

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

HUMAN RESOURCE MANAGEMENT (SSW528)

Instructor:
Address:
Telephone:
Email:
Office Hours:

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.

Place of Course in Program

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 Concentration.

Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

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.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the

CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also

knowledgeable about policy formulation, analysis, implementation, and evaluation.

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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

- 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 of Social Work Mission Statement and School Wide Learning Goals

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

School Wide Learning Goals: Upon graduation all students will be able to:

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

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. These must be completed thoughtfully and in full before the start of the

class session for which they are assigned. There are NO textbooks used for this course. Required readings are available at the course's Sakai website.

Class participation. Your full presence and engagement in the class throughout the term – both verbally and bodily – is an expectation, and will allow us to establish an intellectually and emotionally vital and safe climate for learning. You don't earn points for participation, but will lose points for sub-par participation.

Attendance. Students are expected to attend all scheduled classes, arrive on time, and stay for the full sessions. Excused absences are limited to documentable illness, personal or family emergency or religious observation required during class hours. Professional or personal opportunities, including conferences, seminars, trainings as well as a variety of

appointments – while exciting and often rewarding and sometimes critical – are not excused. Your grade will be docked at the instructor’s discretion if you demonstrate a pattern of unexcused absence, lateness and/or leaving early.

Engagement. You are also expected to participate through making comments, asking questions, and being involved actively and thoughtfully in class exercises and in a manner that is respectful of others and open about yourself. Mobile devices are never to be used in class, and laptop and tablet computers are to be used only for unobtrusive note-taking (and only if there are no complaints from your classmates).

Role Plays. A central, required learning component of the class is delivered through the role plays. Twice during the term, you will perform in a role play with another student during class. The instructor will provide you with the scenario for each. These will be graded pass-fail. As a role play audience member, you will be expected to provide performers with effective feedback.

Written assignments. These will include an Agency Power Analysis, a Jobs Analysis, a Role Play Feedback Paper, and a take-home, short-essay final examination. The full instructions for all but the exam are provided at the end of the syllabus; the final exam instructions will be distributed 2 weeks before the exam is due.

Grading

Grading will be weighted as follows: class participation 15%; midterm exam, 35%; and final exam, 50%. Grades will be negatively affected by excessive (>2) unexcused absences, repeated late arrivals or early departures, and late completion of assignments.

Agency Power Analysis	15%
Jobs Analysis	30%
Role Play Feedback Paper	20%
Final Exam	35%

Assignments turned in late without an advance arrangement with the instructor **will be docked 5 points (on a 100-point scale) for each day past due.**

Grading standards. Are as follows:

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, similar to C+ 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)

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.

Course Summary

Session	Topic	Items Due (upload to Sakai Dropbox; <u>also</u> bring hard copy/-ies when noted below)
1 (9/5)	Course introductions	
2 (9/12)	HRM in a social work context	
3 (9/19)	Employment rights & responsibilities	
4 (9/26)	Supporting equal opportunity & inclusion	Agency Power Analysis (bring 1 hard copy to class)
5 (10/3)	Job design	
6 (10/10)	Job compensation	
7 (10/17)	Work-life balance	
8 (10/24)	Employee recruitment & selection	Jobs Analysis
9 (10/31)	RP: Interviews	Prep materials for Interview Role Players (2 hard copies to class)
10 (11/7)	Employee training & development	Role Play Feedback Paper (for last week's role players if they choose this DL)
11 (11/14)	Employee performance management & supervision	
11/21	NO CLASS (DAY BEFORE THANKSGIVING)	
12 (11/28)	RP: Performance appraisals	Prep materials for Performance Appraisal Role Players (2 hard copies to class)
13 (12/5)	Labor/management relations & negotiation	Role Play Feedback Paper (for last week's role players if they choose this DL)
14 (12/12)	RP: Negotiations	Prep materials for Negotiation Role Players (2 hard copies to class)
15 (12/19)	Employee retention	Role Play Feedback Paper (for last week's role players if they choose this DL)

Course Outline

Session 1 (Sept. 5)

Topic: **Course introductions**
... of Ourselves, the HRM Field, and Its Unique Social Work Mandate

Readings: Holden Leadership Center (undated). Feedback. University of Oregon.

Session 2 (Sept. 12)

Topic: **Setting the stage: HRM in a social work context**

Readings: Hasenfeld, Y. (1992). The nature of human service organizations (Ch. 1), in *Human Services as Complex Organizations*, Newbury Park, CA: Sage.

Gregory, A. G., & Howard, D. (2009). The nonprofit starvation cycle. *Stanford Social Innovation Review*, Fall.

Clolery, P., & Hrywna, M. (2017). Budget cuts might hit less obvious social services. *The Nonprofit Times*, January 19.

Session 3 (Sept. 19)

Topic: **Employment rights & responsibilities**

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

Society for Human Resource Management (2016). What is an Affirmative Action Plan? September.

University Human Resources (ND). EEO frequently asked questions. Rutgers University.

Hyman, J. (2016). Free speech, social media, & your job. *Workforce*, September.

Stevens, J. (2017). How to handle rally-attending employees. *Human Resource Executive Online*, August.

Session 4 (Sept. 26)

Topic: **Supporting equal opportunity & inclusion**

Readings: Greene, M. (2007). Beyond diversity and multiculturalism: Towards the development of anti-racist institutions and leaders. *Journal for Nonprofit Management*, Support Center for Nonprofit Management.

Tannen, D. (). The power of talk: Who gets heard and why. *Harvard Business Review*, Sept-Oct 1995.

Mastracci, S., & Herring, C. (2010). Nonprofit management practices and work processes to promote gender diversity. *Nonprofit Management & Leadership*, 21(2).

Bell, M., Ozbilgin, M., Beauregard, T., & Surgevil, O. (2011). Voice, silence and diversity in 21st century organizations: Strategies for inclusion of gay, lesbian, bisexual and transgender employees. *Human Resource Management*, 50(1).

Snyder, L., Carmichael, J., Blackwell, L., Cleveland, J., & Thornton, G. (2010). Perceptions of discrimination and justice among employees with disabilities. *Employee Responsibilities and Rights Journal*, 22.

Work due: Agency Power Analysis (upload to Dropbox **& bring hardcopy to class**)

Session 5 (Oct. 3)

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.

Lee, L. (2016). Should employees design their own jobs? *Insights* by Stanford School of Business, January 22.

Session 6 (Oct. 10)

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).

Repenshek, M., & Buser, C. (2007). Creating a socially just benefits package. *Health Progress*.

Gibelman (2003). So how far have we come? Pestilent and persistent gender gap in pay. *Social Work*, 48(1).

Session 7 (Oct. 17)

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.

1 Million for Work Flexibility (ND). Author insights: Beth Kanter and Aliza Sherman on *The Happy, Healthy Nonprofit*.

Session 8 (Oct. 24)

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*.

Snibbe, A. C. (2005). Turning over without going belly-up. *Stanford Social Innovation Review*, Summer.

Flaherty, C. (2015). New report says cluster hiring can lead to increased faculty diversity. *Inside Higher Ed*, May.

Work due: Jobs Analysis (upload to Dropbox)

Session 9 (Oct. 31)

Topic: Role Plays: Interviewing

When an audience member, you should be prepared to give thoughtful, detailed feedback about your classmates' performance as your class participation contribution.

Readings: NONE

Work due: FOR ROLE PLAYERS: preparatory materials (2 hard copies to class)

Session 10 (Nov. 7)

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*.

U.S. Office of Personnel Management (2008). Best practices: Mentoring, September.

Work due: FOR 10/31 ROLE PLAYERS: Role Play Feedback Paper (upload to Dropbox)

Session 11 (Nov. 14)

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.

Becker, K., et al (2011). Implementing an employee performance management system in a nonprofit organization. *Nonprofit Management and Leadership*, 21(3).

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.

Nov. 21: No Class | Turkey/Tofurkey Time

Session 12 (Nov. 28)

Topic: Role Plays: Performance appraisal

Readings: NONE

Work due: FOR ROLE PLAYERS: preparatory materials (2 hard copies to class)

Session 13 (Dec. 5)

Topic: Labor/management relations & negotiation

Readings: Rubin, B. & Rubin, R. (2006). "Labor-management relations: Conditions for collaboration." *Public Personnel Management*, 35(4).

Bivens, J., et al (2017). How today's unions help working people. *Economic Policy Institute*, Report #133275, August.

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.

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

Work due: **FOR 11/28 ROLE PLAYERS: Role Play Feedback Paper** (upload to Dropbox)

Session 14 (Dec. 12)

Topic: **Role Plays: Negotiation**

Readings: NONE

Work due: **FOR ROLE PLAYERS: preparatory materials (2 hard copies to class)**

Session 15 (Dec. 19)

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.

Holloway, J. D. (2006). Embedding employees. *Stanford Social Innovation Review*, Summer.

Work due: **FOR ROLE PLAYERS: Role Play Feedback Paper** (upload to Dropbox)

Final Exam due Wednesday, Dec. 19 by 6pm (upload to Dropbox)

Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is

required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

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>.

Appendix A. Course Written Assignment Guidelines

GUIDELINES FOR AGENCY POWER ANALYSIS

(Complete 2 assessment charts plus 1-page, single-spaced narrative.

Upload to Sakai Dropbox by start of class Sept. 26 AND ALSO bring hard copy to class.)

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*.

Tasks:

For your field placement agency (or another organization, by instructor's permission), complete the 2 assessment tables provided here, one for each of two demographic groups you choose from the list provided above each table. You are to assess the organization based on its inclusion of EMPLOYEES from each of the demographic groups (NOT clients).

NOTE: completing these assessments in an accurate, thoughtful way may well necessitate that you have some conversations with staff at the agency (as you are a newer intern who in all likelihood has limited knowledge of the organization). So be sure to plan ahead for that!

After you complete each assessment, write up a brief narrative about what you find *for each employee demographic group* (so, half a page single-spaced PER group, for 1 page total). That is, explain the nature of the "red light," "yellow light" and "green light" answers, including:

- a) what the agency has done, is doing, or plans to do in the future to address a given issue, specifically;
- b) a bit about what got it moving in those directions (for yellow and green light answers);
- c) and some about what is holding the agency back from acting (for red light answers).
- d) Finally, characterize what you think the agency is like as a workplace for members of the given demographic group.

Be sure to upload a SINGLE FILE including your narrative and assessment charts (2) to Sakai, and to bring a hard copy of all of it to class, where we will use it for discussion purposes.

Grading: Evaluation of this assignment will be based on the quality of your answers to (a) through (d), delivered in effective, succinct professional writing (70%); and your clear integration of conceptual content from the readings (30%).

Assessment Chart modified from "Assessing Our Organizations," Western States Center (www.westernstatescenter.org), Portland, OR

AGENCY POWER ANALYSIS: Assessment Chart 1

Circle the demographic group below on which this assessment is focused:

Lower or working class	(Non-white) race/ethnicity	Disability	LGBTQ
Female	Immigrant (non-US born)	Non-Christian religion	Parent/primary caregiver (of elder, child, or other kin)

EMPLOYEE demographic group: <hr/>	How applicable is this to your placement agency?		
	<i>RED light*</i>	<i>YELLOW light*</i>	<i>GREEN light*</i>
1. Does your agency talk about issues facing members of this group (employees or not, in the agency or not) in general?			
2. Is the experience of members of this group (employees or not, in the agency or not) acknowledged and integrated into the agency's work?			
3. Does your agency have paid employees from this group?			
4. Does your agency have paid employees at the managerial level or above (those who supervise at least one other employee) from this group?			
5. Are there known members of this group employed at the agency?			
6. Are there members of this group employed in management-level positions?			
7. Does your agency have board members from this group?			
8. Does your agency conduct outreach to cultivate/recruit potential employees from this group?			
9. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, and/or adoption of a targeted initiative – to build and support leadership among its staff and board members from this group?			
10. Does your agency allocate some of its budget to the work described in #8 and/or 9?			
11. Do people in leadership positions participate in and support discussion of power and oppression issues, especially around issues affecting employees from this group?			
12. Are other staff members reflective of how their own behaviors may perpetuate marginalization of employees who are from this group within your agency?			

Red light: Agency has not gone there

Yellow light: Agency has started conversations about this or taken some first steps

Green light: Agency is fully on board and has completed this action.

AGENCY POWER ANALYSIS: Assessment Chart 2

Circle the demographic group below on which this assessment is focused:

Lower or working class	(Non-white) race/ethnicity	Disability	LGBTQ
Female	Immigrant (non-US born)	Non-Christian religion	Parent/primary caregiver (of elder, child, or other kin)

EMPLOYEE demographic group:	How applicable is this to your placement agency?		
	<i>RED light*</i>	<i>YELLOW light*</i>	<i>GREEN light*</i>
1. Does your agency talk about issues facing members of this group (employees or not, in the agency or not) in general?			
2. Is the experience of members of this group (employees or not, in the agency or not) acknowledged and integrated into the agency's work?			
3. Does your agency have paid employees from this group?			
4. Does your agency have paid employees at the managerial level or above (those who supervise at least one other employee) from this group?			
5. Are there known members of this group employed at the agency?			
6. Are there members of this group employed in management-level positions?			
7. Does your agency have board members from this group?			
8. Does your agency conduct outreach to cultivate/recruit potential employees from this group?			
9. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, and/or adoption of a targeted initiative – to build and support leadership among its staff and board members from this group?			
10. Does your agency allocate some of its budget to the work described in #8 and/or 9?			
11. Do people in leadership positions participate in and support discussion of power and oppression issues, especially around issues affecting employees from this group?			
12. Are other staff members reflective of how their own behaviors may perpetuate marginalization of employees who are from this group within your agency?			

Red light: Agency has not gone there

Yellow light: Agency has started conversations about this or taken some first steps

Green light: Agency is fully on board and has completed this action.

GUIDELINES FOR JOBS ANALYSIS

(4-5 pages, SINGLE-spaced, due Oct. 24 at start of class, uploaded to Dropbox)

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 at least TWO agency members as well as one or more 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) Describe job benefits/supports (30%): 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) Analyze job benefits/supports (30%): 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) Propose a change (20%): 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:

- 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.*
- End with a **brief concluding paragraph** that reviews for the reader what you covered in the memo: your findings, your recommendations, and so forth.
- 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].”

GUIDELINES FOR ROLE PLAY FEEDBACK PAPER

(1pg, single-spaced, uploaded to Sakai Dropbox by start of class the week AFTER your role play)

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 Paper is intended to advance this professional self-awareness.

It is to be written about the role-playing session in which you yourself participated. You will critique a total of 4 performances:

* 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).