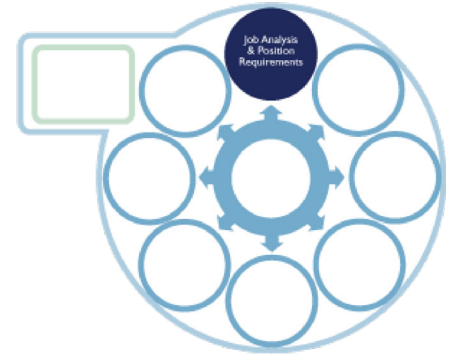


# WORKSHEET C:

## Explore Job Analysis & Position Requirements



**STOP ⚡ Download, save, and work in your saved worksheet!**

### What is the Desired Outcome or Condition?

A collaborative relationship with a Human Resources (HR) department ensures that a thorough, up-to-date **analysis of job tasks and responsibilities**; required knowledge, skills, and attitudes; and union, merit, civil service, and legislative requirements align with current practice and inform an inclusive workforce development process.

### How well is your agency doing in this area?

The following are indicators of an agency’s level of performance in this area. For each indicator below, consider and discuss the extent to which you think your agency’s policies and structures promote your agency’s overall performance, based on a scale of 1 = Poor, 2 = Fair, 3 = Good.





| <u>Indicators of Agency Level of Performance</u>  | <u>Rating</u><br>1 = Poor<br>2 = Fair<br>3 = Good |
|---|---|
| The agency has in place relevant job descriptions; position requirements are based on a current and thorough job analysis.  |   |
| Job descriptions and classifications reflect current practice requirements.   |   |
| Position requirements are aligned with union, merit, civil service, and legislative requirements and are communicated to multiple and diverse audiences, including child welfare staff, HR personnel, union and civil service representatives, and legislators. |   |
| Leaders hold selves and others accountable, set high standards of performance, and model expectations for others.   |   |
| Leaders develop networks and collaborate across boundaries to develop strategic relationships, build consensus, and achieve common goals.   |   |
| Notes/Comments:   |   |

## What strategies should your agency consider to strengthen this component?

The following examples include promising or effective strategies designed to address workforce gaps impacting an agency.

### For each strategy:\*

- First, consider and note in the table below: A = Agency Already Engaged, B = Interested in the Strategy, C = Not Applicable (NA) or Not Interested At This Time (NI).
- Next, consider how difficult it would be for you and your team to work within the agency or with partners to implement or strengthen its performance based on 1 = Readily Doable, 2 = Feasible But Will Take Some Effort, and 3 = Difficult.

| <u>Examples of Promising or Effective Strategies</u>   | <u>Implementation</u><br>A = already engaged<br>B = interested<br>C = NA or NI | <u>Level of Difficulty</u><br>1 = readily doable<br>2 = feasible with effort<br>3 = difficult |
|--|--|---|
| Work with HR to conduct formal  <b>job analyses</b> using valid and reliable methods.   |  |   |
| Conduct informal job analyses using focus groups to collect information about tasks, responsibilities, and qualifications.   |  |   |
| Communicate to HR changes in the agency practice model, case practice standards, or core competencies to ensure ongoing alignment with job descriptions and inclusive position requirements.   |  |   |
| Communicate with HR, civil service, union, and other personnel to ensure expectations and performance reviews of staff conform to contractual, legal, and legislative requirements.  |  |   |
| Establish clear racial equity expectations for HR staff, including: training that covers implicit bias; equitable hiring practices for all hiring managers & and hiring panel members; and clear expectations and accountability for racially equitable work places, including articulation of hiring goals (  <b>Racial Equity Action Plan</b> and  <b>7 Practical Ways to Reduce Bias in Your Hiring Process</b> ) |  |   |
| Other Strategies? Click  <b>MyNCWWI</b> for additional strategies, resources, and tools.  |  |   |
| Notes/Comments:  |  |   |

\* This particular rating (considering whether the agency is already engaged or interested and then the “doability”) was adapted from the excellent resource *Self-Assessment Workbook for Building a Stable and Quality Child Welfare Workforce* by the Center for the Study of Social Policy (2006).