Greetings. The standard-fare syllabus content – course description and objectives – are at the end of the syllabus. I encourage you to read over them, too. But at this uniquely challenging time of instruction and learning, more fundamental principles are a priority, it seems. (Adapted from Prof. Brandon Bayne, Religion in America course, UNC-Chapel Hill, Spring 2020.)

**Principles**

1. **Nobody signed up for this.** Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus. Not for learning remotely, not for learning from home, not for mastering new technologies.
2. **The humane option is the best option.** Nobody knows where this is going and how we’ll need to adapt. Everybody needs support and understanding in this unprecedented moment. We are going to prioritize supporting each other as humans. We will stay flexible. We are going to do our best to share resources and communicate clearly.
3. **We cannot just do the same thing online.** Some assignments are no longer possible. Some expectations are no longer reasonable. Some objectives are no longer valuable.
4. **We will foster intellectual nourishment with social connection:** through asynchronous content to facilitate diverse access, time zones, and contexts, and synchronous (“live remote”) sessions to learn together and combat isolation.

**Course Components**

**Course readings.** These should be completed thoughtfully before the start of the live remote (aka synchronous) class session for which they are assigned. There are no textbooks used for this course. Required readings are available at the course’s Canvas website.

**Class participation (15% of course grade).** In a remote learning context, let’s think creatively about – and creatively credit – a range of modes of participation along with encouraging ourselves to “lean in” to engage each other in spite of our current circumstances. Examples of great course participation now can include (but aren’t limited to):

- Attending our live Zoom sessions
- Turning your video on during our live Zoom sessions
- Speaking – commenting, asking questions – during live zoom sessions
- Posting and responding *thoughtfully* in course discussion boards
• Working helpfully with assigned role play partners to conduct and record assigned role plays in Zoom
• Providing detailed, constructive feedback to classmates – live and in course discussion boards – about their role play performances.
• Sharing your experiences that relate to course content, in live sessions and asynchronous opportunities.
• Sharing your thoughts about how remote learning is working well for you, or how it could be better – however works best for you to do that.

**Assigned course discussion board posting (20% of course grade).** Anna will check course discussion boards a minimum of 3 times per week. Keep in mind that it is not possible for her to respond to every post every week (nor is it pedagogically appropriate), but she’ll aim to respond to a mix of postings and students each week. If you feel you are being neglected in any way, please reach out to Anna.

**By Sunday of Week 1 (Sept. 6), Bio:**
• Post a brief (1-2 paragraph) personal/professional bio of yourself to a “Course Bios” thread. Make it as fun as you like, and of course only share what you’re comfortable with. We’ll do brief intros in our first live class session – this is for you to go a bit deeper. Help us get a flavor of you since we won’t be together in person.
• Respond to 3 other classmate’s posted bios (question or a comment).

**Each week, Sundays (Sept. 13-Dec. 6, except Oct. 18), Weekly Learning Reflection:**
• Post 2 things you have learned from the past week and one point you’re still sort of muddy, doubtful, or challenged about.
• Respond to such posts from 2 other classmates.

**Sunday, Dec. 13, General Reflection:**
• Post a ~2-3 paragraph reflection on your thoughts, as of the end of the course, about human resource management, social work/social justice considerations, the added complexities of the ongoing pandemic, finding SW or SW-adjacent jobs involving HRM… The sky is pretty much the limit as long as you’re clearly rooted in your course take-aways.
• Respond to such posts from 2 other classmates.

**At least once during the term, FAQ:**
• Post a general question about the course to “Ask Anna, Ask a Peer.” Be sure to include your topic in the label of your thread. (If you have questions of a personal nature, please email Anna directly.)
• Respond to 2 question posted by classmate(s).

**At least once during the term, HRM Job Listings:**
• Post a published opening for a job involving HRM responsibilities (that an MSW might well apply for – even if not a “traditional” SW job or setting).

**Role plays (20% of course grade).** A central, required learning component of the class is delivered through the role plays, which you will engage in twice during the term. Details are provided at the back of the syllabus.
Written assignments (45% of course grade). Assignment descriptions except for the final exam appear at the end of the syllabus. All should be uploaded by their due date to the course’s Canvas site in .doc or .docx format. Assignments turned in after their due date without advance arrangement will be docked 5 points (on a 100-point scale) for each day past due. Written assignments include:

- Power Analysis Paper (15% of course grade total)
- Class Participation Reflection (part of your class participation grade, but submitted as written assignment to Anna only, not on Discussion Board)
- Role Play Feedback Paper (10% of course grade)
- At-Home Final Exam (20% of course grade)

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

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (9/2)</td>
<td>Course introductions</td>
</tr>
<tr>
<td>2 (9/9)</td>
<td>HRM in a social work context</td>
</tr>
<tr>
<td>3 (9/16)</td>
<td>Employment rights &amp; responsibilities</td>
</tr>
<tr>
<td>4 (9/23)</td>
<td>Supporting equal opportunity &amp; inclusion</td>
</tr>
<tr>
<td>5 (9/30)</td>
<td>Job design</td>
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<tr>
<td>6 (10/7)</td>
<td>Job compensation</td>
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<tr>
<td>7 (10/14)</td>
<td>Work-life balance</td>
</tr>
<tr>
<td>8 (10/21)</td>
<td>Employee recruitment &amp; selection</td>
</tr>
<tr>
<td>9 (10/28)</td>
<td>RP 1: Interviews</td>
</tr>
<tr>
<td>10 (11/4)</td>
<td>Labor/management relations &amp; negotiation</td>
</tr>
<tr>
<td>11 (11/11)</td>
<td>RP 2: Negotiations</td>
</tr>
<tr>
<td>12 (11/18)</td>
<td>Employee training &amp; development</td>
</tr>
<tr>
<td>11/25 week: Thanksgiving Break (no class mtg/work)</td>
<td></td>
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<tr>
<td>13 (12/2)</td>
<td>Employee performance management &amp; supervision</td>
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<tr>
<td>14 (12/9)</td>
<td>RP 3: Performance appraisals</td>
</tr>
<tr>
<td>15 (12/16)</td>
<td>Employee retention</td>
</tr>
</tbody>
</table>
## Course Outline

### Session 1 (Sept. 2)

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

### Session 2 (Sept. 9)

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

### Session 3 (Sept. 16)

**Topic:** Employment rights & responsibilities  
**Readings:**  

### Session 4 (Sept. 23)

**Topic:** Supporting equal opportunity & inclusion


**Work due:** Power Analysis Paper

### Session 5 (Sept. 30)

**Topic:** Job design

**Readings:**


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.


### Session 6 (Oct. 7)

**Topic:** Job compensation (aka “benefits”)

**Readings:**


### Session 7 (Oct. 14)

**Topic:** Work-life balance


Session 8 (Oct. 21)

**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.


Session 9 (Oct. 28)

**Topic:** 90-minute live remote session today: Role Play 1 | Interviewing

*We will view and exchange feedback on select recorded role plays from classmates.*

**Readings:** NONE

Session 10 (Nov. 4)

**Topic:** Labor/management relations & negotiation


**Work due:** Job Interview Role Play Feedback Paper

### Session 11 (Nov. 11)

**Topic:** 90-minute live remote session today: Role Play 2 | Compensation Negotiation  
*We will view and exchange feedback on select recorded role plays from classmates.*

**Readings:** NONE.

### Session 12 (Nov. 18)

**Topic:** Employee training & development

**Readings:**  

**Work due:** Compensation Negotiation Role Play Feedback Paper

### Session 13 (Dec. 2)

**Topic:** Employee performance management & supervision

**Readings:**  

### Session 14 (Dec. 9)

**Topic:** 90-minute live remote session today: Role Play 3 | Performance Appraisal  
*We will view and exchange feedback on select recorded role plays from classmates.*

**Readings:** NONE.

### Session 15 (Dec. 16)

**Topic:** Employee retention


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

**Final Exam due Friday, 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:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>• 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.</td>
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<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>• 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</td>
</tr>
<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td>• 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</td>
</tr>
</tbody>
</table>
• 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 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. 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 website 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 Sept. 23

**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 as a result).*

**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](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 within a workplace. 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 a maximum of 2 single-spaced pages, 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 CLASS PARTICIPATION REFLECTION (WRITTEN ASSIGNMENT)
Deadline: Upload to Canvas by Oct. 18 (Sunday)

**Purpose:** This assignment is intended to have you reflect on the nature and extent of your participation in the course across its different modes, and illuminate Anna about how you’re feeling about that. This sort of thinking and sharing is going to be helpful given that we’re hampered in not meeting physically this term.

**Task:** In about one single-spaced page (not less, please – but longer not needed), describe and assess your participation in the course so far: on the Discussion Board, during live remote sessions, and any other ways you’d like to include. Reflect on challenges and supports you’ve experienced (personal, instructor/peer, other) that have influenced your participation.

**Grading:** This assignment will be counted in your Class Participation grade – but Anna is having you submit it privately to her rather than post it on the public Discussion Board. (You’re certainly free to share insights from it in a thread you start on the Board! Classmates would likely find that really helpful, actually.)
**GUIDELINES FOR ROLE PLAYS (PERFORMANCE)**

**Purpose:** To provide the opportunity to hone, through experiential practice, personal and interpersonal professional skills around core employment functions: job interviewing, compensation negotiation for a job, and job performance appraisal.

**Timing:**

<table>
<thead>
<tr>
<th>Role Play Topic</th>
<th>Timing of Role Play Performance/Recording</th>
<th>Deadline for Uploading Recording File</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Interview</td>
<td>Between Wed, 10/21 (after live class) &amp; Mon, 10/26</td>
<td>Mon, 10/26</td>
</tr>
<tr>
<td>Compensation Negotiation</td>
<td>Between Wed, 11/4 (after live class) &amp; Mon, 11/9</td>
<td>Mon, 11/9</td>
</tr>
<tr>
<td>Performance Appraisal</td>
<td>Between Wed, 12/2 (after live class) &amp; Mon, 12/7</td>
<td>Mon, 12/7</td>
</tr>
</tbody>
</table>

**Process & tasks:**

1) You will have input over which 2 of the 3 topics you’ll role play about. Anna will collect this information from all students a few weeks into the semester. You’ll play an Employer once, and an Employee/Prospective Employee the other time.

2) I will assign you to a classmate role play partner, and provide you descriptions about your respective roles.

3) The two of you are to arrange a mutually convenient time for a Zoom meeting in which you record a role play of your assigned scenario for **10 minutes**. You are NOT asked to practice in advance; any preparation should solely be with yourself, not as a pair.

4) You are to save the recording (MP3, generally) to one of your devices, and then upload it to a designated location in Canvas. The table above specifies the window of time when the recording needs to be done (middle column), and the deadline for uploading the recording to Canvas (right column).

5) Select role play recordings – chosen by Anna – will be shown during the live class session (Oct 28, Nov 11, Dec 9) for the performers and other class members to share feedback on.

6) For one of your two role plays – you choose which – you will complete a “Role Play Feedback Paper”; guidelines appear on the next page.

**Grading:** Anna is not requiring Oscar-winnable performances. She is looking for qualities like:

- Clear preparation. You’ve read the scenario and planned out your approach to your performance (bring notes, have an agenda and a sense of your strategies; for job interviewing, you have questions and – for the employee role – your resume with you; for negotiating, you have your “points” and concessions noted down; for performance appraisal, you’ve jotted down notes about the employee’s performance....). This comes through in how you handle yourself.
- You actively listen to your partner, and your responses to them are informed by what your partner “gives” you.
- You are professionally assertive – expressing your thoughts/desires/concerns effectively.
- You utilize your body language in a way consistent with, helpful for, your verbal messaging.
- You effectively manage verbal cues (ums, uhs, “kind of s,” “sort of,” “maybes”; vocal tone & volume).
GUIDELINES FOR ROLE PLAY FEEDBACK PAPER (WRITTEN ASSIGNMENT)

**Purpose:** 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.

<table>
<thead>
<tr>
<th>Role Play Topic</th>
<th>Deadline for Paper</th>
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</thead>
<tbody>
<tr>
<td>Job Interview</td>
<td>Wed, Nov 4</td>
</tr>
<tr>
<td>Compensation Negotiation</td>
<td>Wed, Nov 18</td>
</tr>
<tr>
<td>Performance Appraisal</td>
<td>Wed, Dec 16</td>
</tr>
</tbody>
</table>

**Tasks:** The paper is to be written about one of your own role play performances, and the performance of one other pair who did the same scenario. You will critique your own and your partner's performance, and the performance of each player in the other pair (so, 4 people).

The paper should be uploaded to the course’s Canvas site in the designated Assignment area.

**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).
## HRM Fall ’20 | Calendar View

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General:</strong> Anna posts recorded lecture</td>
<td><strong>General:</strong> View recorded lecture &amp; do readings before live remote session</td>
<td><strong>General:</strong></td>
<td><strong>General:</strong> Deadlines for weekly Discussion Board posts &amp; responses</td>
<td><strong>General:</strong></td>
<td><strong>General:</strong></td>
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<tr>
<td><strong>Sep 2</strong> Class begins (live remote session)</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>DB Bio due</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong> Anna posts first recorded lecture</td>
<td><strong>8</strong></td>
<td><strong>9</strong> Live remote session</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td><strong>13 DB Weekly Learning Reflection</strong></td>
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<tr>
<td><strong>14</strong></td>
<td><strong>15</strong></td>
<td><strong>16</strong> Live remote session</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td><strong>20 DB Weekly Learning Reflection</strong></td>
</tr>
<tr>
<td><strong>21</strong></td>
<td><strong>22</strong></td>
<td><strong>23</strong> Live remote session; Power Analysis Paper due BEFORE session</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td><strong>27 DB Weekly Learning Reflection</strong></td>
</tr>
<tr>
<td><strong>28</strong></td>
<td><strong>29</strong></td>
<td><strong>30</strong> Live remote session</td>
<td><strong>Oct 1</strong></td>
<td>2</td>
<td>3</td>
<td><strong>4 DB Weekly Learning Reflection</strong></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong> Live remote session</td>
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<td>10</td>
<td><strong>11 DB Weekly Learning Reflection</strong></td>
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<td><strong>12</strong></td>
<td><strong>13</strong></td>
<td><strong>14</strong> Live remote session</td>
<td><strong>15</strong></td>
<td>16</td>
<td>17</td>
<td><strong>18 DB Course Participation Reflection</strong></td>
</tr>
<tr>
<td><strong>19</strong></td>
<td><strong>20</strong></td>
<td><strong>21</strong> Live remote session</td>
<td><strong>22</strong></td>
<td>23</td>
<td>24</td>
<td><strong>25 DB Weekly Learning Reflection</strong></td>
</tr>
<tr>
<td><strong>26</strong> Upload Job Int’vw RP recording</td>
<td><strong>27</strong></td>
<td><strong>28</strong> Live remote session; <strong>90 minutes</strong></td>
<td><strong>29</strong></td>
<td>30</td>
<td>31</td>
<td><strong>Nov 1 DB Weekly Learning Reflection</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong> Live remote session; Job Int’vw RP FB Paper due</td>
<td><strong>5</strong></td>
<td>6</td>
<td>7</td>
<td><strong>8 DB Weekly Learning Reflection</strong></td>
</tr>
<tr>
<td><strong>9</strong> Upload Comp Negot RP recording</td>
<td><strong>10</strong></td>
<td><strong>11</strong> Live remote session; <strong>90 minutes</strong></td>
<td><strong>12</strong></td>
<td>13</td>
<td>14</td>
<td><strong>15 DB Weekly Learning Reflection</strong></td>
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<tr>
<td><strong>16</strong></td>
<td><strong>17</strong></td>
<td><strong>18</strong> Live remote session; Comp Negot RP FB Paper due</td>
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<td>21</td>
<td><strong>22 DB Weekly Learning Reflection</strong></td>
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<tr>
<td><strong>23</strong></td>
<td><strong>24</strong></td>
<td><strong>25</strong> Thanksgiving</td>
<td><strong>26</strong></td>
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<td><strong>29</strong></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td><strong>Dec 1</strong></td>
<td><strong>2</strong> Live remote session</td>
<td><strong>3</strong></td>
<td>4</td>
<td><strong>5 Take-Home Final Exam questions out</strong></td>
<td><strong>6 DB Weekly Learning Reflection</strong></td>
</tr>
<tr>
<td><strong>7</strong> Upload Perf Appraisal RP recording</td>
<td><strong>8</strong></td>
<td><strong>9</strong> Live remote session; <strong>90 minutes</strong></td>
<td><strong>10</strong></td>
<td>11</td>
<td>12</td>
<td><strong>13 DB General Reflection</strong></td>
</tr>
<tr>
<td><strong>14</strong></td>
<td><strong>15</strong></td>
<td><strong>16</strong> Last live remote session; Perf Appraisal RP FB Paper due</td>
<td><strong>17</strong></td>
<td>18</td>
<td><strong>19 Take-Home Final Exam due</strong></td>
<td><strong>20</strong></td>
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