

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

**HUMAN RESOURCE MANAGEMENT (SSW528), Fall 2020**

Instructor:

Email:

Telephone:

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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 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

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

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

Mor Barak, M., & Travis, D. J. (2013). Management: Human Resources. *Encyclopedia of Social Work*, National Association of Social Workers and Oxford University Press, June.

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.

Center for Nonprofits-NJ chapter (2020). Going Forward: Best Practices and Considerations for Non-Profit Reopening, May.

### Session 3 (Sept. 16)

**Topic:** Employment rights & responsibilities

**Readings:** 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/>.

Berkowitz, D. (2020). Worker Safety & Health During Covid-19 Pandemic: Rights & Resources. National Employment Law Project. Accessible at: <https://www.nelp.org/publication/worker-safety-health-during-covid-19-pandemic-rights-resources/>.

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

### Session 4 (Sept. 23)

**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.

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 21<sup>st</sup> 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: Power Analysis Paper**

### Session 5 (Sept. 30)

**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. 7)

**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).

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. 14)

**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.

### 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.

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>.

### 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**

*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.

**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: 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*.

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

### Nov. 25: Thanksgiving Week | No Live Remote Class Session

### Session 13 (Dec. 2)

**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. 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**

**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](http://www.ssireview.org/images/articles/2005WI_Feature_Maslach_Leiter.pdf).

**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](http://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	<ul style="list-style-type: none"> <li>• Use critical thinking to apply the NASW code of ethics to analyze ethical issues related to human resource management and policy;</li> <li>• Identify personal values that enhance or hinder one’s ability to work effectively within an organization and use supervision to examine these values; and</li> <li>• 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.</li> </ul>
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	<ul style="list-style-type: none"> <li>• 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</li> <li>• Promote an organizational culture that values and rewards community engagement and service by its staff.</li> <li>• Identify and promote organizational practices that affirm the inclusion of community members across organizational levels including those of governance, management, staff and volunteers.</li> </ul>
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

### 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 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](mailto: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**

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### 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>
- 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)**

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**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)

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**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:**

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

**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 ofs,” “sort ofs,” “maybes”; vocal tone & volume).



## **GUIDELINES FOR ROLE PLAY FEEDBACK PAPER (WRITTEN ASSIGNMENT)**

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**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.

<i>Role Play Topic</i>	<i>Deadline for Paper</i>
Job Interview	Wed, Nov 4
Compensation Negotiation	Wed, Nov 18
Performance Appraisal	Wed, Dec 16

**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

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