 5, 6, & 7. It is designed to build your HRM expertise in the design and compensation of a variety of jobs within an organization.

Data sources: For this assignment, you will need to consult with organization staff and perhaps archival documents (for example, employee human resource and/or training manual, organizational chart, annual report).

Format: You are asked to write this assignment in memo format (guidelines attached). You should address your memo to a stakeholder, eg, agency executive director or board member.

Tasks:
1) Your first step is to select 2 different jobs (position titles) at the organization. "Different" here could mean: management-level versus non-mgmt; salaried versus hourly-paid; or direct service vs. not (eg, HR, accounting, clerical, janitorial). If you have any concerns/questions about this, consult with the instructor before proceeding. Include job descriptions (or most recent job postings, in a pinch) for your chosen positions as appendices to your assignment.

2) (10% of grade) Summarize the responsibilities and relative contributions to the agency's performance of each of the jobs.

3) (30% of grade) Present information on 2 of the following 3 categories of job supports/elements for each position:
    Compensation. Ex: starting wages (pay ranges; raise types, sizes and schedules); fringe benefits (paid time off; leave policies, health insurance, retirement plans, etc.).

    Structural mobility and training. Ex: chances for promotion (promotion ladders); for horizontal movement (lateral job moves); policies and/or programs for "leadership grooming"; opportunities for continuing education in or outside the agency (that the agency may pay or provide work hour credit for).

    Work-life balance. Ex: child care/adoption assistance, leave policies, flexible scheduling arrangements, travel/relocation policies. *(This category may include items from another category. That's okay, though make sure some are unique.)*

4) (30% of grade) Compare and contrast the job supports/benefits available to each position. Discuss why you think differences exist, and with what implications – for the workers and for the agency (performance, workforce recruitment & retention, other).

5) (20% of grade) Identify one structural change to the agency's current approach to compensation, mobility & training, and/or work-life balance for these positions that would enhance workers' and/or the agency's wellbeing. Defend your reasoning (WITHOUT resorting to "because it's the right thing to do"), including how the agency would pay for this change.

Writing (10% of grade): Your writing must be readable and edited for flow, clarity and spelling and grammar. It should be formatted and written in the style of a professional memo.

GUIDELINES FOR WRITING MEMOS (use for Jobs Analysis)

Requiring some of your written work to be in memo format fulfills two pedagogical goals simultaneously: first, you are able to demonstrate mastery of the course material, and second, the effort you put into these pieces has professional value to you, given that the bulk of your post-MSW writing will need to assume a succinct, persuasive, proposal-type style. This means a few things in terms of organization:

→Start your memos with the typical **memo header** (several memo templates are available in Word if you click on **File**, then **New**):

M E M O R A N D U M

To: [organizational stakeholder of your choice – *don't* address to instructor]
From: [your name], Organizational Consultant
Date: Month day, year
Re: succinct focus of your memo

→Organize your memo into **single-spaced** paragraphs (no bullet points), with **double spaces between paragraphs**.

→ Use 1-inch **margins**, 12-point **font**.

→Follow the "baker's keyhole" approach to essay writing:
- o Begin with a **brief introductory paragraph** that tells the reader what the memo is about: reporting findings, recommending change, and so forth. *Provide your reader with a roadmap for what they'll be reading.*
- o End with a **brief concluding paragraph** that reviews for the reader what you covered in the memo: your findings, your recommendations, and so forth.
- o Develop **body paragraphs** that advance the purpose of the memo and provide **topic sentences** stating what the paragraph is about, as well as **transitional sentences** to facilitate flow from one paragraph to another.

→Use **headings** (distinguish these by **bolding** or underlining them) to organize your memo into discreet sections. What the headers are will differ by assignment, but should echo the assignment guidelines (the tasks you're asked to address).

→ Use a **tone** that reflects appreciation of your reader: avoid the use of academic jargon or other "lingo" that your audience won't easily follow.

→ Use **language** that is **formal** rather than casual (e.g., use "do not" rather than "don't"; avoid colloquialisms like, "the thing of it is, …") and is **grammatically correct** (e.g., avoid run-on sentences, fragments, spelling problems, and the like).

→**Support** your assertions: provide factual information (with accompanying citations) on which you base your observations and recommendations, and address any limitations or costs reflected in your analyses. Avoid engaging in what Anna refers to as "moral suasion" – should/must/"because it's the right thing to do" language.

→Since this is not a letter, do not include "Dear [so-and-so]" or "Signed, [so-and-so]."

(1pg, single-spaced – you write one about an in-class role play, and one about a Zoom/recorded role play)
Deadline: Uploaded to Canvas by the start of class the Wednesday AFTER each role play you write about

Successful human service professionals achieve self-awareness in collegial, not only client, interactions. This means that they …

- *understand their values, personal styles, and strengths & weaknesses;*

- *know the impacts of these values, styles, and strengths and weaknesses on their ability to work effectively with others and achieve their goals; and*

- *are quick to reflect upon and learn from their own experiences.*

The Role Play Feedback Papers are intended to advance this professional self-awareness.
You will write two, one about an in-class performance, and another about a Zoom/recorded performance. At least one must be a role play that you performed in. In each memo, you are to critique the performances of 2 pairs (4 people).

> * your own and your partner's
>
> **AND**
>
> * the performances of one other pair from that same session (you choose)

Grading: These are graded on a 100-point scale. Grading criteria (weighted equally) are:
- Strengths and weaknesses analysis: For each of the 4 role-players, you identify, describe and analyze aspects of performance that you found effective as well as less than effective, including ways the actions of one player may have influenced the other's.

- Evolution: You suggest specific alternative actions that might have made the performances more effective.

- Feedback-giving: You critique role plays in a manner that is honest and productive, in other words it promotes change and doesn't overlook real problems, and is detailed, and is balanced across all 4 players on whom you've chosen to focus (you, your partner, and one other pair).