

Running Header: Job Analysis

Job Analysis Assignment

[Student 5](#)

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Judy L. Postmus, Ph.D., ACSW

Introduction

The Family Asset Building (FAB) Program is one of several programs administered within the community service area of The Family Conservancy. The FAB Program is evolving out of a demonstration/collaboration with the University of Kansas School of Social Welfare as part of the American Dream Demonstration.

Since its inception in 1997, the mission of FAB has been to support individuals and families in building economic futures for themselves and their communities. This is accomplished through financial education and asset development. The participant population is primarily female and culturally diverse; approximately fifty-five percent are African American, 45 percent Hispanic and 5 percent Caucasian and Pacific Rim. The success of the FAB mission is largely the responsibility of the two program coordinators. This paper will focus on the FAC program coordinator position for the purpose of this job analysis. The writer collected information through telephone, email, face-to-face discussions and subjective interpretation of observable events from the two program coordinators, the program manager and the service area vice president. [Excellent.](#)

Job Analysis

Utilizing a modified Job Analysis Questionnaire, as explained by Kettner (2002), the duties and tasks were selected and based on the writer's assumed job responsibilities of the program coordinator position. The FAB Program Manager and the two Program Coordinators were asked to add, delete, or redefine the original inventory as well as the methods utilized to carry out the responsibilities of the position. The questionnaire was utilized as a tool for individual discussions to optimally understand their individual perceptions with regard to the knowledge, skills and cultural competencies that were

perceived to be necessary to perform the respective job responsibilities in a best practices manner. [Good.](#)

Results of the analysis questionnaire identified the primary work activities to include coordinating day-to-day FAB program activities; facilitate and monitor participant activities, deliver educational classes, and provide participant case management.

The Coordinator recruits, retains and supervises paid staff, graduate level interns and community volunteers. She/he ensures monthly case management is provided in person or by phone to all FAB participants, assists with resource and information referral, monitors savings and financial education progress and keeps participants updated on pertinent program rules and deadlines related to asset purchases.

The Coordinator performs program staff evaluations every six-month as well as an annual written evaluation in a timely, constructive and succinct manner. She/he also produces formal program reports as requested. They are also responsible for recruitment of eligible program participants. This is accomplished by identifying clients that would benefit from participation by speaking to community groups and developing program partnerships with social service agencies with appropriate clients.

The Coordinator also attends national and state asset development conferences, provides annual diversity training for staff and other appropriate agency personnel, participates on agency task forces, and supports Program Manager as needed. [The above still sounds like a job description.](#)

Upon reflection, the writer believes the two coordinators are devoid of the necessary passion for the program's objectives of increased understanding of the positive benefits derived from participants internalizing the importance of financial literacy in

improving their lives. When asked by the writer, the FAB Program Manager stated that the two coordinator positions were filled as a result of a formal job advertisement in the *Kansas City Star* newspaper. Kirnan, Farley, and Geisinger (1989) state that women, African American in particular, tend to rely greatly on formal sources. Why do you suppose? How does this coincide with our readings about informal networks? Wanous' (1980) stated that "new hires from the direct application sources also showed significantly lower performance on the job than did those from other sources (p. #?)." These findings, in combination with the Family Conservancy's club culture, may be at the heart of the program's inability to deliver best practices outcomes in supporting participants in, not only achieving their savings goals, but also in helping them in sustaining the positive benefits that learning to save will have for themselves and the future of their families. Interesting.

Contrary to The Family Conservancy's management style, Meyer and Allen (1990) "concluded that organizations wishing to foster both commitment and innovation in new employees should use investiture tactics to confirm newcomers' sense of identity, encourage the development of individualized strategies for dealing with their new roles, and minimize the influence of current or previous job incumbents (p. #?)." Otherwise those with tangential or "out of the box" thinking need not apply. As previously stated, the writer perceives the Program Coordinators as the lynchpins to imbuing participants with life changing financial education and attitudes, which support program participants in breaking through to mainstream economic life. The writer is observing a mismatch between the Agency's operational culture and the qualities to implement and optimize the FAB Program. Good. How did culture, ethnicity, & gender play a part of your analysis? Does it matter if the positions are filled with women from certain ethnic groups?

On another note, how could you have integrated this section better? It seems like you just tagged on a few more paragraphs without making the rest of this section flow as well.

Job Description & Expectations

The FAB Program Coordinator is a position within the larger Family Conservancy agency infrastructure. The Family Conservancy is the personification of the hierarchically structured social service bureaucracy and it is therefore incumbent of the Program Coordinator to participate in multiple intra agency task forces, ad hoc committees and ongoing trainings. The expectation is that all employees value and support the agency goals of offering families the resources they need to thrive in the areas of asset development as well as individual and family counseling, early childhood care and education.

The Coordinator is responsible for qualifying, enrolling, and supporting program participants in accomplishing their educational requirements, as well as meeting their savings goals. The Coordinator conducts at least one face-to-face interview with prospective participants, providing an overview of the program and explaining all aspects of the program and services. This includes a discussion of mutual expectations and the importance of the financial education classes. The Coordinator's role in the orientation process includes completing the intake form and supporting the prospective participant in selecting a savings goal. After completing the screening and intake process, each participant will have a clear understanding and agreement as to their mutual responsibilities.

The Coordinator tracks participant demographics by utilizing MS IDA, a program designed to track participant contact and financial information, class attendance and savings deposits. Additionally, the software generates reports that detail essential participant statistics and outcomes. This program allows the Coordinator to identify individuals that require increased case management as well as supporting the development of additional program funding.

The Coordinator provides case management in person or by phone to all FAB participants monthly, assists with resource and information referral, monitors savings and financial education progress, keeps participants updated on pertinent program rules and deadlines related to asset purchases. She/he also compiles success stories, financial tips and pertinent participant information that are published in a bi-monthly participant newsletter in both English and Spanish. The newsletter is intended to encourage and motivate clients towards achieving their savings goals.

The Coordinator works with area universities to supply program interns. They are also encouraged to recruit and schedule culturally professionally diverse representatives from the business community to address and facilitate economic literacy classes. She/he recruits accountants, bankers, and mortgage brokers for class presentations; these contacts foster economic education and allow participants to establish relationships with people in their financial community.

The Coordinator is expected to maintain staff and volunteer job results by recruiting and hiring qualified individuals. She/he supports staff and volunteers by providing regular supervision, on-going coaching, counseling, training and discipline. This is accomplished through monthly planning, monitoring and appraising job results.

Quality assurance applications are utilized to demonstrate the results of good supervision and training for program participants.

The program is presently facilitated by a female Caucasian program manager, two female program coordinators, and one male university intern. The coordinators are located at separate offices; one is African American and the other is Hispanic. The coordinators are expected to attend diversity training yearly and to demonstrate awareness and support of the wide spectrum of socioeconomic, ethnic, racial and personal lifestyles/cultures found within the agency and participant populations.

Application of core knowledge and sensitivity in professional and personal conduct is expected. When separately interviewed, both coordinators expressed concern for the lack of cultural awareness displayed by the other. "There is growing recognition of the importance of culture, ethnicity, and gender to effective practice in human service organizations" (Kettner, 2002). The writer observed their respective discomfort, lack of mutual support for one another and the adverse impact to the level of service delivery to program participants.

The program coordinators assist the program manager in the acquisition of program resources by attending community meetings and trainings, to stay current on recent asset development legislation. These activities are expected to increase professional awareness of staff to increased understanding of issues impacting both the program and its participants.

Recruitment Strategies

Program staff is recruited and hired through the agency's human resource department, with input from the individual program manager and program staff. Initially positions are offered to existing staff through a staff newsletter and email postings. A

new agency strategic plan emphasizes competence-based credentials rather than past experience and makes sure that all levels of management receive diversity training on a continuous basis. Positions are advertised on low cost websites, the Kansas City Star, and only recently in La Opinión and the Kansas City Call, both target towards ethnically diverse readerships. The writer would encourage the placement of interns who are members of culturally, ethnically and gender orientation that reflect the community they serve. This would be easily accomplished through formal relationships with schools that have diversity in their student populations.

Interviewing Strategies

A job offer is based primarily on the information gathered in the interview process. Kettner's text refers to the College and University Personal Association 1998 outlines as a reference for preparation of the initial interview. Review of the job description and specifications is extremely valuable. The interviewee should be asked specific information predictive of their previous performance and abilities for each area of the job description (Kettner, 2002 p.292). Areas of potential discrimination should be identified and avoided. The process also includes selection of interviewers and resumes selection.

The second interview may include one or more interviewers that allow for additional questions presented by program staff. The same questions should be consistently asked to all candidates and answers scored on a rating scale (ibid.).

Questions asked at the initial interview may include: What is your non-profit experience? How are your computer skills? How much work have you done with modest-income families? What experience do you have in financial/budget counseling? Do you have experience working with multiple agency partners? Do you have experience in

government reporting? Are you available for travel? Do you speak Spanish or any language other than English? (see note from previous graded paper). What are your salary expectations? When would you be available to start?

Second interview questions may include additional program staff or the original interviewer only. Relevant questions would include: Why do you want this position? How do you show respect to clients/participants and the people you work with? If The Family Conservancy says that “those we serve come first,” what does that mean to you; how would you put that into practice in this position? Given that your position will be supervising volunteers, how will you support your staff, help to train them and also manage conflict if it arises? What do you think are the primary factors influencing the success of a community development program? What is your ability to handle multiple tasks/responsibilities at one time and to be flexible in managing change? What attributes will you bring to this program that will help it succeed? What will be the most challenging aspect of this position for you?

The Final decision to hire must further include a review of reference letters and follow-up telephone conversation to verify employment before a formal offer is made. It is important to keep all applicants apprised of their status during the hiring process.

Conclusion

Reviewing the FAB Program job description, I discovered language similar to that described in the course text and readings. Most of the job responsibilities are unambiguous, straight forward and in the opinion of the writer, require primarily common sense with a desire to achieve excellence in the delivery of services.

The lack of knowledge by FAB Program Coordinators relating to secondary education opportunities, micro enterprise development, experience with acquiring home

mortgages, and adjunct programs that stretch participant opportunities, was surprising and somewhat troubling to the writer.

Discussion with the two coordinators was labored and their thoughts were somewhat myopic with regard to team work with their respective counterpart. The FAB Program Coordinators hold Masters Degrees in Social Work and Human Resource Management respectively, which present well on a résumé but in reality does not translate to an on the job effectiveness in these areas with these two individuals, thereby

demonstrating the importance of patience in the development of an applicant pool. good

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Exhibiting patience will undoubtedly lead to a greater probability of identifying a candidate that truly reflects the qualities defined in the job analysis. Investing the time to carefully review and reflect on hiring the best possible job candidate will repay the time invested by not only hiring the individual with the desired academic credentials but also an attitude and experience who will benefit the agency, the program and most of all, the participants to be served. Unfortunately in vertical bureaucratic social service agencies, such as The Family Conservancy, the FAB Program may suffer from an inability to attract job applicants imbued with the character required to support the entrepreneurial commitment which successful program participants demonstrate.

“Frequently, the heavily bureaucratized organization seems to be populated by survivors, namely those willing to learn and comply with the rules and to “make no waves.” Those who seek new and better ways of doing things and who agitate for change in order to adapt to new situations inevitably find themselves at odds with the bureaucratic power structure. They remain frustrated or go to work elsewhere where they believe that their flexibility will be more appreciated (Weinbach, 2003, p. #?).”

References

- Kettner, P.M. (2002). *Achieving Excellence in the Management of Human Service Organizations*. Boston: Allyn & Bacon.
- Kirnan, J.P., Farley, J.A. and Geisinger, K.F. (1989). *The Relationship between Recruiting Source, Applicant Quality, and Hire Performance: An Analysis by Sex, Ethnicity, and Age*. *Journal of Personnel Psychology* (Citation: v42 n2 p.42, 293--308 Sum 1989).
- Meyer, J.P., and Allen, N.J. (1991). Development of organizational commitment during the first year of employment: a longitudinal study of pre- and post-entry influences. *Journal of Management*, 17, 717-733.
- Weinbach, R.W. (2003). *The Social Worker as Manager: A Practical Guide to Success*. Boston: Allyn & Bacon.

It's obvious that you only added a few paragraphs to the job analysis section of this paper without trying to revise the entire section nor integrate the new information. I didn't comment on the rest of the paper since you didn't change anything; however, you could have changed some of the examples of interview questions and you could have attempted to integrate your new information on the job analysis into the conclusion. I guess I was expecting something different. Regardless, you did cover most of the components in the job analysis section thereby drastically improving your original work. Grade = 95 less 10 points for being late = 85