

JOB EVALUATION IN SOCIAL WORK

An Analysis, Description, and Classification
of Social Work Positions Based on a Study
of Worker Activities in the Vancouver Child
Guidance Clinic, 1955.

by

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ABSTRACT

Current studies of social work education have stimulated interest in the analysis and description of what social workers actually do. What activities and services do social workers perform? By whom are these activities usually performed, i.e., worker, supervisor or administrator? What skills are required to perform these activities adequately? What extent or degree of responsibility is involved in each activity at the various job levels of worker, supervisor, administrator.

The present study is designed to test the applicability of industrial job evaluation techniques to professional social work in an attempt to answer the questions posed. A survey of the current literature in social work and of current methods of job evaluation suggests that the "classification" method of job evaluation is most appropriate to the field of social work. Social work literature indicates nine broad areas of function or activities of professional social workers. While each of these areas is traditionally assumed to be assigned to specific job levels, further study of a specific agency (Vancouver, Child Guidance Clinic, Social Service Department) indicates that all workers have some degree of responsibility for each area of activity. Analysis of each worker's activities in units of five minutes of time for a two week period provides a measure of the degree of skill and responsibility required of staff at various levels. Findings of this time study are then used to sort out job classes, to describe these classes, and to suggest a classification scheme applicable to any setting employing social workers.

The findings suggest that all professional social workers require some measure of skill in each of the following areas of activity: Administrative, Consultative, Supervisory, Direct Service, Professional Education, Community Relations, Staff Development, Programme Development, Research. Major determinants of class appear to be the extent of work which is subject to review by others and the degree of knowledge and ability required in fields other than the major area of function. The process of job analysis, description and classification as illustrated in this study is an essential step for all agencies to take in measuring, delegating and interpreting the work of the agency. The classification scheme proposed should enable comparison of social work positions in a variety of settings. At the same time, it offers a partial solution to the dilemma of a profession which seeks to achieve professional practitioner status but offers very limited possibilities for the direct service practitioner to enhance his earnings without assuming a traditionally higher rank of supervisor or administrator.

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CHAPTER 1

INTRODUCTION AND RESEARCH DESIGN

During the twentieth century, manual, clerical, and technical workers have taken great strides in striving for an equitable and objective method of evaluating their work. Professional workers have focused primarily on definition or improvement of skills, techniques, and methods, with the goals of improved standards of practice and concomitant improved services to clientele. Because of this, the service professions (e.g., clergy, law, medicine, nursing, social work) have established the value of their services to their clientele. But, unlike manual, clerical, and technical workers, the profession of social work does not seem to have developed an objective method for assessing the worth of its services within an administrative structure or agency, i.e. to the employer.

Industry has recognized wage and salary administration as an integral function of business administration and has taken steps to develop scientific methods for its measurement. In the concern for definition and improvement of services; delineation of areas of competency; clarification of methods and techniques; and measurement of results; social work as a profession has neglected to study its responsibilities within the framework of positions established by

employers. Because of this there are many discrepancies in the concept of the social worker's role as seen by boards or civil service commissions, administrators, practitioners, professional associations, schools of social work, clients, and the general public who usually support the practice of social work within agency structures.

At mid-century, the profession of social work had begun to focus on the role of the social worker as seen in current agency practice.¹ At the same time, the "base, skills, and relation to other fields"² of social work as a profession, began to emerge in clearer identity. Jane Hoey, in 1950, commented:

The problems confronting fuller recognition of social work as a profession undoubtedly will dissolve when we are able to answer the question, 'What is our job?' in terms that can be readily understood by the public.³

To make this question researchable it might be further structured as follows:

1. What activities and services do social workers perform

(a) in any setting employing social workers,

¹ See Berkman, Tessie D., Practice of Social Workers in Psychiatric Hospitals and Clinics, American Association of Psychiatric Social Workers, Inc., New York, 1953.

Hollis, Ernest V. and Alice L. Taylor, (Abridgement of) Social Work Education in the United States, American Association of Social Workers, New York, 1952.

² Hoey, Jane M., "Social Work: Its Base, Skills and Relation to Other Fields," Social Casework, December, 1950, pp. 399-410.

³ Ibid., p. 399.

and

(b) by whom are these activities usually performed, i.e., worker, supervisor, or administrator?

2. What skills and degrees of skill are required

(a) to perform these activities adequately and therefore (b) what skills are required of social workers

in various job levels such as worker, supervisor, administrator?

3. What extent or degree of responsibility

(a) is involved in each activity, and therefore

(b) is assigned to each of the various job levels?

Both private industry and public administration have sought answers to similar questions pertaining to other occupational groups. In so doing, these organizations have developed techniques and methods for analysing, describing, and evaluating the content of jobs. Industry and public administration can perhaps aid us in attempts to relate social work to other occupations. Therefore, a further question is posed.

4. Is there a method of job evaluation which will

(a) enable valid comparisons between various social work jobs and between social work and other occupational groups, and which will

(b) make social work more understandable not only to social work employers but also to other occupational groups?

The present study is an exploratory one designed to test the applicability of industrial job evaluation techniques in an attempt to answer the first three questions cited. In Chapter 2 some of the advantages and limitations of job evaluation techniques are examined as they pertain to social work. The "classification" method is selected as best-suited to analysis and description of social work jobs. Chapter 3 presents, in broad perspective, some of the unique characteristics of professional social work as an institution, as a profession, and as an occupational group. Activities and responsibilities of social workers in traditional job levels (worker, supervisor, administrator), as presently outlined in current literature and current job descriptions compiled by representative employers, are reviewed. Finally, the activities of social workers in a specific setting are analysed from the viewpoint of functions and services defined by the employer. In order to measure the degree of skills required of and the extent of responsibility carried by social workers in a specific setting, a time study of actual activities is presented in Chapter 4. Findings of the time study are used to formulate new job descriptions for the setting and to postulate a classification scheme for evaluating social work jobs in any setting. Chapter 4 thus illustrates the process involved in job evaluation within an agency structure. Chapter 5 comments on the applicability, of the classification scheme proposed, to other settings and presents findings and implications of the study for social agencies,

social work education, and the professional association.

The setting chosen for this study is the Vancouver Child Guidance Clinic, Social Service Department (hereafter referred to as the Clinic and the Department respectively). This setting was chosen because of the desire of the staff to analyse, measure, and evaluate the job of social workers. Their desire was motivated by the need to increase efficiency of operation through improved structuring of the Department and through study of the flow of work. Moreover, the staff wished to have more accurate description of the work of the Department as well as of each position within the Department.

The specific focus of the study is on the analysis, description, and evaluation of social casework positions. Although the writer is of the opinion that the job classes suggested in Chapter 4 are applicable in principle to other areas of social work practice, the scope of the present study does not permit validation of this opinion.

CHAPTER 2

HISTORY OF JOB EVALUATION

Job evaluation may be defined as:

...the study of the content of each job, without regard to personalities, to establish objectively the relative worth of one job to another within a given plant. It is ... a yardstick by which each distinct job in a plant is methodically analyzed to establish its position and relations to all other job-rungs on the occupational ladder of the company.⁴

As such, job evaluation cannot be achieved by fiat of management or employer, or by decree of some regulatory body but must be achieved by a process of joint study by employer and employee.

Present day job evaluation seeks to answer three basic questions. 1) What are the duties and responsibilities involved in the job? 2) What skills or qualifications does the job require of the employee filling it? 3) What is the job worth in relation to other jobs? Objective techniques and methods for answering these questions have been developed largely because of dissatisfaction on the part of employer and employee. These dissatisfactions were a result of inadequate methods for pricing jobs (such as by fiat or decree of management or of a regulatory body), and inconsistent or indefensible wage rates which were the results of such inadequate job pricing methods. What were some of these early pricing methods? How have they contributed to present

⁴ War Manpower Commission: "Job Evaluation" - Bulletin prepared by the Technical Division, United States Conciliation Service, Department of Labor, Washington, D.C., November, 1944.

job evaluation methods?

Early Job Pricing Methods

The process of setting some value on a job to be done has been practiced ever since man began to sell his labor. For centuries, this process was essentially arbitrary and unilateral. The freeman of the Feudal era, perhaps one of the first to work for hire, was certainly aware that his labor was of value, but he had no voice in determining the goods or wages exchanged for his services. The employer determined the job to be done, the person he wished to employ, and the wage to be paid. Even the journeyman or apprentice of the Middle Ages had no voice in the description of his job or in the determination of his wage which was fixed by regulation of the craft or guild. Prior to the Industrial Revolution, the determination of worth of any job, or the wage to be paid, was almost solely a problem of fiat or decree vested in a master or a regulatory body.

The advent of the factory system and consequent technological changes of the Industrial Age brought into job evaluation the market factor of supply and demand. Individual bargaining and evaluation of the individual's work output became prime factors in pricing work assignments. But the employer still determined the job to be done, and still maintained the right to set the value or wage for each job. The wage was secondarily determined by the amount of work done by the worker in a given period of time. The

practice of paying the worker on the basis of the number of "pieces" of work completed, thus introduced into job pricing the factors of frequency of duties to be performed, and personal or individual performance.

Collective bargaining, minimum wage legislation, and regulatory bodies determining conditions of work, were later forces which attempted to make job pricing an equitable and objective process embodying study of jobs as to "market" value, nature, extent and frequency of duties to be performed, and the degree of skill and effort required to perform the duties satisfactorily. The piece-work system of wage determination forced workers to band together in their struggle for better compensation. In the late 19th and early 20th centuries this took form as a struggle for adequate minimum wage levels which could be earned in reasonable working hours by a reasonable degree of effort, within reasonable physical surroundings.

Development of Job Evaluation in North America⁵

In North America, the United States Federal Government has assumed leadership in developing equitable means of job pricing. As early as 1853, the United States

⁵ For a more detailed presentation see: Jones, Philip W., Practical Job Evaluation, John Wiley & Sons Inc., New York, 1948, pp. 1-28; see also Civil Service Assembly, Position Classification in the Public Service, Report of a committee, Ismar Baruch, Chairman, Chicago, 1941, pp. 7-31; and Mosher, William E., J. Donald Kingsley, and O. Glenn Stahl, Public Personnel Administration, Harper & Brothers Publishers, New York, Third Edition, 1950, pp. 201-240.

Congress passed legislation establishing four grades of clerks, prescribing certain rates of wages for each grade. At that time the Congress reiterated the policy of equal pay for equal work and the policy of coordination of departmental pay schedules which were first endorsed by a Senate resolution in 1838. The legislation failed to remove inequalities in the federal wage structure because no centralizing agency or civil service commission was established to carry out the stated policy. However, the legislation was an attempt at job analysis even though such analysis did not conclude in provision of equitable or consistent wage rates within departments of the government.

Since the turn of the century three concurrent forces have given impetus to the job evaluation movement. Government, industry, and labor by mid-century had accepted the need for objective evaluation of jobs. Only the techniques, methods and scope of job evaluation remain contentious areas or points of disagreement. Three broad, distinct, yet concomitant factors motivated the forces of government, industry and labor. First was the growth of the merit principle in civil service appointments and merit rating in promotions. If appointments and promotions were to be based upon merit, it was incumbent on the government agencies to define duties and qualifications. Coupled with this in the United States was the reform movement of 1910 to 1930 which swept through federal, state, and municipal bureaucracies with the reformer's platform of efficiency and

economy. Underlying this platform was the desire to establish more direct control by legislative personnel over executive functions. Positive aspects of this "reformation" were the focus on flow of work, linear delegation of authority, and centralized financial control. The latter principles of management would be meaningless without uniform job terminology and position descriptions of duties delegated. The merit principle was a happy solution to the problems of political patronage in rank-and-file positions in the civil service.⁶

The second factor which inspired the job evaluation movement was the rapid industrialization of the United States within the past century. Industry saw in objective job analysis the means of increased efficiency and increased production. From 1920 to 1941, American industry changed from craftsman-focused to product-focused organization. The flow of work concept in industry developed and flourished as time and motion studies produced seemingly endless improvements of assembly-line or mass production. Industrial management soon found that analysis of work flow had other far-reaching benefits. Notable among these benefits was the systematic organization of the specific tasks and steps within the position of each worker in the industry. This job analysis in industry moved rapidly into standardization

⁶ During the fiscal year of 1950, 1,722,345 of 1,950,490 or 88.3% of all U.S. Fed. Gov't. civil service positions were subject to merit examinations for appointment, as quoted in Public Personnel Administration, op. cit., p. 27.

of positions, description of duties and tasks and then to equalization of pay through evaluation of the importance of each position in manufacture of the end product.

The third factor which motivated acceptance of the job evaluation movement was the widespread achievement by labor groups of collective bargaining. In public organizations, labor pressured governments for more equitable wage administration with a dual form of equal pay for equal work and promotion based on seniority and merit. In private industry, labor bore the brunt of the "efficiency experts'" efforts to increase productivity through the re-engineering of jobs. Labor's suspicion of and distaste for the time and motion studies and assembly-line delegation of tasks and steps is epitomized by Charles Chaplin in the movie "Modern Times" (1936).

The work of the management engineer undeniably brought rapid increases in productivity, prosperity and living standards. Despite this, the individual laborer or craftsman could not help but see the results as somehow derived through a "cheaper by the dozen" exploitation of his productivity. With position specifications and subsequent job evaluation plans, labor saw job evaluation as management's attempt to circumvent collective bargaining. But in the struggle for salary recognition for increased productivity, the craft unions or guilds were forced to develop vertical unions which could encompass all trades, crafts and employees within the entire personnel of a factory

or industry. Now collective bargaining was within the scope of all employees rather than the specialized few. Moreover, collective bargaining forced consideration of the relative value of all jobs within any one shop. Thus internal consistency of pay rates assumed importance as well as external consistency (or comparison of prevailing rates with those in other organizations). Proper job descriptions were of further advantage to all concerned in that they facilitated job-to-job comparisons both internally and externally.

Significant mileposts in the development of job evaluation in the United States were:

1912 - First classification plan adopted by the City of Chicago.

1923 - Classification Act - U.S. Federal Government established a central Personnel Classification Board clearly establishing the principles of grouping positions into classes on the basis of duties and responsibilities and of equal pay for equal work regardless of sex.

1949 - U.S. Classification Act of 1923 replaced by the Classification Act of 1949. Major provisions included

(a) establishment of job evaluation standards assigned to the Civil Service Commission while classification of individual positions was left with departments and agencies

(b) establishment of two schedules of pay grades; one for crafts and protective and custodial jobs and another for all other classes of employment (consisting of eighteen

pay grades and termed the "General Schedule").

The final impetus to job evaluation came with World War II. The frantic scramble for manpower and consequent necessity for control on prices and wages, forced the United States Government to assume leadership in establishing an objective method for determining the relative worth of jobs as well as for providing a sound process for wage and salary administration. The method selected and publicized was that of job evaluation. The federal government undertook to acquaint its Conciliation Officers, as well as labor and management generally, with existing techniques for job evaluation.

This brief history would be incomplete if it did not acknowledge the debt of all occupations to the scientific management movement in clarifying, analysing, describing and evaluating the phenomenon of work. The catalyst, if not the active agent, in the twentieth century growth of job analysis and evaluation was the management engineer. The second decade of this century saw the development and standardization of intelligence, aptitude and vocational guidance tests by American psychologists. Specific use was made of these tests during the first World War. Industry was quick to use such testing for recruitment and selection of staff. Studies of time and motion, efficiency, fatigue, and of merit rating were only developed and refined as personnel management achieved identity. In carrying job analysis from position

specification or description to the logical step of evaluation,⁷ personnel management attempted to identify constituent or component factors in jobs.

Current Methods of Job Evaluation and Their Applicability to Social Work

One of the earliest recorded attempts to find common denominators in a group of jobs, appeared in 1926.⁸ In his book, Merrill Lott helped to popularize job evaluation. Specifically, his writing was indicative of a re-focusing of industry and labor from the pricing of jobs to the study of job content. The horse and cart began to assume their correct positions. Lott's contribution was timely in that it seemed to present to both employer and employee a sound basis for wage determination. Included in factors of any job as listed by Lott, were the following:

1. Time required to become highly skilled in an operation.
2. Time required for a skilled person to adapt himself to his employer's needs.
3. Number of men in the occupation - the labor supply.

⁷ Mosher, Kingsley and Stahl, op. cit., p. 210, comment that "...In government the chronology was generally just the reverse. The first emphasis was on pay....Only in recent years have other uses of job evaluation...as a vital technique and source of data in organization and procedures improvement, in training, etc. been developed in the public service."

⁸ Lott, Merrill R., Wage Scales and Job Evaluation, Ronald Press, New York, 1926.

Lott's list correlates closely with the factors of Skill, Responsibility, Effort Demanded, and Working Conditions, which are basic to all factor comparison and point rating

- * 4. Possibility of an employee locating with another company and still commanding a similar earning capacity.
- 5. Education required for the occupation.
- 6. Prevailing rate of pay in the community.
- 7. Degree of skill, manual dexterity, and accuracy required.
- 8. New problems and the variety of the work.
- 9. Money value of the parts worked upon.
- * 10. Dependence upon honesty and personal integrity.
- 11. Working conditions.
- 12. Exposure to accident hazards.
- 13. Exposure to health hazards.
- 14. Physical effort.
- 15. Monotony of the work.

* The items marked by asterisks represent personal requirements rather than job requirements. In that respect, the list of factors includes aspects of rating the individual employee on the job as he performs it. Job evaluation proper, concerns itself primarily with the study of the job content and the assigning of a price to the job rather than assessing the work of the employee on the job (cf. Merit rating).

So much blending of original methods or techniques of job evaluation has occurred that it is difficult to sort out distinct methods. Proponents of any one method tend, however, to endow their particular method with attributes of: science; objectivity; completeness; or practicality, depending on the method. Study of various plans used in government

methods described in ensuing pages. Worthy of note is that Lott was quite cognizant of market conditions in evaluating jobs, e.g. factors 3. and 6. the labor supply, and the prevailing wage rate, were considered as determinants of the value of the job.

and private organizations reveals aspects of two or more methods in each instance despite the predominance of one method.

In essence there are two methods of job evaluation. These stem from the point of view taken in appraising jobs. First, one might survey jobs from the viewpoint of the status of the individuals required by management for their job purposes. The "rank" or status of the job is then vested in the individual rather than in the position. Duties and responsibilities assigned are based on the qualifications and ability of the individual, not on the basis of the function of the position within an administrative hierarchy. The reader will recognize the rank concept as that used almost universally by the armed services of both United States and Canada during the two world wars. Proponents of the rank concept stress the administrative flexibility which it gives to an organization and thus the feasibility of long-range program or policy planning. Policy, procedure and function are determined for each task within each administrative unit. The alternative lies in having tasks assigned to units on the basis of the predetermined function of the unit and completed through recognized procedural channels which have also been predetermined or defined on the basis of function in relation to over-all function of the organization. The latter is the essence of the "position" concept in job evaluation which seeks to analyze, describe and evaluate the demands of the

position regardless of the rank or personal characteristics of any incumbent in the position.⁹

As previously defined, job evaluation proper concerns itself with evaluation of positions rather than with individuals. Common techniques are ranking or classification; factor comparison; and point rating. Each of these will be studied with illustrative examples of their use as applied to social work. These techniques all depend on a careful initial analysis of individual positions; a detailed written description of the duties and responsibilities of each position; a job to job comparison to determine relative difficulty and importance of jobs under study; establishment of levels or steps of relative importance; and grouping of similar jobs into these levels or steps which usually are related to pay grades.

Ranking or Classification Method

All positions are studied¹⁰ and written up. Then the descriptions are used to sort out typical "jobs" or

⁹ Both concepts are extremes or ideals. Armed forces, government and industry illustrate examples of both concepts although the rank concept tends to be applied more frequently to senior administrative or military personnel where status of the individual is stressed. Since World War II, both Canada and the United States have instituted some measure of position classification and evaluation in their armed services. Most noteworthy amongst these is the United States Navy position evaluation plan. (See Ash, Philip, "A Statistical Analysis of the Navy's Method of Position Evaluation," Public Personnel Review, Vol. 11, No. 3, July, 1950.

¹⁰ Initial study or "job analysis" usually consists of a questionnaire or schedule form completed by worker and supervisor; or interview by personnel consultant or time study; or a combination of these. In large organizations the questionnaire method is almost universally used, despite its

"classes" involving similar duties and responsibilities. The classes may be further grouped into "grades" each of which consists of a variety of classes, e.g., Social Worker I, Engineer I, Teacher I, for which one pay range or grade is assigned. An additional sorting is often made (for departmental use) into "series" which consist of closely related positions in one occupational group such as Social Work Series, Engineering Series, et cetera. For example, the U.S. Civil Service General Schedule consists of eighteen pay grades for all classifications. Professional social work positions are classified according to levels of responsibility comparison with other occupational groups under the General Schedule and assigned to appropriate pay grades within the eighteen grades. But all professional social work positions are described and grouped as classes of the "social work series" for other job analysis purposes. The classification or ranking of jobs may be done by evaluating several factors in the job or by comparison in toto of one job to another.

The ranking or classification technique is the one currently used in evaluating almost all civil service positions. Validity of the classifications established by this technique is dependent on the thoroughness and accuracy of the preliminary job descriptions as well as on the degree of objectivity and impartiality of the classification personnel. Most

prone to distorted or inadequate information on which to base any subsequent job descriptions or evaluation plan (See Appendix A for typical job analysis questionnaire.)

privately financed social agencies use some form of classification in evaluating positions within their organization.¹¹

Factor Comparison Method

Following definition and description of jobs and positions, elements or factors common to all jobs are carefully defined in writing. Such factors may number anywhere from two to thirty depending on the scope of the jobs studied. Common factors include: skill required; responsibilities; effort demanded; and working conditions. (Sub-factors of these are listed and defined in various ways.) The next step is to select some twenty or thirty "key jobs". These usually are representative of all existing pay grades and their wages are agreed by both management and labor to be fairly related to one another. Each key job is written up factor by factor. From these job analyses, it is decided how much of the current wage for each job is being paid for each factor. These factor breakdowns are then used as a scale against which the money value of every factor of every other job in the organization may be judged or measured. Finally, the sum of the factor values thus assigned to a job represents the evaluated wage of that job under the existing

¹¹ Some writers distinguish between "ranking" and "classification", defining the former as a ranking of jobs in a sequential order of whole jobs, and the latter as sorting whole jobs into pre-determined grades or classes. Current usage, however, indicates both methods are used simultaneously with one or more factors determining the grade or class.

wage agreement.

The factor comparison system is used by many large private industries (e.g. Revere Copper and Brass, Shell Oil and United States Steel). A nine-factor system has also been used by the B.C. Civil Service Commission in evaluating some senior administrative positions. An excellent example of the factor comparison method applied to a social work job was completed by an employee committee in 1954.¹² Following a description and analysis by factor of twenty positions classified as Social Worker Grade II (Province of British Columbia, Department of Health and Welfare, Social Welfare Branch), the committee presented a nine-factor analysis of the job of a Social Worker Grade II.¹³

Their analysis presents factual material which could be used to assess the wage value of the Social Worker Grade II job. However, despite the careful examination of each factor as applied to the job, the resultant job analysis, or job write-up is obviously written by social workers. Using the same factual data, and rating each factor in accord with previously agreed upon factors, it is safe to say that there would be a difference in the write-up and in the final evaluation had this analysis been completed by any other group. This is a weakness inherent in all job evaluation techniques.

¹² Social Welfare Branch, Social Workers' Salaries Committee, Brief on Job Analysis; Salary Anomalies; Problems of Staffing, B.C. Government Employees' Association, Vancouver, 1954, (Mimeo.).

¹³ Ibid., pp. 3-5.

It should be constantly noted that the process encompasses many judgmental facets which tend to vitiate against any claims of scientific objectivity.

Point Rating System

The point system uses job factors as in the factor-comparison system but the factor value of each job is arrived at differently. Instead of measuring factor values against the previously established yardstick of the key jobs, standardized point values are set for the varying amounts or degrees of each factor required by any job. The factors are then weighted according to their general importance, then subdivided into degrees. To evaluate a job by the point system, the point value of each factor (according to the degree required for the job studied) is set down or selected. The point evaluation or total points for all factors is then used as the indicator for where the job falls on the pay grade scale. This system is used by many firms including General Electric, General Foods, and Westinghouse Electric. Public services also use the point system, e.g. United States Navy, and locally, the B.C. Civil Service Commission (for clerical workers only). The committee previously cited¹⁴ adopted the point rating scale for clerical workers used by the B.C. Civil Service Commission to illustrate how such a scale could be used to evaluate professional, technical and clerical positions. (See Appendix B.)

¹⁴ Social Workers' Salaries Committee, op. cit., pp. 5-6.

If agreement could be established as to factors to be studied, weights to be assigned and definition of degrees of each factor, then such a rating scale could be used to establish equity of pay rates amongst various classes of employees. However, such agreement and standardization is not universally desired by all trades and professions.

Indeed, the point system highlights all the flaws which critics¹⁵ claim exist in position evaluation. The more mechanized, standardized or routinized the job, the easier it is to measure. When the output or end product is measurable, the steps and stages of work performed are identifiable. But, when the end product is a service which may or may not achieve beneficial results, how are quantity and quality of work to be measured, let alone weighted, in relation to other job factors? Technical perfection of job evaluation systems is of less importance than the desire of employees to have a workable plan. Occupational groups which are unorganized or weakly organized tend to be served better than strongly organized groups by factor comparison or point techniques in evaluating their jobs. Job evaluation is still essentially a tool of management. Unions, therefore, still cling to their power in pricing jobs through collective bargaining. A partial solution is offered if skill, job conditions and bargaining power are considered as basic job

¹⁵ Millett, John D., Management in the Public Service, the Quest for Effective Performance, McGraw-Hill Book Co. Inc., New York, 1954, (espec. Chapter 13).

factors.¹⁶

Recent studies by Tiffin¹⁷ and others have demonstrated the validity of using two-factor comparisons in evaluating jobs rather than using a more complex list of factors. The high degree of correlation in single or two-factor versus multi-factor evaluation techniques makes the typical point system or factor comparison techniques appear a questionable expense. (See Table 1, p. 24.)

As a general guide to the comparative usefulness of the above four methods of job evaluation it is helpful to review the purpose underlying job evaluation. Ismar Baruch outlines the rationale:

...(a) so that the impossibility of understanding an undifferentiated mass of individual positions gives way to the feasibility of understanding a much smaller number of differentiated classes of positions; (b) so that positions which should be treated alike when personnel policies, problems, or actions, are under consideration can easily be identified as members of a group, thus making it possible to deal with positions in like groups rather than as an undifferentiated mass; and (c) so that, by emphasis on an impartial, scientific approach a purely personalized treatment of work and pay problems can be avoided in favor of safeguards against favoritism and procedures for fair and equitable treatment.¹⁸

¹⁶ Kerr, Clark and Lloyd H. Fisher, "Effect of Environment and Administration on Job Evaluation, Some Precepts and Caveats," in Readings in Personnel Administration, Paul Pigors and Charles W. Myers, eds., McGraw-Hill Book Co. Inc., New York, 1948, pp. 387-390.

¹⁷ Tiffin, Joseph, Industrial Psychology, Prentice-Hall, Inc., New York, 1947.

¹⁸ Baruch, Ismar, "Basic Aspects of Position Classification," Public Personnel Review, Vol. 2 (October, 1940), p. 1.

Table 1. Correlations Obtained between Ratings on Selected Items and Total Point Ratings for Approximately 400 Salary Jobs

Selected Scale Items	Correlation with Total Points Based on 11 Items
Experience.....	.93
Experience plus complexity of duties..	.96
Experience plus complexity of duties plus character of supervision.....	.98

Source: Tiffin, J., Industrial Psychology, op. cit., p. 388.

These findings indicate that: (1) the ratings from a shortened system correlate very highly with the ratings of longer systems, (2) the findings are essentially the same for shop jobs and salaried jobs, (3) the effect of shortening the system is the same for point systems and for factor comparison system, and (4) the ratings obtained from a suggested simplified system have higher reliability than those resulting from a longer system.

In the light of these findings, it is probably advisable to make greater use of systems of job evaluation that are considerably shorter than many of those in current use.¹⁹

Each of the purposes cited by Baruch can be met by the classification method of job evaluation. Moreover, this method is the one most frequently used,²⁰ most easy to establish, most amenable to change and thus most flexible to

¹⁹ Tiffin, op. cit., p. 393.

²⁰ In municipalities, states, national governments, colleges and universities in North America, the classification method is most frequently used, although the point and factor comparison are the most widely used plans in industrial organizations. See Spriegel, William, and E. Lanham, Personnel Studies Series, Austin, Texas, Bureau of Business Research, The University of Texas, 1951, et. seq..

administer. In British Columbia, the Provincial Government, Community Chest and Council of Greater Vancouver and local offices of the Federal Government use classification for evaluation of jobs. The City of Vancouver uses a classification plan plus a modified point rating system to determine pay grades.

One outstanding proponent of the classification method summarizes very aptly the strengths and limitations of this method.

The principal difficulties encountered by classification stem from its lack of precision. This has tempted many technicians, particularly in industry, to seek comfort in systems which rely heavily on mathematical weighting and scoring to compare job with job or job with class. But no one has yet been able to eliminate the need for subjective judgment--discriminating, broad-gauged, logical judgment, but, nevertheless, human, fallible judgment--in arriving at reasonable, equitable classifications. No classification plan is operated without some misunderstandings and disagreements among employees, operating supervisors, and job evaluation specialists. Where a plan is operated most successfully there is likely to be considerable common understanding and participation among all these parties to the process. This calls for common training in aims and methods; it also points up the usefulness of advisory and appellate boards made up not only of classification technicians but of workers and leaders in the occupation in question. 'Ivory tower' classification, keeping it a mystery for an anointed few, cannot win the acceptance necessary to impartial, honest job analysis and evaluation.²¹

With consideration of various viewpoints in analyzing social work jobs and in anticipation of increasing achievement of professional status by social work, the classification method appears the most suitable means for describing what it is that social workers do.

²¹ Mosher, Kingsley and Stahl, op. cit., p. 238.

CHAPTER 3

SOCIAL WORK AS AN INSTITUTION, OCCUPATION, AND PROFESSION--THE CONTENT OF SOCIAL WORK AS REVEALED IN CURRENT THEORY AND PRACTICE

In the writer's opinion, most social workers employed in local organizations would not profess satisfaction with existing descriptions or evaluations of their positions. In most instances, the social worker employees have no awareness of the method by which their positions have been evaluated and in many local settings, the incumbents of social work positions would not recognize the specifications written as job descriptions of the work they perform.²² The implication intended in the above statements is not that employers have incorrectly or inadequately classified social work jobs. Rather, the writer implies that social work as a profession has not adequately described its goals, skills, activities and services in terminology which is applicable to job description and job classification. Moreover, as a weakly-organized occupation, social workers as a professional group have not actively participated in the description and classification of the duties and responsibilities they assume as individual employees. To make effective use of job evaluation methods social workers need to be conversant with these

²² See Appendix C for sample job descriptions from representative organizations employing social workers.

methods. But more important is that social workers need to be aware of characteristics of social work which are different from industry and other occupational groups and be capable of enunciating these differences in terms of social work jobs.

Some Differences between Social Work and Other Occupational Groups²³

Adequate evaluation of social work jobs cannot be achieved without understanding of (a) social work as an institution, (b) social work as an occupational role²⁴ in specific locales and settings, and (c) social work as a profession with characteristics that may or may not be congruent with current practices of "social workers." The concept of measuring what a job demands must encompass more than the employer's description of what he wants done in the various steps and stages of processing his product. Attempts

²³ Further reference to this aspect of the present study may be found in: Atwater, Pierce, Problems of Administration in Social Work, Univ. of Minnesota Press, Minneapolis, 1940; Street, Elwood, A Handbook for Social Agency Administration, Harper and Brothers, New York, 1947; Bowers, Swithun, "The Nature and Definition of Social Casework, Part III," Social Casework, Vol. XXX, No. 10 (1949); Kidneigh, John C., "The Quest for Competence in Welfare Administration," Social Service Review, Vol. XXIV, June 1950; Witmer, H., Social Work: An Analysis of a Social Institution, Farrar and Rinehart Inc., New York, 1942.

²⁴ Analyses of jobs or work from the sociological point of view of "role" assumed by the worker throws a particularly searching light on current practices of job evaluation. See, for example, the differences between described role, ideal role and actual role in the job of a Charge Nurse in Stanton, Alfred H., and Morris S. Schwartz, The Mental Hospital, Basic Books Inc., New York, 1954, p. 156.

to apply current job evaluation methods to social work jobs illustrate that analysis of a job has to include many variant points of view. These may include, for example:

1) What quantity and quality of output does the employer demand?

2) What physical, mental, emotional and spiritual demands does the employer's goal place on such employee?

3) What degree of participation does the employee have in determining the policies, procedures and goals of the organization of which he is a component part?

4) What demands does the employee bring to bear on the employer regarding policy, procedure and goals through the activity of employee unions, trade standards, professional codes, educational standards, or other forms of regulating job practice (e.g. licensing, certification, et cetera)?

5) What degree of influence has the consumer in defining and regulating the quality and quantity of the product?²⁵

Present job evaluation methods, because of their preoccupation with the position concept, analyze jobs only from the viewpoint of questions 1) and 2) above. Because of this, present evaluations tend to give a non-dynamic

²⁵ The consumer in social work may be both client and/or the general public who through elected representatives or agency boards may be the final arbiter in determining a community's willingness to extend services or to improve performance standards through work revision.

picture of isolated jobs. A realistic, dynamic picture can be found by considering the position and the employee in action in the process, and in the structure, of both formal and informal relationships of an organization. To obtain this picture, the social sciences, industry, and personnel management will have to coordinate their efforts in examining jobs from the points of view listed above.²⁶ Social work is only one of many occupations caught between the Scylla of the rank concept and the Charybdis of the position concept.

Social Work As A Social Institution

As a social institution, social work concerns itself with the goal of improving adjustment between individuals and groups and their environment. In so doing, social work functions through existing institutions of government and various voluntary agencies. Social work and social workers thereby become identified, in the mind and eyes of the public, with the programs and goals of agencies. The disparate function of social work as an institution and social workers as professional practitioners is neglected if "social work" is considered as synonymous with "social agency."²⁷ Social work as an institution has four broad

²⁶ Stanton and Schwartz, op. cit., an excellent analysis of the roles played by all participants in psychiatric illness and treatment in a mental hospital.

²⁷ cf. Street, Elwood, An Handbook for Social Agency Administration, Harper and Brothers, New York, 1947. "A social agency is a group activity....management must carry the whole policy-making and operating personnel, as well as the constituency of the organization, along with it in thought and action with and for the community," p. 434.

functions: (a) developing, testing and refining methodology; (b) controlling or regulating practice of its membership; (c) recruiting further members; (d) promoting development of agencies and promoting improvement of standards within agencies. Responsibility for these functions is neither clearly defined nor clearly allocated to the fields of social work education, the professional organizations and the agencies.²⁸

Each of these fields has a stake and responsibility in the functions of social work. Each of these fields has a unique focus of interest, point of view, or bias in social work.

Yet each field is composed of social workers, many of whom are active in each of the three fields, and most of whom are active in at least two of three fields--the professional organizations and the agencies. Social work cannot be separated into "theoretical" and "applied" fields. Nor can it be considered solely in terms of "labor force," "employees" and employers." With clarification and expanded development in the field of social work education (and possibly with an increasing number of social workers in private practice), social work will achieve professional status. Social workers will then be hired as practitioners--recognized as equipped to handle a variety of assignments--rather than as employees to fill predetermined positions to which employers assign

²⁸ cf. Hollis and Taylor, op. cit., especially Chapter II, "The Scope and Status of Social Work" and Chapter VIII, "Educational Responsibilities of Social Work Organizations."

tasks circumscribed as to scope and method to be followed.²⁹

In practice, management determines the function structure, and services of the organization or agency. In agencies, however, management does not usually specify or define the methods and techniques by which function and services will be carried out. To this extent then, social work in actual practice involves description and classification of jobs according to both the rank and position concepts. This can lead to conflict in the job as management sees it in terms of legislation or tangible services to be administered as opposed to the social worker's concept of a professional responsibility to be carried out using the legislation or tangible service as a tool. In evaluating social work jobs who is to say, for example, which is more important:

Responsibility for allocating financial assistance and safeguarding the agency against fraud? or maintenance of an adequate level of adjustment economically, physically, emotionally and spiritually?³⁰

There are many differences between industry and social work. Most outstanding of these is that industry exists as a profit-making institution. Social work is a

²⁹ This, the reader will recognize as a re-statement of the rank vs. position concept. The writer's bias is to advocate an amalgamation of these two concepts in evaluation of social work jobs. In essence, this is exemplified by the job classes proposed in the F.S.A.A. study, Classifications of Professional Positions In Private Family Agencies, F.S.A.A., New York, 1946.

³⁰ This difference in viewpoint and focus can be avoided when the philosophy, function and services of the agency are spelled out. Where these conflict with the standards of the profession, the profession must educate. But the agency administrator and the social worker as employee should still adhere to existing regulations outlining the standard expected by the agency.

charitable institution. The raw material, assembly line or process, the finished product and the consumer are readily identifiable concepts in industry. In social work, the client is the raw material; the social worker, the assembly belt; agency organizational structure, functions and services are the process and the community of agency supporters is the consumer. Any evaluation of social work jobs should begin with an analysis from the viewpoint of client, worker, employer and consumer. Any evaluation should be jointly undertaken so that the viewpoints of board or government, administrator and employee are all considered.

Social work as an occupational role has certain characteristics which should be noted before attempting to describe and evaluate social work jobs. From the foregoing analysis, social work careers can be seen as both bureaucratic and professional--both closed and open-ended. Since social workers are almost universally employees, social work careers are primarily bureaucratic. However, since social work as such has a professional base of knowledge and method, social work careers can be regarded as essentially open-ended or practitioner-focused in scope for advancement. Ramifications and complications of this characteristic are soon evident when we consider the many discrete roles a social worker may play. He may be employer or employee; supervisor, administrator or worker; board member, citizen and employee (and therefore producer and consumer); specialist or general practitioner. The many roles the social worker plays in

his direct service function, e.g., father, mother, sibling, counsellor, supporter, clarifier, et cetera, are well known to the reader. Within one day, the social worker may play a multiplicity of roles within the scope of his job. One of the most incompatible set of roles played is that of practitioner and supervisee³¹ which stems from the traditional worker-supervisor relationship in social work practice.

In the worker-client relationship, the worker plays an active, practitioner role. Yet in the supervisory function the worker is expected to play a learner or student, submissive, employee role.

One further aspect of occupational role is found in examining social worker activities in seemingly similar positions. For example, two social workers may be employed as "intake workers" in specific settings. In one setting, intake may be considered as concluded once eligibility for service is established and the application form for service is completed. In the other setting, intake may be considered as concluded once certain diagnostic material pertaining to the client's problem is elicited and a tentative plan of service is outlined. In the first setting the social worker may be expected to play a clerking role. In the second setting the worker may be expected to play an initiating, enabling role. An analogy in industry may be seen in comparing the

³¹ A revealing commentary on the reaction of the worker to these incompatible roles is found in Babcock, Charlotte, "Social Work As Work," Social Casework, December, 1953.

role of the garage mechanic who lists the customer's requests for service or complaints regarding his car and the mechanic operating a multi-purpose machine designed to check a variety of items pertaining to car performance. Both systems of "intake" have obvious advantages. In each example the employees perform the same function. In each a certain degree of skill is assumed. But in each the two employees perform different roles. Although their skills and training may be identical, their focus of interest and prescribed attitudes to the client are different. Re-engineering or structuring of jobs in both industry and social work may make possible an increase in efficiency and a decrease in the degree of skill required. In such instances, the job should be described as less skilled in nature. Similarly, because a job appears to be of a social work nature, it is not mandatory that a trained social worker fill that job. Many tasks in social work can be satisfactorily handled by means of the employer instructing the employee as to methods and techniques to be applied and supervising the employee's progress in applying techniques. However, such jobs should be so described. The fact that non-graduates and graduates are actively employed in similar social work jobs does not imply that professional training is not essential for practice. More frequently it implies that the employer's concept of the role to be played is that of a trainee. Or, the implication may be that unavailability of trained staff necessitates considering the job from the position concept rather than

the rank.³² In either instance, the social worker's attitudes to the role he is expected to play will be different.

Social Work As A Profession

In evaluating social work jobs it is important also to understand the professional role which social workers are expected to play both within and outside of the agency structure. Although social work considers itself as a professional institution, it does not have the status characteristic of other professions. Although most social workers consider themselves as professionals they do not as an occupational group meet the responsibilities characteristic of professions. The Hollis-Taylor report³³ highlighted these comments on the professional nature of social work by posing a series of questions under the general heading, "Does social work meet its professional responsibilities?" By their criteria:

³² In such instances, the writer is of the opinion that employers should (a) circumscribe the nature of assignments made to the incumbent of the position (b) provide required instruction in methods and techniques to be used in completing assignments (c) state unequivocally that the position was filled by a non-graduate social worker because of unavailability of trained personnel and (d) make it clear to all concerned that the function of the agency demanded that the position be filled to ensure continuity of service. To do otherwise is to dilute the quality of agency service and create confusion in the public mind as to the role of the trained social worker.

³³ Hollis and Taylor, op. cit.

....only the hard core of social work in the United States can be said to have attained a satisfactory professional status. The larger segment of social work is on the way to becoming a profession, but...it is not yet in all respects at this stage of development.³⁴

For the purposes of job analysis, description and evaluation, however, the present study assumes that social work is a professional institution and occupation and that social workers are professional persons. As an operational definition, this study accepts the following description of a professional:

... (a) any employee engaged in work (i) predominantly intellectual and varied in character as opposed to routine mental, manual, mechanical, or physical work; (ii) involving the consistent exercise of discretion and judgment in its performance; (iii) of such a character that the output produced or the results accomplished cannot be standardized in relation to a given period of time; (iv) requiring knowledge of an advanced type in a field of science or learning customarily required by a prolonged course of specialized intellectual instruction and study in an institution of higher learning or a hospital, as distinguished from a general academic education or from an apprenticeship or from training in the performance of routine mental, manual, or physical processes; or (b) any employee, who (i) has completed the courses of specialized intellectual instruction and study described in clause (iv) of paragraph (a), and (ii) is performing related work under the supervision of a professional person to qualify himself to become a professional employee as defined in paragraph (a).³⁵

A definition of social work acceptable to all social workers; both inclusive and exclusive in nature,

³⁴ Ibid., p. 11.

³⁵ "Taft-Hartley Act," Public Law No. 101, 80th Congress, 1st Session, 1947, Government of the United States of America, U.S. Government Printing Office, Washington, D.C.

has yet to be developed. For present purposes it suffices to describe characteristics of the content of social work as applicable to training for, or practice in any of the fields or settings of social work. Such a description of basic and generic content was listed by Florence Day in 1948.³⁶

1. A philosophy which sees individual welfare as both the purpose and the test of social welfare.
2. A professional attitude which combines scientific spirit with dedication to the people and purposes it serves.
3. A knowledge of the dynamic forces in human beings and in social forms and in their mutual interaction.
4. Methods and skills whereby the professional person can help the needful to better utilize his own powers or his social opportunities, or to protect the person who lacks ability to make productive use of his social situation.

If we add to this list one further generic attribute, we have a sound framework for constructing job descriptions and classifications in social work.

5. A knowledge of, and attitude toward, the total field of social services viewed historically and in the present, that furthers effective participation within, and contribution to the evolving of social welfare programs.³⁷

As applied to job analysis, the first two characteristics describe personal qualities; the last three, qualifications in terms of knowledge and abilities required. In considering further the "what" of social work, some refinement or specialization of field must be assumed. Thus, the

³⁶ Day, Florence R., "Current Developments in Graduate Curriculum," Journal of Social Casework, November, 1948.

³⁷ Smalley, Ruth E., "Can We Reconcile Generic Education and Specialized Practice?", Journal of Psychiatric Social Work, Vol. XXIII, No. 4, June, 1954.

writer selects the field of social casework and the widely accepted definition of Swithun Bowers.³⁸

Social casework is an art in which knowledge of the science of human relations and skill in relationship are used to mobilize capacities in the individual and resources in the community appropriate for better adjustment between the client and all or any part of his total environment.

In this definition, Father Bowers has capsulized not only the "what" but also the "how" and "why" of social casework. The definition thus lends itself well to job classification from the viewpoint of social work as an institution and social work as a profession.

Fields or Settings in which Social Workers Practice

Delineation of the settings in which this art is practised is essential to translate the definition into operating process. Hoey³⁹ suggests that social work as an entity operates in three ways:

(1) It operates alone in an agency or institution devoted to providing one or more social services to individuals and groups; (2) it operates as part of a team in a cooperative relationship with members of other professions to provide a co-ordinated and balanced multi-service program to individuals and groups; and (3) it operates in an auxiliary capacity in support of another type of service to individuals or groups.

Hoey contends that in operating in any one of these ways, social work has a common base of purpose method and skill.

³⁸ Bowers, Swithun, "The Nature and Definition of Social Casework," Part III, Journal of Social Casework, Volume XXX, No. 10, Dec. 1949, p. 417.

³⁹ Hoey, Jane M., op. cit., p. 403.

Further delineation of these settings in classification of jobs tends only to limit mobility of personnel. By describing social work, for example, in terms of: Child Welfare; Family Welfare; Psychiatric Social Work; Medical Social Work; Probation; Public Welfare, et cetera, we fall into the error of presuming special training, knowledge, and skills for each setting. From a classification point of view, jobs are usually analyzed as to basic education, skills, knowledge, and abilities required to qualify for a particular position, and as to experience or learning time on the job required for the employee to meet the special requirements of the setting. The writer favors the concept of a generic base and approach to social work (a) to enable and facilitate identification of social work as a profession in the full meaning of the word⁴⁰; (b) to facilitate mobility of personnel; (c) to enable the profession to meet its broad professional goals as a social institution; (d) "to promote activities appropriate to strengthening and unifying the social work profession as a whole; and (e) to promote the sound and continuous development of the various areas of social work practice whereby the profession contributes to the meeting of particular aspects of human needs."⁴¹ If we

⁴⁰ See definition p. 36 from Taft-Hartley Act. See also criteria outlined in Hollis and Taylor, op. cit., pp. 10-11.

⁴¹ "Plan for a Single New Organization of Social Workers," prepared by the Temporary Inter-Association Council of Social Work Membership Organizations, Dec. 1952, p. 18.

are to develop appropriate specializations in social work, we must first define and agree on the basic content, method, techniques, skills and personal characteristics which constitute the broad, general and primary attributes of the professional social worker.⁴²

Traditional Occupational Ranks or Levels in Social Work

Current theory and practice indicate a tacit acceptance of three basic processes in social work, viz., administration, supervision, and direct service. These in turn usually become synonymous with administrator, supervisor, caseworker. So firmly fixed is this rank concept that agencies are usually amazed to discover, usually through time studies, what its various ranks of employees are actually doing. Despite the ideal of participation of all staff in each of the three processes, job descriptions often do not include reference to the duties or responsibilities of staff members therein.⁴³ This implies lack of awareness of the degree

⁴² cf. Cockerill, Eleanor, "Methods Used by the Casework Faculty to Factor Out and Teach Basic Concepts in Social Casework," Workshop VI, 1st Annual Meeting, Council of Social Work Education, St. Louis, Mo. Jan. 1953. "Since the ultimate purpose of the generic is to enable us to move to a greater degree of specificity, we should perhaps, take a more critical look at what appears to be an...increasing degree of enthusiasm for the attainment of the generic as an end in itself in social work practice. Perhaps a basic problem here is one of viewing concepts as ends in themselves rather than recognizing that they are essentially tools."

⁴³ See copies of job descriptions of representative agencies, Appendix C. A detailed description of duties and responsibilities according to traditional ranks or levels is presented in the Report of the Joint Committee on Social Work Education, "Report of Sub-Committee on Job Analysis," Vancouver, B.C., November, 1955. Mimeo.

of responsibility of each rank in the carrying out of these processes.

Three additional processes are commonly discussed in the literature. These are education, consultation, and research. Usually such processes are pictured as functions of the agency as such, or as responsibilities of one or other of the ranks, i.e., they are not thought of usually as synonymous with "teacher," "consultant," and "research worker." The job analyst would study agency practice to see whether there were sufficient activities identifiable as these separate processes or functions. Then he would describe these as attributes or responsibilities of a certain rank. Or, he would allocate them to constitute a position (depending on whether the rank or position concept is used as the method of classifying). For present purposes, it is noted that there is a growing tendency within the profession to consider education, consultation and research as both agency functions and specialized fields of practice.⁴⁴

Activities of Administrator, Supervisor, and Worker as Described in Literature and Representative Job Descriptions

The role, duties, and responsibilities of the traditional ranks, as postulated by social work education, the profession, and agencies may be analyzed as

⁴⁴ See Hollis and Taylor, op. cit., p. 33.

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follows:

A. Responsibilities

1. Administrative
2. Supervisory
3. Consultative
4. Direct service (Usually specified as to focus and setting as, e.g., casework, groupwork, inter-group work and as e.g., client or patient services)
5. Community education
6. Professional education
7. Staff development
8. Program development
9. Research

B. Areas of Responsibility Presumed Applicable to Each Rank

- (1) Administrator - General responsibility for the overall services to clients within the agency or unit administered; usually considered to have participative responsibility in all areas except where specific function is assigned as a special position. Usually does not have participative responsibility in 4. Direct Service.

⁴⁵ Based on study of job descriptions from U.S. Federal Government, Oregon State, California State, and City of Vancouver, also based on review of related studies. Berkman, op. cit., Hollis and Taylor, op. cit., Joint Committee on Social Work Education, op. cit., Family Service Association of America, Classification of Professional Positions in Private Family Agencies, New York, 1946, and Holcomb, Emerson, "An Analysis of the Supervisory Job," Social Casework, March, 1956.

(ii) Supervisor * Generally considered to "oversee" item 4. (Direct Service) and thus to be responsible for standards of service. Also generally assumed to have responsibility for adherence to agency function (items 1. and 2.). Also usually assumed to have major responsibilities in education, staff development and consultation (items 5., 6., 7., and 3.) and shared or minor responsibility in study, review, and assessment of program of agency or unit (items 8., 9., and 1.).

(iii) Worker * Usually considered as responsible "... to render appropriate...social work services to clients within the functions and policies of his employing Agency; and to assist that Agency in fuller understanding of client needs so that its policies may be increasingly helpful to clients."⁴⁶ Major responsibility for item 4. recipient-participative responsibility under items 2. and 7. and shared to minor responsibility under items 8., 9., 5., and 1. Occasionally special, major responsibility

⁴⁶ Joint Committee on S.W. Educ'n., op. cit., p. 4.

in a specific function as e.g. any one of items 3., 5., 6., 7., 8., 9., depending on experience (seniority and training) of the worker and scope of agency service.

The above schedule provides a guide only, to analysis of what social workers do. Coupled with the characteristics of social work as described earlier in this chapter, the outline of responsibilities can be used to construct a classification plan for social work. However, such a plan would be limited in value unless it was based on analysis of jobs that are actually being performed at a specified time and setting.

Role of Social Work and Social Workers in a Specific Setting

In order to analyze social work jobs one must analyze the job of the totality of social work positions constituting the agency or unit studied. In order to describe and classify the various positions in this setting, it is necessary to study the purpose, philosophy, structure, functions and services of the Child Guidance Clinic as a totality.⁴⁷

⁴⁷ Material presented is from a draft of a procedural manual for the Social Service Department of the Child Guidance Clinic, Sept. 1955.

CHILD GUIDANCE CLINICS

PROVINCE OF BRITISH COLUMBIA

DEFINITION AND PURPOSE:

The C.G.C. may be defined as a community agency in which specialized professions combine their knowledge and attempt to employ the resources of the community to meet the problems of children who are poorly adjusted to their environment and/or have unsatisfied inner needs.

Children's maladjustments may be expressed in undesirable habits or personality traits, unacceptable behaviour or inability to cope with social or scholastic expectations.

Children seen by C.G.C.'s include those who are the responsibility of Child or Family Welfare Agencies, e.g., when these agencies are concerned about the emotional consequences of placement because of dependency, broken homes and illegitimacy. Patients also include children who have social and emotional problems because of retardation in intellectual development or because of physical handicap.

The services of the C.G.C. are carried out by teams consisting of psychiatrist, psychiatric social workers, psychologists and public health nurse.

ADMINISTRATION:

The C.G.C. is one unit of the Provincial Mental Health Service which operates under the Provincial Secretary's Department. Each unit of the Mental Health Services has a Clinical Director who is responsible to the Director of Mental Health Services. The Director of C.G.'s has responsibility for the Stationary Clinics in Vancouver and Victoria, as well as for the Travelling Clinics on Vancouver Island and the Mainland. All staff with the exception of Social Workers are appointed by the Civil Service Commission to the Provincial Secretary's Department. Social Workers are appointed by the Commission to the Social Welfare Branch. Social Welfare Branch is administratively responsible to the Department of Health and Welfare.

Social Workers within the Clinic are responsible through their Casework Supervisors to the Social Service Department Supervisor. The Department Supervisor, in turn, is administratively responsible to the Clinic Director and to the Provincial Supervisor of Psychiatric Social Work. The Provincial Supervisor, in turn, is responsible to the Director of Mental Health Services, and through the Director of Welfare, the Provincial Supervisor is responsible to the Deputy Minister of Health and Welfare.

Within the Social Service Department, the structuring of staff and services is as follows:

(a) Departmental Supervisor

(b) Four Casework Supervisors:-

One responsible for Intake and Brief Service Section and Supervision of five caseworkers assigned to that section.

One Casework supervisor responsible for Continued Services Section and for six social workers assigned to that section.

One Casework Supervisor responsible for Social Work Services on Travelling Clinics.

One casework supervisor responsible for the Student Unit and for supervision of social work students in training.

FUNCTIONS AND SERVICES:

Social Service Department participates in each of the following functions and services with major emphasis on Direct Service or Clinic Treatment Cases. The primary function of the C.G.C.'s is that of study and treatment of children. In addition to this broad function, Clinics also have responsibility in:

1. Orientation

- (a) of individuals interested in the work of the Clinic and in learning about Mental Health Principles i.e. - nurses, social workers, various students, doctors, teachers, mental health co-ordinators, etc.
- (b) student groups in the clinic takes responsibility for orientation of medical, nursing, psychological, teaching and social work students.

2. Community Education

Through such media as lectures, talks, films and case presentations the Clinic Staff carry out a function of promotion of Mental Health Principles with such groups as P.T.A.'s, parent's groups, service clubs, institutes, etc.

3. Professional Education

At present the Clinic Staff also gives lectures or case presentations to student groups at the U.B.C. schools of education, medicine, social work and nursing. Clinic Staff give talks as well as orientation to affiliate nurses from various city hospitals. One supervisor is responsible for supervision of graduate

social work students from U.B.C. School of Social Work.

4. Community Organization

Clinic Staff participates in other agency committees concerned with development of services, i.e.

- (a) Community Committees such as Community Chest and Council various divisions.
- (b) Clinic Staff also participates on executive or advisory boards of other groups such as C.N.I.B., C.P.A., Associations of Vancouver and B.C. Cerebral Palsy Committee of Children's Hospital, Children's Aid Society of Vancouver (Family and Child Committee), Crippled Children's Registry (Medical Advisory Panel), Greater Vancouver Health League, National Vocational Guidance Association, Public Health Nursing Advisory Committees, St. Christopher's School for Boys, St. Euphrasia's School (Convent of the Good Shepherd), U.B.C. School of Social Work, Advisory Committee on Research.

5. Research Participation

- (a) The Clinic at present conducts research of the following nature:

- (1) Operational Research
- (11) Case Flow
- (111) Extent of Services
- (IV) Quantity of Service.

- (b) The Clinic participates in research conducted by others.

- (1) Social Work Students
- (11) U.B.C. Neurological Research Dept.
- (111) Psychologist Students
- (IV) Crease Clinic Dept. of Neurology
- (V) Community Chest and Council,
e.g. Services to Children Survey (1955).

TYPE OF SERVICES TO INDIVIDUAL PATIENTS:

- 1. Diagnostic Service. The clinic offers full clinical examination of a child to social and health agencies working with him and his family or guardians. This entails the following procedures:

- (a) A developmental social history is prepared by the worker presenting the case.

- (b) Psychological examination including intelligence, personality, and other psychological tests as indicated by the needs of the individual child is conducted by the clinic psychologist.
- (c) Physical examination is done by the clinic psychiatrist and nurse.
- (d) Psychiatric interviews with the patient and also parents or guardians are carried out by clinic psychiatrist.
- (e) A conference is held following examination attended by the clinic team and the worker referring the case as well as other professional people concerned, such as school nurse, social worker, teacher, or doctor. The person referring the case takes responsibility for arranging the attendance of all but the clinic team at the conference.

In the conference the clinical diagnosis and recommendations for treatment are given and discussed in terms of the total needs of the patient and the resources of the agency and community.

2. Consultative Service

- (a) A consultative service is one in which a conference is requested with the psychiatrist and other members of the clinic team when this conference is not immediately preceded by clinical examination of the patient. The patient discussed may never have been seen by the clinic or may have been examined on a previous occasion. When a worker requires such consultation she prepares a social history or summary and arranges an appointment time at the clinic. If the worker requires further help with this case, she may return to clinic as often as she requests, for discussion.
- (b) Following a consulting conference the person presenting the case at clinic will submit to clinic minutes of the conference in duplicate.
- (c) Consultation by mail. District social workers or public health nurses may write to the Provincial Child Guidance Clinic for such guidance, enclosing the history information. The team will discuss the case and the psychiatrist will write back their thinking and recommendations.
- (d) Four copies of history or summary are required in the same way as with full examination.

3. Co-operative Cases

When a case is presented at clinic in which the decision of the conference is that intensive psychiatric treatment or casework should be done by clinic personnel while the referring worker is also carrying on agency service, this case is known as a co-operative case. The Child Guidance Clinic is then the major agency and will take responsibility for forwarding information to the agency and consult frequently with them in regard to their joint activity.

4. Re-Examination

- (a) When a re-examination of patient is indicated the patient and the family should be prepared as for the initial examination.
- (b) This examination entails the same procedure as outlined under 1. Diagnostic Services.
- (c) Four copies of SUPPLEMENTARY HISTORIES for complete cases should be submitted as a summary of contact from the time of brief examination.

5. Direct Service or Clinic Treatment Cases

A clinic treatment case is one in which the Clinic Team takes full responsibility in treatment services. Policy and Procedure regarding these cases is detailed later in this report.

TRAVELLING CLINICS:

The C.G.C.'s offer wide and extensive Diagnostic and Consultative Services to every area in the Province of B.C. Details of Policy and Procedure regarding Travelling Clinics are covered in the Social Welfare Branch Policy Manual. Copies of the section of this manual pertaining to C.G.C. are obtainable through the Vancouver Clinic, 455 W. 13th Avenue, Vancouver.

Statistical Analysis of Activities Performed During Fiscal Year, 1954-55

Although the scope of this study does not permit a detailed quantitative analysis of activities performed by the various levels of casework staff according to the functions outlined, some general measure by particular functions is detailed in Table 2, (p. 50).

Table 2. Summary of Activities of Social Service Department,
Child Guidance Clinic, Vancouver, April 1st, 1954 to
March 31st, 1955.

Activity	No. of Staff Performing Activity			Total Activities	Yearly Av. Per Staff Member
	<u>Adm.</u>	<u>Sup.</u>	<u>Wkrs.</u>		
1. Orientations - no. of persons oriented	1	4	2	125	18
2. Community Education) Lay and Prof.)	1	3	2	48	8
3. Professional Education) Group Sessions)					
4. Community Organization Meetings	1	-	2	15	5
5. Programme & Staff Dev't. Meetings (Meeting attendance per worker)	1	4	9	168	-
	-	-	-	-	67
6. Supervision periods received	1	4	13 ¹	704	39
7. Consultative-cases of other agencies	1	2	7	783	78
8. Direct Service-cases	-	1	9	475	48 ²

¹ Includes 4 students.

² Case count is based on unit of a child - average caseload per worker each month was 20.

Source: Annual and Monthly statistics of the Social Service Department, Vancouver Child Guidance Clinic, 1954-1955.

This table illustrates that social workers at the Clinic participate in almost all functions of the Department. Exceptions, within the fiscal year studied, applied to the Administrative Supervisor, and the Casework Supervisors in the Direct Service and Community Organization activities respectively. The supervisors' activities were mainly in Supervision; Programme and Staff Development; Orientations; and Community and Professional Education. The workers' activities were mainly in Direct Service; Supervision (Received); Programme and Staff Development; and Consultative; although a minimum of two workers participated in all eight activities for which statistics were available.

These preliminary findings show differences between the consultative, community and professional education responsibilities carried and the responsibilities presumed appropriate to the worker.⁴⁸ The actual degree of responsibility carried in each activity cannot be measured without a time study of worker activities. Using an outline of activities performed by the various levels as a guide, a detailed record of actual duties performed in units of not less than five minutes will be compiled in Chapter 4. Hopefully, the quantitative measure of activities performed will provide material to delineate degrees of responsibility and skill required of social workers of various ranks or in various positions.

⁴⁸ cf. p. 43.

CHAPTER § IV

TIME STUDY OF WORKER ACTIVITIES IN THE CHILD GUIDANCE CLINIC--CLASSIFICATION OF JOBS BY RESPONSIBILITIES AND SKILLS REQUIRED

Method of the Time Study

The purpose of the time study (i.e. to test accuracy of existing job descriptions in the Clinic; to analyze the flow of work; and to describe activities and services of the department), was discussed in three staff meetings. It was decided that an open schedule or notebook form of study should be used. A previous time study conducted in the Clinic in 1954 had been structured to record time according to pre-determined functions.⁴⁹ Despite definitions of these functions, interpretations varied. The study also represented a forced distribution which tended to validate the job descriptions but did not clarify the degree of skill or of worker responsibility required. The second study method was pre-tested by one supervisor, one Intake Section worker and one Continued Service Section worker. For one week each of these employees recorded their activities in as detached a manner as necessary to show:

(a) exactly what was done; (b) why the individual concerned,

⁴⁹ Administrative, Supervisory, Consultative, Caseload, Educational, Staff Development, Research, Miscellaneous (Coffee, Travelling, Chatting, Unaccounted for).

rather than someone else, performed the activity; and (c) the general purpose of the activity. Following this "trial run," mimeographed schedules⁵⁰ were drawn up to be used by each worker. Although the schedules were useful as instruction sheets as to mode of recording to be done, only four of the fourteen staff members recorded their time on schedule forms. The majority used a notebook which they carried with them. Mobility of staff during the day made the notebook the most practical form of recording.

Activities reported by the staff were sorted initially into broad headings. A further sorting established one or more sub-headings for each major grouping. By this technique, stages and other aspects of each activity could be identified without necessitating a forced distribution of time. Nevertheless, the existing job descriptions based on the major headings previously listed did tend to influence the total staff in recording activities in terms of their job descriptions. A further skewing tendency was the result of the study itself. The necessity to account for and record every five-minute-unit of a working day tends to increase efficiency (if not anxiety) in employees. To overcome the possible inexactitudes in distribution of time would require a stop-watch technique. The obvious advantages of total staff participation in measuring their own job justifies the approach used in the Clinic time study.

⁵⁰ See Appendix D.

The study was conducted during the last week of March and the first week of April, 1955.⁵¹ This time was chosen because month-end, year-end, and beginning-of-the-week activities would thereby be included. By so doing, a measure of the time in certain infrequent activities was obtained. But the amounts of time recorded were disproportionately high for certain activities which are essentially monthly, semi-annual and annual in nature. This, naturally, meant that other activities were disproportionately low. Activities which were of these categories included: monthly and annual statistical reports; periodic staff reports as to attendance, leave, car usage, et cetera; research; case recording; and to a minor extent, casework interviews. Adjustments were made by estimating the time for units of these activities; projecting this time on an annual basis using the statistics for the previous fiscal year to obtain the number of such activities; then dividing this amount of time by 12 to give an estimated monthly time. For example, in-person-interviews were estimated as one hour in length; telephone-interviews as twelve minutes

⁵¹ cf. Hill, John G., and Ralph Ormsby, Cost Analysis Method for Casework Agencies, Family Service Agency, Philadelphia, 1953.

Perhaps the most valid method of time study is that used by the Philadelphia cost-analysis study. In this agency, a random sample of employee days during one year is the basis for determining days on which certain employees record their time. Any other method necessitates adjustments based on average numbers of activities during the full year. The pre-determined classification of activities to be measured is helpful in the compilation of results if the activities list is inclusive in nature and carefully defined.

in length. The total interviews of each kind for a year (for each of 4 groups of employees) were then multiplied by the time per interview. The result divided by twelve was used as the estimated interview time for the group of employees concerned. The time for all other recorded activities was then multiplied by 2.15 to obtain the monthly time for each. All times were then computed in percentages.⁵²

Comparison of the time distribution of the supervisory group (S.W. Grade IV) and the worker group (S.W. Grade III) with time distribution reported for similar groups in two previous studies⁵³ indicated that these groups were engaged in identical kinds of activities. A high degree of correlation exists also in the percentages of time per activity reported by both supervisory groups as well as by both worker groups. This represents a test of standardization or applicability of the functional headings more than a test of validity for the time study presented herein. The percentage distribution shown here appears to be valid from the viewpoint of total annual activities. However, it is noted that the time spent in recording appears quite low-- 6.4% for the worker group. The range varied from 0 to 20%.

⁵² Note that overtime and absence due to illness were not recorded in this study, therefore all percentages are computed in terms of standard working hours.

⁵³ Vecic, C., The Staff Development Program of the Social Welfare Branch, Vol. II, Master of Social Work Thesis, University of British Columbia, 1954, and Social Worker's Salaries Committee, op. cit., p. 14.

Much of the recording time appears to occur in overtime hours and at slack periods or pre-holiday intervals. A more accurate figure of 14% of work time is suggested by study of three workers whose recording was constantly kept up-to-date.

Table 3 presents a detailed summary of the time study findings. Table 4 shows the time distribution of major activities by worker levels of administrative supervisor, supervisor, travelling supervisor, and worker.⁵⁴ Miscellaneous activities for each of these employee groups are presented in Appendices E, F, G, and H. The classification titles for these employees were, Supervisor of Welfare, Grade I; Social Worker Grade IV (Casework Supervisor); Social Worker Grade IV (Casework Supervisor, Travelling Clinics); and Social Worker, Grade III (Psychiatric). Two employees of the Clinic with only one year of post-graduate social work training were classified as Social Worker, Grade II. These class titles are specified in the time study tables as: Sup. Gr. I; S.W. Gr. IV; S.W. IV, Trav.; and S.W. III.

Limitations in the Significance of the Time Study

The range of times reported in the various activities by each of these classifications was averaged for

⁵⁴ Filled positions as of April, 1955 were: 1 department supervisor; 4 casework supervisors, 1 for each of Intake and Brief Services Section, Continued Services Section, Student Unit, Travelling Clinics; 9 caseworkers (3 in the Intake Section; 6 in the Continued Services Section).

presentation. In so doing, some individual variations between positions in the same class do not appear. However, in the individual positions the range of time per activity and the extent of time spent in each of the major areas of activity did not vary sufficiently within the classification group to merit additional classifications. Two exceptions to this are found. 1) In the Travelling Clinic position, S.W. Gr. IV, the activities' distribution was extensively different from the three other positions classed as S.W. Gr. IV. 2) In one direct casework position, the incumbent had only one year of post-graduate training and had no previous experience. For this employee, the activities' distribution differed extensively from other positions of S.W. Gr. III and the other S.W. Gr. II position, where the incumbent had four years of experience following graduation. The areas that differed are shown below with the time spent by the others grouped as S.W. Gr. III, shown in brackets.

2.	Consultative	.0	(9.0%)
3.	(f) Receiving supervision	9.2%	(5.2%)
4.	(b) Recerding of direct casework	10.4%	(6.4%)
	(c) Conferring on assigned caseload		
	(i) Casework	1.8%	(1.3%)
	(ii) With other professions	7.7%	(6.4%)
5.	Professional Education	0	(.3%)
6.	Community Relations		
	(a) Community education	0	(.5%)
	(b) Participating with community committees	0	(.3%)

Because Clinic policy is to hire only staff with two years of post-graduate training, the further analysis and description of this position is not pertinent to the present study. General policy of the Clinic is to delegate to all social workers a degree of responsibility in each of the functions or areas of activity of the Social Service Department.

The material presented in the time study tables shows only the time distribution of areas of activity. The findings do not define or imply adequacy of performance in any of these activities. Time spent in an activity does not necessarily measure the over-all importance of that task to the agency. Nor does time spent have a necessary positive correlation with the degree of skill required to perform the task adequately. Although the distribution of time shown in the tables meets standards and service demands of the agency in question, the percentage distribution of activities might vary significantly from that of other agencies.

For example, the percentage of time spent in activities termed administrative may appear high for all classes. In the Clinic, a major role is played by the Social Service Department (hereafter called the Department) in facilitating the flow of work through scheduling of appointments, conferences, et cetera, with other disciplines. The concentration in clinical settings on procedures and flow from application to diagnostic conference to

continued service necessitates a good deal of planning and organizing by all staff.⁵⁵ Delegation within the department of authority by sections necessitates unit, as well as worker, supervision by the casework supervisors. In the Travelling supervisory job, a major portion of time is spent on scheduling clinical activities as illustrated in the timetable of a typical day. (Appendix J.) Further study as to the efficiency of operation was planned to test the need for more clinical staff to handle some of the scheduling and organizing of work within the Department.

Differences in Kind of Activities at Various Job Levels
(Tables 3, 4, and 5)

Existing job titles or ranks indicated general differences in major areas of responsibility but do not indicate the variety or complexity of duties carried by all three classes. In any one day, the social worker might be involved in as many as 28 different activities, all of which require a variety of roles, skills, and responsibilities. Whereas in business organizations many transactions, units of activity, or service might be concluded in one day, social work usually measures its units of activity with clients in terms of weeks, months and years. There are many periods of covering-the-same-material in interviews. Many steps of activity are, of necessity,

⁵⁵ Although the major direct role in continued service is assigned to social workers in the Clinic, a complete team is assigned at point of intake on every case, with the psychiatrist being the head of the team.

Table 3. Summary of Time Distribution of Usual Social Work Duties and Responsibilities for Each Staff Group of the Clinic, April 1955.

Item of Activity	Per Cent of Total Monthly Time			
	Sup. Gr. I	S.W. Gr. IV	S.W. IV (Trav.)	S.W. Gr. III
1. <u>ADMINISTRATIVE</u> -	%	%	%	%
(a) Planning, Organizing, scheduling and checking of work assigned to self and others	9.6	10.2	12.8	4.5
(b) Conferring and consulting with officials of other departments	6.4	1.9	3.8	.6
(c) Conferring and consulting with officials of outside agencies	3.2	1.9	9.0	.3
(d) Formulating policy and procedure (or advising on this)	5.2	1.6	1.3	.3
(e) Recording and reporting on total work load assigned	6.6	4.8	3.8	1.2
Sub-total	31.0	20.4	30.7	7.0
2. <u>CONSULTATIVE</u> -				
(a) Answering enquiries, studying records, participating in consultative service to other agencies	3.8	.5	23.1	9.0
3. <u>SUPERVISORY</u> -				
(a) Conferences with supervisees	14.7	23.1	-	-
(b) Record reading	1.3	12.8	10.8	.9
(c) Attending team conferences on load assigned	3.8	5.5	-	-
(d) Attending casework conferences on load assigned	1.3	1.9	-	-
(e) Rating performance and evaluating prof. dev't. of supervisees	1.3	1.3	-	-
Sub-total	22.4	44.6	10.8	.9

Table 3. (Continued)

Item of Activity	Per Cent of Total Monthly Time			
	Sup. Gr. I	S.W. Gr. IV	S.W. IV (Trav.)	S.W. Gr. III
3. (f) Receiving supervision	2.0	4.1	3.6	5.2
4. <u>DIRECT SERVICES</u> -				
(a) Casework interviews	1.9	3.8	11.5	38.6
(b) Recording of direct casework services	.3	.3	2.6	6.4
(c) Conferring on assigned caseload:	-	-	-	1.3
(i) Casework; (ii) With other professions	-	-	-	6.4
(d) Group work services to patients or relatives	-	-	-	-
(e) Recording of direct group work services	-	-	-	-
Sub-total	2.2	4.1	14.1	52.7
5. <u>PROFESSIONAL EDUCATION</u> -				
Lectures, case presentations, orientations	2.6	1.3	1.3	.3
6. <u>COMMUNITY RELATIONS</u> -				
(a) Community education, PTA'S & other lay groups	3.2	-	1.9	.5
(b) Participating with community committees re dev't. of services	3.2	-	-	.3
(c) Working with community resources on behalf of assigned cases	-	-	-	1.6
Sub-total	6.4	.0	1.9	2.4
7. <u>STAFF DEVELOPMENT</u> - Thru' meetings & committees	6.4	6.4	1.9	4.5
8. <u>PROGRAM DEV'T.</u> (a) Within department	4.5	3.6	.6	1.9
(b) Within total agency	4.5	1.3	.9	-
Sub-total	9.0	4.9	1.5	1.9
9. <u>RESEARCH</u> - Operational and original	1.3	1.3	1.3	.3
10. <u>OTHER</u> - (a) Travelling	1.3	.6	4.5	2.6
(b) Reading professional literature	2.0	2.0	.6	1.3
(c) Periodic staff reports; attendance, leave, car usage, etc.	.6	.6	.6	-
Sub-total	3.9	3.2	5.7	3.9
(d) Miscellaneous (See Schedule III - Appendices E-H)	9.0	9.2	4.1	11.9
TOTALS	100.0	100.0	100.0	100.0

Source: Job Analysis Schedules I and III, Child Guidance Clinic, Vancouver, 1955.

Table 4. Summary of Time Distribution of Usual Social Work Duties and Responsibilities by Major Areas of Activity for Each Staff Group of the Department, April 1955

Activity	Staff Groups			
	Sup. Gr. I	S.W. Gr. IV	S.W.IV Trav.	S.W. Gr.III
	%	%	%	%
1. Administrative	31.0	20.4	30.7	7.0
2. Consultative	3.8	.5	23.1	9.0
3. Supervisory ¹	24.4	48.7	14.4	6.1
4. Direct Services	2.2	4.1	14.1	52.7
5. Professional Education	2.6	1.3	1.3	.3
6. Community Relations	6.4	..0	1.9	2.4
7. Staff Development	6.4	6.4	1.9	4.5
8. Program Development	9.0	4.9	1.5	1.9
9. Research	1.3	1.3	1.3	.3
10. Other	12.9	12.4	9.8	15.8
TOTALS	100.0%	100.0%	100.0%	100.0%

¹ Including Item 3(f) "Receiving Supervision."

Source: Table 3, pp. 60-61.

Table 5. Three Major Areas of Function for Each Staff Group of the Department¹

Areas of Function	Staff Groups			
	Sup. Gr. I	S.W. Gr. IV	S.W.IV Trav.	S.W.Gr. III
1. Administrative	X	X	X	X
2. Consultative			X	X
3. Supervisory	X	X		
4. Direct Services			X	X
5. Professional Education				
6. Community Relations				
7. Staff Development		X		
8. Program Development	X			
9. Research				

¹ Excluding "Miscellaneous"

Source: Table 3.

Table 6. Ratio of Supervision Time Received to Performance Time of Various Functions Expressed in Percentages for Each Staff Group of the Department¹

Ratio	Item	Sup. Gr. I	S.W. Gr.IV	S.W.IV Trav.	S.W. Gr.III
Supervision received to total work time		2%	4.1%	3.6%	5.2%
Supervision received to major area of function		6.4%	9.2%	11.7%	9.8%
Supervision received to 2 major areas of function		3.7%	6.3%	6.7%	8.4%
Supervision received to 3 major areas of function		3.2%	5.7%	5.3%	7.6%

¹ Excluding miscellaneous activities.

Source: Table 3.

Table 7. Focus of Activity in Percentages
for Each Staff Group

Staff Group	Focus of Activity ²				
	Client Contacts	Other Dept. Con- tacts	Staff Contacts	Community Contacts	Non- Personal Activities
	%	%	%	%	%
Sup. Gr. 1	1.9	14.7	30.2	16.0	37.2
S.W. Gr. IV	3.8	8.7	40.4	3.7	43.4
S.W. IV.Trav.	11.5	4.7	6.1	35.3 ¹	42.4
S.W. Gr. III.	38.6	7.0	12.9	12.0	29.5

¹ 23.1% consultative service to other agencies on Travelling Clinics.

² Items classified under each heading are as follows:

Client Contact *

4.(a)

Other Department Contacts *

1.(b) ... 3.(c) ... 4.(c)-(ii) ... 8.(b).

Staff Contacts *

3. (a) (d) (e) (f) ... 4.(c)-(i) ... 7. ... 8.(a)

Community Contacts

1.(c) ... 2. ... 5. ... 6.(a) (b) (c)

Non-Personal Activities

1.(a) (d) (e) ... 3.(b) ... 4.(b) ... 9. ... 10.(a)(b)(c)(d)

Source: Table 3.

repetitious, as, for example, preparing a playroom for a play interview with a child, conducting the interview, cleaning up, preparing the playroom for another interview, et cetera.⁵⁶ However, in general terms, the time study shows that the department supervisor was mainly involved in administrative and supervisory duties. Supervisors were primarily involved in supervision. Workers were primarily engaged in direct service responsibilities. The exception to this generalization is the position of Travelling Clinics Supervisor. In this position the responsibilities were primarily administrative-consultative. The time study suggests this position is not properly classified. From the time distribution, this position would seem better classified as a senior caseworker position or senior supervisor (case consultant) position.

Some activities which appear to be common to all job levels differ widely in the extent and kind of responsibility and skill required. For example, community relations, professional education and consultative responsibilities are assigned to staff according to amount of experience, interest and personal skills. Generally, all staff in the worker classification after six months to one year on staff, are expected to participate in the consultative role either as duty-work one-half to one day per week or as the social work representative in team conferences on

⁵⁶ cf. the role of a housewife.

cases of other agencies. However, the department supervisor was usually involved in the more complex case situations or in those involving questions of department or clinical policy. In travelling clinic cases, the travelling supervisor had educative responsibilities in regard to workers presenting cases for examination or consultation, whereas in most other consultative case conferences the clinic worker's responsibility was considered lesser in degree of authority or skill required. In community relations activities, the case-work supervisors were not involved at the time of the study, primarily because both were recently appointed. Ordinarily this function would be considered as one to be carried by supervisors or senior workers.

Differences in Degree of Responsibility for Various Activities at Various Job Levels, Tables 3, 4, and 5.

Direct relationships between job level and degrees of responsibility appear in Administrative, Professional Education, Program development, and Research activities. Inverse relationships between job level and degree of responsibility appear in Supervision received,⁵⁷ Direct services, Recording and Conferring or attending conferences on assigned load.

⁵⁷ These activities pertain more to the degree of skill required in performing tasks. Hence these are discussed more fully in ensuing pages.

One major determinant of class level, which does not appear directly in the time study, is the scope of activities (or total work) supervised. Other major determinants of class level are revealed in Tables 6 and 7.

Differences in Degree of Skill for Various Activities at Various Job Levels

Skill requirements for the various activities are essentially pragmatic assumptions. For example, by Clinic standards, after six months to one year experience, all workers are assumed to have necessary skills to participate in professional education and community relations; after three years the worker is presumed to have developed skills necessary for supervision of other workers.⁵⁸ However, Tables 1 and 2 indicate that activities of a group, inter-group, educational, or research nature increase according to job rank. Also, the percentage of activities outside the major function increase with job rank. From this we can deduce that skill required (knowledge and abilities), increases with job ranks. Knowledge of fields of group work, community organization, education and research plus ability to apply this knowledge, are thus required in varying degrees by all workers according to rank. These skills are, of course, in addition to skills required in the major function of each rank, i.e., administration, consultation, supervision,

⁵⁸ Merit rating and professional evaluation are, of course, used in assessing skill of the individual employee. We are more concerned here with defining abstract skill required for performance of activities.

and casework.

Two further skill determinants of job rank are illustrated in Tables 6 and 7. First, the ratio of supervision received to major areas of function indicates that independence of work, or initiative required, varies directly with job rank. Second, the responsibility for contacts outside the Clinic and outside the Department increase with job ranks. Exceptions to this are that (a) the Travelling supervisor has the least contact with other Department staff according to Table 5; and (b) the supervisor rank has least contacts outside the Clinic. However, under items 1.(b) and 1.(c) of Table 3, the extent of outside contacts involving administrative responsibility increases directly from worker to Department supervisor. Nevertheless, again all staff are expected to have considerable ability in relationships with other professionals on staff or outside, with officials of other agencies, and with the general public. Direct client contact decreases with increase in job rank, implying that the direct relationship skills are required more at the worker level than other levels. Staff contacts and non-personal activities are numerous for all ranks, implying again the agency focus on team operation as well as on procedural flow of work.

Major determinants of job level thus appear to be:

A. - Degree of responsibility in these functions and activities: 1.) Administrative

- 2.) Professional education
 - 3.) Program Development
 - 4.) Research
 - 5.) Supervision received
 - 6.) Direct services
 - 7.) Conferring or attending conferences
on assigned load
 - 8.) Scope of activities supervised
- B. - Knowledge and Abilities required
- 1.) In fields other than major area of
responsibility
 - 2.) Particularly in group work, inter-
group work, education, and research
 - 3.) Ability to work independently
 - 4.) Ability to represent Agency or Depart-
ment effectively in outside contacts.

Using these determinants suggests establishment of four classifications in the Department; department supervisor, case consultant (travelling supervisor), case supervisor, and case worker.

Descriptions for the Classes

By using the major determinants plus the outline of Department functions, the four classes can now be described according to: Distinguishing features of the class; Duties and responsibilities (or Typical tasks); Desirable knowledge, abilities and personal characteristics; Education and

experience required. Former classification titles for each class are stated in brackets.

JOB CLASSIFICATION⁵⁹

SOCIAL WORK SERIES

PROPOSED REVISIONS TO PRESENT JOB DESCRIPTIONS

This series includes all classes of positions the duties of which are to advise on, administer, supervise, or perform work involved in providing professional social work service to individuals or families, particularly in a specialized branch of social work such as medical social work, psychiatric social work, parole or probation social work, child welfare, or public assistance.

This series is composed of groups of classes, each group having a common background of duties, responsibilities, and qualifications requirements, but differing in the specialized branch of social work performed as indicated by the adjective following the over-all class title.

Psychiatric Social Work is defined as the social work undertaken by individuals in direct and responsible relationship with psychiatry. Psychiatric social work practices occur in hospitals or clinics, or under other psychiatric auspices, the essential purpose of which is to serve individuals with mental or emotional disturbances.

Explanatory Statement: The objective of social work is to prevent the break-down of individuals, families, and communities and to strengthen the ability of people to work out their own solutions and to develop their own capacities and latent powers for social adjustment. To give help and service so that both individuals and communities derive the utmost in benefits requires the application not only of knowledge and human understanding, but also of technical skills acquired through professional preparation for social work.

SOCIAL WORKER III (Psychiatric)

(Social Worker II differs in (a) the amount of supervision received (b) responsibilities assumed - usually do not include consultative, professional and community education functions.)

⁵⁹ Prepared by a staff committee of the Department, April and May, 1955.

Definition:

This is the beginning grade in the Social Work - Psychiatric (class). Incumbents in these positions perform professional social work with patients and relatives in a psychiatric hospital or clinic, requiring considerable skill in understanding, controlling and directing of interpersonal interviews. Social Workers in these positions are under the immediate supervision of the next higher grade of Social Worker IV (Psychiatric).

DUTIES AND RESPONSIBILITIES:

1. Administrative:

1. Caseload Management -

(a) The carrying out of routine duties (usually one day per week) which involves:

- (i) Supplying information to inquiring agencies, and
- (ii) Dealing with initial personal or telephone applications for clinic service including screening and referral of cases.

(b) Reporting to Social Worker Grade IV on all aspects of work including monthly compilation and presentation of statistical data.

(c) Fulfilling a co-ordinating, integrative and enabling role both with other professional disciplines and with clients.

2. Contributing to the planning and development of agency service through staff meetings, committees and supervision.

3. Participating in community organization by serving, as assigned, on appropriate community and agency committees as a representative of the Social Service Department and the Clinic.

II. Supervisory Responsibilities:

Social Workers in this position have the responsibilities of a participant in the supervisory process making constructive use of supervision, to develop individual skills and department services.

III. Consultative Responsibilities:

- 1. Contributing to findings, evaluation, diagnoses, and treatment recommendations of Clinic team in cases brought by other agencies.

2. Interpretation of existing services and resources relating to Mental Health needs of families and children.
3. Recording material pertinent to casework planning.
4. Answering enquiries from other agencies regarding closed cases.

IV. Caseload Responsibilities:

1. Responsibility for caseload carrying of direct service cases as assigned. This involves the giving of casework services in:
 - (a) The Intake and Brief Services Section which involves the social worker in one of his recognized skills and most time-consuming roles. Cases within this section involve intake, diagnostic and brief services and include major responsibility for screening and referral in Clinical settings.
 - (b) The Continued Service Section which entails casework treatment to implement team recommendations. From 20 to 25 such cases are carried by workers of this section during a month, involving services to from 25 to 30 adults and 15 to 20 children. A large proportion of these clients receive intensive help involving one, two or three interviews per week in each case.
2. Close collaboration with schools, other social agencies and other community resources as a part of overall casework process as diagnostically indicated.
3. Calling full team conferences or arranging consultations with individual team members as required by casework progress in individual cases.
4. Taking of minutes of team conferences and consultation with special attention to social work participation and responsibilities.
5. Study and organization of work, preparation of social histories or summaries for team presentation.
6. Responsibility for social diagnosis and casework plan.
7. Contributing to team thinking, planning exploration, findings, diagnosis and treatment recommendations.
8. Interpretation of findings and recommendations to clients, and to other agencies.

9. Recording of casework on all cases.

V. Educational and Interpretive Responsibilities:

Participation in some educational and interpretive work to other professional and to community groups. This includes speaking to parent groups, high school guidance classes, vocational conferences and other groups as a representative of the Social Service Department and the Clinic.

VI. Staff Development Responsibilities:

Creative participation in staff development through contribution to staff meeting, study, discussion, committee work and other projects.

VII. Research Responsibilities:

Responsibility for social research is shared by the social work staff at all levels, through participation in any surveys or research projects undertaken by the Clinic Social Service Department, by the Clinic as a whole, by the Social Welfare Branch, the Mental Health Services, or Department of Health and Welfare.

QUALIFICATIONS AND EXPERIENCE

Preferably completion of a M.S.W. degree course in recognized School of Social Work.

Knowledges, abilities, and other qualities:

Good knowledge of the methods, techniques, principles, procedures and practices of social work; considerable specialized knowledge of theories, practices, and techniques of that branch of social work indicated by the title of the class; considerable skill in the application of such knowledges; knowledge and understanding of the program of the agency and the scope of the service rendered; knowledge of community resources and how to utilize them effectively; proven ability to make accurate decisions upon own responsibility and to outline and prepare reports of investigations; ability to participate with other professional groups in work with patients, clients, and their families; ability to exercise tact, initiative, and good judgment when dealing with people; as required, ability to prepare reports for administrative use or for publication.

SOCIAL WORKER GRADE 4 (Psychiatric)

Definition:

Social Worker Grade 4 refers to positions of Casework Supervisor, which represent the first supervisory level in the Social Work Series.

Common to all positions of this grade is responsibility:

1. for the administration of a section or unit of a Social Service Department of a psychiatric hospital or clinic, wither alone or with the assistance of a few lower-grade social workers, and/or
2. for supervision, as a casework supervisor, of a few social workers of lower-grade assigned to the section.

Incumbents of these positions perform work under the general direction of a departmental supervisor (Supervisor Grade I, or Social Worker Grade V - Psychiatric).

DUTIES AND RESPONSIBILITIES: Common to all positions of this grade are the following:

1. Administrative Responsibilities:

1. Section and Caseload Management -

- (a) Ensuring effective administration by supervisees of social work services to patients and relatives.
 - (b) Instructing new employees in regulations and procedures bearing on social work practice within the particular hospital or clinic; rating the efficiency of workers supervised; completing professional evaluations of supervisees.
 - (c) Specifying work assignments to be undertaken by supervisees, and ensuring steady flow of work.
 - (d) Promoting and maintaining professional standards of service, for example by participation in the activities of professional social work associations and community social agencies.
 - (e) Studying social work practices, methods and policies, with a view to recommending, initiating and effecting changes that will result in greater efficiency.
2. Sharing in formulation of policies and procedures of the Social Service Department and of the hospital or clinic as a whole; ensuring the carrying out of policies and procedures in areas of responsibility assigned.
 3. Participating in inter-agency conferring on policy; interpreting functions and services of the Social Service Department to other agencies; promoting co-ordination of community services on behalf of caseload

supervised.

4. Reporting to and informing the Social Service Department supervisor with respect to carrying out of responsibilities, including compiling and maintaining records of activities, reports, and monthly statistical summaries. Work is performed under the general direction of Social Worker Grade VII (Provincial Supervisor of Psychiatric Social Work) where there is no higher grade social worker in the setting.

II. Supervisory Responsibilities:

1. Supervising one to five social workers of lower grades (Grade III and occasionally Grade II); such supervision consists of:
 - (a) Guiding individual workers in casework methods and practices involving consultation and discussion with them of cases carried.
 - (b) Teaching of casework and interviewing skills in psychiatric setting; helping with evaluation of each case in the light of causative factors and with the preparation of social history and social diagnosis of problems presented by the client.
 - (c) Interpreting general policy, organization and functions of clinics and the structure and function of the Social Service Department within the clinic.
 - (d) Helping the worker learn his role in team conferences as well as his role in using team findings in follow-up work.
 - (e) Giving direction to the worker on contacts with outside agencies which are of a consultative nature.
 - (f) Participating in conferences on the worker's cases where these involve deep-seated psychiatric problems or where they involve inter-agency policies and procedures.
2. Ensuring adequate casework coverage on cases assigned to workers. This includes:
 - (a) Examining case records; process and summary recording.
 - (b) Reviewing the worker's monthly statistical report of services given.
 - (c) Evaluating the professional performance of supervisees. The casework supervisor thus has responsibility for the nature, quality and quantity of services rendered by the worker he supervises and for the skill in method employed by the worker in these case-work services.

III. Consultative Responsibilities

Participating in diagnostic and consultative conferences particularly in cases where the patient is not examined at the clinic but a social history is presented by the agency requesting consultation on diagnosis and treatment of deep-seated psychiatric problems. Responsibility is also taken for recording of material pertinent to casework planning.

IV. Casework Responsibilities:

Carrying of a few treatment cases other duties permitting. Responsibility in cases carried is similar to that of Social Worker Grade III.

V. Educational and Interpretive Responsibilities:

1. Participating in teaching programmes, orientations, lectures and discussions; giving leadership in promoting Clinic services and mental health principles.
2. Participating in community groups and committees.

VI. Staff and Program Development Responsibilities:

Contributing through staff meetings, supervisors' meetings, and staff committees, to development of staff and services.

VII. Research Responsibilities:

Contributing to and participating in any surveys and research activities related to specific settings or Mental Health Services or Social Welfare Branch, etc.

DISTINGUISHING FEATURES OF POSITIONS WITHIN THIS GRADE (At Child Guidance Clinic - Vancouver)

A. Social Worker Grade IV (Psychiatric) - Supervisor of Intake and Brief Services Section:

1. The distinctive responsibility of this position is the procedural direction of all staff engaged in handling applications for service and the casework supervision of a few (1 to 5) social workers responsible for caseload carrying on an intake and brief service basis.
2. Participating in frequent conferences and consultations with officials of other departments with regard to policy, procedure and implementation of team recommendations on cases carried within the Intake Section.

3. Maintaining and circulating to all departments through the Social Service Department supervisor, statistical reports pertaining to case flow during the intake and diagnostic study period.
4. Handling applications or intake in unusual or emergent situations.

B. Social Worker Grade IV (Psychiatric) - Supervisor of Continued Services Section:

1. The distinctive responsibility of this position is the casework supervision of a few (1 to 5) social workers of lower grades (Grade II or III) in methods and practices required to carry out plans of long-term casework treatment (approximately four to eighteen months) involving consultation and discussion with the lower grade social workers and examining records compiled by them.
2. Participating in frequent casework conferences and discussions with other casework supervisors and workers around the implementation of Clinic team recommendations on transfer of cases to the section or unit for casework treatment.
3. Consultation with other unit supervisors and department supervisor regarding assignments and flow of work between units, and regarding cases carried by one unit for which another unit has over-all responsibility.

C. Social Worker Grade IV (Psychiatric) - Casework Supervisor Student Unit.

Distinguishing characteristics of this position are:

1. Ensuring a valid educational experience at a proper level for a graduate student.
2. Selecting suitable cases from both Intake and Continued Service Sections for assignment to students.
3. Maintaining effective working relationships with the School of Social Work for the integration of class work and field practice; and to participate with other Field Supervisors to promote valid professional training.
4. Supervisory Responsibilities:
 - (a) Supervising about four graduate social work students.
 - (b) An additional characteristic of this position lies

in the added teaching responsibility to enable the student to integrate theoretical knowledge gained from class work and the real situation with the client. A more detailed and intensive evaluative process pervades the work in this position necessitating periodic reporting to the School of Social Work and conferring with the Faculty Consultant around the learning, performance and progress of the student.

5. Educational and Interpretive Responsibilities:

- (a) In addition to usual responsibilities, this position requires preparing and editing of case materials for teaching purposes.

D. Social Worker Grade IV (Psychiatric) - Casework Supervisor Travelling Clinics

The distinctive features of this position are:

- (a) the large volume of responsibilities in a case consultant capacity;
- (b) the large volume of work of an organizational, integrative and coordinating nature; and
- (c) the very extensive area covered by the Travelling Clinics.

Responsibilities distinctive to this position also include:

I. Administrative Responsibilities:

1. Arranging Clinics - Discussion, arrangement and correspondence with personnel in the Field Services regarding Clinic function, available dates for Clinics, types of cases accepted by the Clinic, and the general preparation for such Clinics.
2. Organizing services to clients on Travelling Clinics including planning and scheduling of team activities, and promoting flow of work. Includes activities of a public relations nature.
3. Maintaining liaison with and encouraging cooperation of all existing community services in the field such as schools, health and welfare agencies, and other community groups.

II. Supervisory Responsibilities:

Discussing cases with Supervisors and workers in the Field services (both Social Welfare Branch and Public Health Nurses) to promote implementation of recommendations. Further discussion may also be requested through the Field Supervisors on a continuing case, and this may be handled through correspondence.

III. Consultative Responsibilities:

1. Discussing of previous cases examined by the Clinic, with workers (Public Health and Social Welfare). Participating in implementation of further treatment, and evaluating progress, and work done to date.
2. Recording material related to previous cases, with a view to present and future research.

IV. Caseload Responsibilities:

Interviewing parents; relatives or friend of patients; professional associates; etc. to clarify problems and to procure data for immediate use of the Travelling Clinic team in evaluating and diagnosing problems presented. Includes recording of these interviews.

V. Other:

Travelling to all areas of the province involving extensive and frequent trips by various modes of transportation, quite often outside of regular working hours.

Qualifications and Experience: (for Social Worker Grade IV - Psychiatric)

1. Preferably graduation with a degree of Master of Social Work from a recognized School of Social Work.
2. Several years experience in a position of Social Worker Grade III (Psychiatric) or in work closely related to the duties to be performed.

Desirable Knowledges, Abilities and other Qualities:

Sound knowledge of the dynamics of human behavior; very good knowledge of the principles, theories, methods, techniques, and practices of social work; good general knowledge of the principles and practice of supervision; considerable specialized knowledge of collaborative work with other professional employees in a psychiatric hospital or clinic; marked skill in the application of such knowledges. Good knowledge and understanding of Social Welfare Branch's and Mental Health Services' programs and the scope of the services rendered; good knowledge of available community resources and how to utilize them effectively; ability to make accurate decisions upon own responsibility and to outline and prepare reports of investigations; ability to analyze, evaluate, and make accurate decisions from social data assembled; ability to participate with other professional

groups in work with patients, clients, their families, and community agencies; demonstrated ability to meet and deal with people effectively; as required, ability for organizing, planning, and coordinating the social work activities of a program of limited scope; as required, general administrative ability and ability to supervise and train lower-grade social workers; ability to evaluate work of others.

SOCIAL WORKER GRADE V (Psychiatric) -
(Presently - Supervisor of Welfare, Grade I)

Definition:

The classification of Social Worker Grade V represents the first administrative supervisory level in the social work series. Positions at this level in psychiatric social work typically involve responsibility for organizing, administering, and coordinating the social work and casework program at a psychiatric hospital or clinic having a large or very large volume of social work activities.

Work is performed under the general direction of the chief medical or clinical director and is subject to the regulations of and procedural direction from a higher grade social worker in the central office of the agency. (Social Worker Grade VII presently Supervisor of Welfare Grade III - Provincial Supervisor of Psychiatric Social Work.)

Distinctive Features of this Position in the Child Guidance Clinic -

I. Administrative Responsibilities:

1. Consulting and informing Provincial Supervisor around staff and policy matters, needs within the department and development of services. Consulting and supervising staff in these matters. Includes reports, statistics, estimation of needs, working out of schedules and routines and participation in working out measures to improve the standard of work.
2. Informing and consulting with the clinical director on questions of policy and social service activities.
3. Ensuring the carrying out of policies and procedures with regard to the function of the Social Service Department.
4. Participating in the formulation of policy for the clinic as a whole as well as for the Social Service Department. Inter-conferring on inter-agency policy and procedure. Interpreting clinic function,

coordinating policy and activities in relation to other community services.

5. Consulting with heads of departments and other team members with regard to case problems and coordination of work. Promoting the integration and coordination of team operations.
6. Responsibility for integrating Student Unit work of the Clinic with the School of Social Work, University of British Columbia.
7. Overall responsibility for channelling of case assignments.

II. Supervisory Responsibilities:

Supervising four casework supervisors around administrative and policy matters, handling of staff problems, casework methods and skills and major problems of case handling. Evaluation of their work.

III. Consultative Responsibilities:

Participating in diagnostic and consultative service where required, or to keep in touch with services being given.

IV. Caseload Responsibilities:

Handling occasional brief service for special reason.

V. Educational and Interpretive Responsibilities:

Participating in teaching programs and orientation. Interpreting clinic services and mental health principles to professional and community groups. Participating in community committees.

VI. Staff and Program Development Responsibilities:

Guiding staff on program to be followed to afford continuous professional progress to the staff social workers and to the program of the department.

VII. Research Responsibilities:

Planning, suggesting, promoting and participating in research activities including responsibility for the use and interpretation of research findings relating to the Social Service Department.

Qualifications and Experience:

1. Preferably graduation with the degree of Master of Social Work from a University of recognized standing.
2. Several years experience as a Social Worker Grade IV (Psychiatric); or several years experience in work of equivalent responsibility and closely related to the duties to be performed.

Desirable Knowledges, Abilities and Other Qualities:

Sound knowledge of the dynamics of human behavior; thorough knowledge of the principles, theories, methods, techniques, and practices of social work; sound knowledge of the principles and practice of supervision; considerable specialized knowledge of collaborative work with other professional employees in a psychiatric hospital or clinic; general knowledge of group process and the dynamics of group behavior as related to staff development and staff direction; considerable skill in the application of these knowledges.

Very good knowledge and understanding of the agency's program and the scope of the service rendered; very good knowledge of available community resources and how to utilize them effectively; demonstrated ability to work cooperatively with other professional groups in work with clients or patients, their families, and community agencies, as well as for interpreting and discussing the agency's policies and limitations; demonstrated ability to write, analyze, or evaluate reports of investigations and to make accurate decisions upon own responsibility; demonstrated ability to meet and deal effectively with people; demonstrated ability to prepare technical and informational reports for administrative use and for publication; general administrative ability, and ability to develop working plans and to organize, direct, coordinate, supervise and evaluate the work of a staff of lower-grade social workers.

Assigning the Classifications to Appropriate Pay Grades -

General Principles

Having described the classes in terms of their distinguishing characteristics and their similarities, it is now necessary to establish the value of these jobs relative to one another. Internal consistency of pay grades is essential before considering the value of jobs in one setting in

comparison with value (wage rates) elsewhere. In practice, the determination of internal and external consistency of wage rates usually involves a form of job evaluation plus collective bargaining between employer and employee. Because of this, only general principles which are applicable to the present field of enquiry will be presented. No attempt is made to suggest what the actual wage rates for the classes should be.

1. Pay grades should be stated as salary ranges from minimum to maximum over a stated period of time.

2. Provision should be made for regular pay increments within the grades. Increments should be based on a merit rating or professional evaluation of individual performance in the position and class concerned.

3. The number of steps within each pay grade should be determined by the number of years of experience necessary to achieve proficiency within the class.

4. The number of steps within each grade should also be sufficient to permit employees to remain in a particular class with opportunities for further salary increments over a substantial period of years.

5. Provision should be made for equating additional training to additional years of experience in order to promote the development of increasing numbers of practitioners within each class specialization. One year of graduate training might be considered, for example, as the equivalent of two years experience. Any employee who takes additional training in his

class specialization, e.g., Direct services,⁶⁰ supervision, teaching, research, or administration, should receive a one-step salary increase for the time spent studying while on leave of absence and a one-step salary increase for the additional training completed.

In professional jobs, skill and responsibility factors are essentially measures of the incumbents of positions rather than a measure of job demands. Until stages or degrees of skill and responsibility are defined and refined in professional practice, skill factors particularly will have to be measured in terms of knowledge and abilities based on the usual training and experience estimated to obtain these.⁶¹ Responsibility factors require further study in order to establish proper pay grades which will equate positions and classes of similar degrees of responsibility. A compromise pay grade plan is presently required which will allow overlapping between classes. This, in turn, will promote practitioner skills, thus making the classification plan more open-ended in accord with a merit-rating plan of increased

⁶⁰ Casework, Group work, and Community organization, are included in this term as used here.

⁶¹ cf. E. Epler, "Public Assistance Employees: Their Education," Social Security Bulletin, Feb. 1952, Federal Security Agency, Washington, D.C., U.S.A., "Professional education and experience do not...guarantee skill in dealing with the complexities of human relationships, in helping people to become self-supporting, and in meeting constructively the many problems in the administration of public assistance. In general, however, the better educated workers, and those with the most pertinent experience can be assumed to have the greatest skill...."p. 3.

pay over an entire career span. The alternatives are (a) to provide fixed ranks of worker, supervisor, administrator, teacher, with limited range of steps or wide range of steps and (b) to provide fixed positions labelled, according to the field of direct service appropriate to the position, e.g., psychiatric social worker, child placement supervisor, intake supervisor, family service worker, district secretary, et cetera. In this alternative, pay grade steps are usually limited in number because of the tendency to consider the position as one of specialized skill and responsibility. At the same time, this tendency usually leads to requests for re-classification whenever duties and responsibilities are changed or whenever the incumbent reaches the top step of the pay grade. The first alternative tends to limit mobility of staff and at the same time perpetuates the "caste" system which denigrates the role of the direct service practitioner. Unless social work can re-emphasize the importance of the direct service practitioner, employers and general public will never recognize social work as a profession.

Moreover, if we are to consider social work as a profession, and simultaneously consider the role of the social agency as both the field of operation for the institution of social work and as an employer, then a blend of the rank and position concepts must be maintained in setting a value on the various job classes.

With the foregoing principles in mind, gradation of classification levels is proposed in Table 8, p. 88. In the scheme proposed, there is a combination of rank and position classification. Provision is made for social workers wishing to remain in direct service practice, to do so without loss in pay or status. At the same time, provision is made for specialization by function, in direct service,⁶² supervision, teaching, and administration. Projection of each classification according to steps within pay grades provides for career opportunities, within a designated area of function, ranging from 22 to 26 years. Major class determinants in the scheme are the degrees of skill and responsibility inherent in each class. For example, S.W. I represents the beginning grade of social worker with one year of post-graduate training, S.W. II represents the beginning social worker with two years of post-graduate training. Each successive class is based on a minimum of two years post-graduate training. Throughout the scheme one year of academic training is assumed as the equivalent of two years experience on the job. Other differences between the practitioner and position function grades are assumed on the basis of years of experience necessary to perform certain functions adequately. Thus, after three years experience as S.W. II (or one year experience plus one year of specialized training), a social worker might be

⁶² Including Case work, Group work, and Community organization.

Table 8. Proposed Classification Scheme for Social Workers

<u>CLASSIFICATION TITLES</u>									
1 S T E P S	<u>Practitioner or</u> <u>Direct Service</u> <u>Grades</u>								
	S.W.I (B.S.W.)								
	1								
	2	S.W.II (M.S.W.)	<u>Position Function Grades</u>						
	3	1							
	4	2							
	5	3							
	6	4							
	7	5							
	8	6							
	9 10	S.W.III	S.W.IV or Sup. I	S.W.V.or Research Worker	S.W.VI or Sup.II (Teacher- Consultant)	S.W.VII or Admin. I	S.W.VIII or Adm.II	S.W.IX or Admin.III	98
		1	1	1	1	1	1	1	
		2	2	2	2	2	2	2	
		3	3	3	3	3	3	3	
		4	4	4	4	4	4	4	
		5	5	5	5	5	5	5	
		6	6	6	6	6	6	6	
		7	7	7	7	7	7	7	
		8	8	8	8	8	8	8	
		9	9	9	9	9	9	9	
		10	10	10	10	10	10	10	
		11	11	11	11	11	11	11	
		12	12	12	12	12	12	12	
		13	13	13	13	13	13	13	
		14	14	14	14	14	14	14	
		15	15	15	15	15	15	15	

¹ Each step represents one year within the grade.

re-classified to S.W. IV should such a position be available.⁶³ Or, after five years experience (or three years experience plus one year of specialized training), as S.W. II, a social worker would be eligible for re-classification as S.W. III involving a greater degree of responsibility in direct service functions--or might be re-classified as S.W. VI or VII should such a position be available. The latter five grades of the scheme, i.e., S.W.V, S.W. VI, S.W. VII, S.W.VIII, and S.W. IX, would each involve considerable responsibility for specific functions within an agency. S.W. VII and S.W. VIII respectively would involve administrative responsibility for an agency of several administrative units within one setting, and for several sub-agencies decentralized geographically and administratively.

Re-classification or promotion within a classification should be based on a merit rating of the worker's performance or on professional evaluation. Particularly in re-classification from direct service grades to position function grades, a form of professional evaluation seems essential. At present, it is assumed in social work practice that a beginning worker requires a certain number of years of experience on the job before being qualified for positions of higher rank. Such an assumption implies a judgment that

⁶³ Transfer from one grade to another should be considered as a promotion involving a pay increase thus a re-classification from S.W.II for a worker in step 6 of that pay grade to S.W. III would mean the worker should be paid as S.W. III at step 2 of that range.

there are degrees of skill necessarily inherent in senior ranks, which can only be learned within the scope of the agency. Whether this is true or not, has not been examined. The present study, however, indicates that some measure of responsibility is carried by all social workers in all areas of function within the Vancouver Child Guidance Clinic. Since it is only the extent to which each area is emphasized and each staff member is employed that will vary from agency to agency, and since all agencies participate in some measure in each area, it would follow that all social workers require some measure of skill in each area if they are to be considered as professionals rather than as technicians.

CHAPTER V

FINDINGS AND IMPLICATIONS

Summary of Findings

This study represents a preliminary analysis and description of what social workers do. Using job evaluation process, specifically the position classification method, current theory and practice in social casework have been examined. This has revealed broad areas of activities or functions generally applicable to social work practice in any setting, viz., administration, consultation, supervision, direct service, community education, professional education, program development, staff development, and research. Traditional thinking and current literature tend to assign each of these activities as a responsibility to specific ranks. Generally, the administrator is considered to have over-all responsibility for the various activities and functions of his agency. The supervisor is considered to have responsibilities of an administrative, consultative, and teaching nature. The worker is considered primarily as a direct service practitioner. In Chapters 2 and 3, examination of the practice of social workers in the Clinic reveals, however, that all staff participate in all areas of the Department's function. Whether this setting is unique in this respect is beyond the scope of this thesis to study.

In any event, in this setting, as in the Berkman⁶⁴ study, social workers of all ranks were found active in all the broad areas of activities or functions cited. This suggests that areas of activity do not constitute determinants of class differences in social work positions.

The extent of participation in the major activities and the degree of responsibility in each major activity varies with the rank of the employee. Thus each rank has an identifiable major area of activity. However, beyond this, each rank also spends anywhere from 47.3 per cent to 69 per cent of time in activities other than the major area. If it is assumed that supervision time is devoted to the employee's major area of activity, it would appear that for a great part of the time, the staff does not share responsibility. Similarly, the variety and degree of skills required is great for all staff. Although major determinants of class were found (viz., the extent of work which is subject to review by others and the degree of knowledge and ability required in fields other than the major area of function), it is apparent that broad areas of knowledge and ability are assumed to be commonly acquired by all practitioners regardless of rank.

Post-graduate training in social work includes courses in fields of practice; (e.g. Medical social work, Child Welfare, Public Welfare, Psychiatric social work,

⁶⁴ Practice of Social Workers in Psychiatric Hospitals and Clinics, op. cit.

et cetera); in processes (e.g. casework, group work, community organization, research); and in function (e.g. administration, supervision, as functions delegated to specified ranks or broader study of agency functions in the various areas of practice). Emphasis and focus of different schools of social work determine which courses are stressed. Similarly, agency focus plus the skills, interests and unity of agency personnel, determine which activities or functions of the agency will be stressed. However, if social work has a generic base, and if social work employees of an agency have the same extent of professional education, then agencies should deploy staff in all areas of function. The logical basis for assignment is evaluation of the individual employee--his skills (knowledge and abilities), interests and years of experience.

The job descriptions and classification scheme proposed in this study facilitate the fullest possible use of the skills and experience of all staff. Provision by schools of social work of a third year of advanced training or of two years of advanced study toward a doctorate degree suggest that agency classifications need to recognize specializations in direct service as well as in traditional position functions. To do so is to enhance the status of the practitioner by equating direct service positions with those of other ranks where the extent of professional training and years of experience required to develop proficiency are similar.

Factors Limiting the Applicability of the Present Study to Other Settings

The process of analyzing, describing and evaluating social work jobs, as illustrated here by study of a specific setting, is applicable to other settings. Both the job descriptions and the classification scheme proposed in this study are, in the writer's opinion, also applicable to other settings. However, other agencies using the process described herein, may find differences in areas of activity or function stressed by their agency. Thus, differences in deployment of staff may also occur.

In the Clinic setting there is a distinct difference in administrative responsibility. Since the Clinic is a medical agency, the Department has limited administrative responsibility for total agency function. At the same time, since the Clinic is team-oriented in operation, each social worker has extensive responsibility for planning, coordinating, and integrating his work in relation to (a) other departments (b) other team members. The Clinic consists of both formal or linear structure by departments and informal or staff structure by teams in specific case assignments.

This structure implies necessity for social workers to have a clear understanding of their practitioner roles and their department responsibilities. However, this is essentially a re-statement of the principle, viz., that all social workers should be familiar with both the rank and position

concepts of their role within any agency setting. More important in the Clinic is that the degree of treatment responsibility assigned to each worker is much less than the degree assigned to workers in social agency settings. However, here again, the degree of responsibility assigned within the scope of the Department is similar to the degree of responsibility carried by workers in a social agency setting.

A further facet of difference between the setting of this study and other settings is apparent in the stress on certain functions, viz., (a) community and professional education, (b) staff development, and generally (c) the non-personal activities.⁶⁵ The first is a major function or specific focus of Child Guidance Clinics. The latter are directly related to the dual role required of the social worker in the Clinic setting, i.e., practitioner and department employee. To what extent these three functions are stressed in non-clinical settings is not presently known.

Relating Social Work Classifications to Other Occupational Groups

Some of the unique characteristics of professional social work have been discussed earlier (Chapter 3). Examination of methods of job evaluation (Chapter 2) reveals four broad factors applicable to analysis and evaluation of manual,

⁶⁵ See Table 7, p. 65, for list of "non-personal activities."

clerical and technical jobs⁶⁶ regardless of whether the factor comparison, point rating, ranking, or classification method is used. Tiffin⁶⁷ and others have demonstrated that simplified one, or two-factor comparisons between jobs achieve final evaluations similar to multi-factor comparisons. The present study reveals that the two factors of skill required and responsibilities assigned are sufficient to evaluate differences in job classes within a series of social work jobs. The writer suggests that the above factors would also be sufficient to enable valid comparisons between a series of social work jobs and any other technical or professional series. Such comparisons would pre-suppose detailed analysis and description of series of jobs within other occupational groups. To enable valid comparisons between social work and other occupations, several sub-factors of skill and responsibility in social work jobs require considerable further study.

Skill requirements are primarily determined by the adequacy of performance desired. If the agency is focused on the use of agency function in meeting a social need or problem then adequacy of performance is related to the use of function in meeting the need or problem presented. If the agency is

⁶⁶ Skill-training and experience required; Responsibilities; Effort Required - mental, physical and emotional; and Working Conditions - unusual hazards or deterrents.

⁶⁷ Industrial Psychology, op. cit., pp. 383-393. See also p. 24 of present study.

focused on diagnostic assessment of need, then adequacy of performance is related to the motivation and capacity of the client and to the opportunity provided to the client by agency worker and agency function.⁶⁸ Opportunity provided to clientele depends on:

- (a) the scope of agency services and function,
- (b) the scope of supervisory and consultative services to agency employees, and
- (c) the extent of training, experience, and personal skill in relationship, of agency employees,
- (d) the capacity and amenability of physical, economic and family environment to support the client.

Responsibilities assigned, or the degrees of responsibility implicit in social work jobs, similarly involve characteristics that are not easily measured. In assessing the complexity of a job we must consider the following:

- (a) What is the shape or condition of the raw material (i.e. the need, problem, or condition of the client on application and the motivation and capacity of the client)?
- (b) What is the extent of standardization of process and the detail of instructions (the extent to which methods and techniques specify step-by-step work with the client)?
- (c) What is the degree of change required between the initial and terminal stages in processing (the aim or function of the organization, the opportunity for service afforded

⁶⁸ Ripple, Lillian, "Motivation, Capacity and Opportunity as Related to the Use of Casework Service: Plan of Study," The Social Service Review, June, 1955, pp. 173-193.

by the organization, and the motivation and capacity of the client)?

- (d) What is the possibility of error during job process (the degree of consultation available and the degree of supervision exercised, plus the degree of standardization of process)?

Consider the difference in responsibility between "squaring up" lumber stock and making a cabinet from the stock--between determining eligibility for financial assistance and completing an adoption placement. In each instance, the four questions cited above should be the guide in determining the relative complexities of these tasks. Applying the four questions to social work positions raises more questions than the profession is presently able to answer.

A further complication in comparisons between social work and manual, clerical, and technical groups, is that social work has people as its "raw material" and "end product." Inherent in social work philosophy is the right of this material to determine its own ends. In industry, the material is passive, inert, conducive to change. In social work, the client is an active participant, at times resistant to change, at times both desirous of and resistant to change. A possible analogy lies in visualizing the social worker as the assembly belt whose skills in relationship help the client to achieve the desired goal.

In industry, management and the consumer determines what the end product shall be. In social work, the client is both consumer (recipient of service) and end product. Management in social work rarely ever sees either the "raw material" or the "end product" of better-adjusted individual(s) or community. Nor is it easy to describe simply, the process(es) which effect change between application and termination. Thus present comparisons between social work and jobs involving non-personal products usually fail to see the client as an active-reactive participant in a helping process.

Rather than permitting these complications to overwhelm and immobilize it, social work must continue to describe, analyze, and evaluate how it discharges its responsibilities for the betterment of individuals and society. Using the specific medium of job evaluation, social work must describe its skills and responsibilities in terms and situations comparable to other occupations. The classification method and process as illustrated in this study provides a vehicle for comparisons between settings and between occupational groups or series of job classes. Such evaluation must, however, be done as a shared project of management and labor, employer and employee, boards or civil service commissions and practitioners.

General Implications

Before social work is adequately valued by employers and the general public, it must further examine its basic tenets and further specify its processes. Norms of psycho-

social adjustment or adaptation, diagnostic categories or classifications, and criteria for determining the effects of social work processes, must be developed. The only valid basis for analyzing what social work should or does do is that of social need of the individual, group(s), or community to be served. Definition of the role to be played by the social worker as enabler and participant in meeting various social needs will further objectify the processes of casework, group work, community organization, and social research.

Criteria of normality or standard ranges of deviation predicate the necessity for acceptance of need of individuals or groups for help, amelioration or change. Such acceptance must involve more than worker and client. Communities and agency management must also recognize norms of behavior and adjustment of individuals to social institutions. Agency programs are indicative of their degree of recognition and acceptance of social need. Function, structure, quantity and quality of services provided, all reflect the awareness and acceptance by the agency of social need.

To improve or change any one of these aspects of agency administration, therefore, requires interpretation of results of present efforts by present staff within existing agency administrative structure. Agency structure should facilitate communication and interpretation of efforts and results. Current ranking concepts of administrator, supervisor, worker, client, overlook the professional role to be played by the

social worker as a member of community. Instead, such concepts tend to portray the social worker as the servant or handmaiden of the community, dependent upon the acceptance, charity, wisdom, and maturity of the upper class, in meeting social need. Similarly the concept of practitioner and client overlooks the necessity of agency and community acceptance of social need. Structure becomes rigid when it is not geared to dynamic awareness of social need by all participants in agency practice. Structure is rigid when it does not facilitate accurate communication and knowledge of the impact of services rendered on the need to be met. The general public, boards of private agencies, and governments are interested in what is done. They want and need to know what tangible or visible effects occur through, or as a concomitant result of what is done.

Implications for Agencies

This study illustrates the process of job evaluation using classification method in a manner which is applicable to any agency setting. Review of current methods of evaluating and pricing social work jobs reveals that present job descriptions give an inadequate picture of the work of the agency and its employees. More accurate and standardized job descriptions are essential to agencies, social work as a profession, and social work education. In analyzing jobs we might well begin by asking: "Who is the agency?" "How well-

prepared is it (are they) to assess social needs?" "How well-equipped is the agency to carry out services appropriate to meeting social needs?" "In what way does it delineate responsibility for carrying out its services or activities?" The process of job analysis, description and classification as illustrated in Chapter 4 is an essential first step for agencies to take in measuring, delegating and interpreting the work of the agency. The classification scheme proposed should make it possible to compare social work positions in a variety of settings. At the same time it offers a partial solution to the dilemma of a profession which seeks to achieve professional practitioner status but offers very limited possibilities for the direct service practitioner to enhance his earnings without assuming a traditionally higher rank of supervisor or administrator or assuming a particularly specialized or single function position which limits both his mobility and his professional contribution.

Implications for Social Work Education

Both the theoretical and time analyses of the social worker's job indicate a wide variety of skills is required to carry responsibility for a large number of functions. Two alternatives for training appear. Either social workers are to be trained as technicians, skilled only in one area of activity or possibly in one stage of that activity. Or social workers are to be trained as professional practitioners

concerned with standards, techniques, and results, and able to perform a variety of functions effectively. The writer favors the latter training plan. To be effective, such a plan must comprise a basic curriculum of at least two years duration. The present compromise of a one year or a two year course serves only to confuse the public and employers as to what is proper preparation for professional social work. Meeting agency demands for more and more staff by provision of a one year degree course provides agencies with technicians, and at the same time negates the value of a two year training course. Agencies employing the B.S.W. worker usually assign him to a single-function position which involves duties limited to one sphere of social work. The concept of the practitioner, skilled in a variety of methods, able to work in any setting then is seen by the agencies as an unrealistic ideal, or at least as a concept not applicable to their agency. But no professional person merely fills a position in an agency. The professional is actively concerned with all aspects of social need and social betterment. To be effectively so, requires at least two years of graduate training. Any agency that professes to meet social need must tacitly recognize that it requires highly skilled practitioners to achieve the agency goal. If the goal is merely to alleviate distress then the professional practitioner is best used in a diagnostic function rather than as a

clerk or technician.

If social work education should comprise two years of graduate training, what then, should the curriculum content be? From this study, it is apparent that social workers regardless of rank or position are engaged in all of the traditional special processes of social work, i.e. case work, group work, community organization, research. They are also involved in functions of administration, supervision, consultation and teaching. Yet, traditionally, social work education, in Canada, has provided for specialization of interest in either casework or group work. At the same time, courses in community organization, research, and administration are usually part of a two-year curriculum. But these areas of content are usually considered along with supervision and consultation, as areas requiring a third year or doctorate program before specialization. The present study emphasizes the need for a curriculum which provides at least basic or introductory courses in all these areas of process and function. If social work gives services through agencies to individuals, groups, and communities, then social workers need to be taught the processes of case work, group work and community organization. A similar observation arises from Tessie Berkman's study.⁶⁹

Although schools of social work now offer some theory of group behavior to caseworkers in training the schools generally have not integrated classroom

⁶⁹ Lay, Madeleine, "Some Implications of This Research for Professional Education for Psychiatric Social Work," in Practice of Social Workers, op. cit., p. 114.

teaching and field instruction to combine in the learning experience skills in both processes.... An integrated curriculum preparing students to work with both individuals and groups calls for experimentation in the near future. To prepare social workers exclusively for group work or casework, as is done currently, may be outmoded in the light of the changing demands of practice.

The present study also shows that social workers are required to utilize principles of community organization even though their training probably focused on the casework or group work process.

As with teaching, administration and supervision, increased knowledge and skill in community organization can be developed in advanced education, but orientation to these processes is essential in the early period of training.⁷⁰

In order to cover these broad areas, social work schools might use case or group examples or situations as teaching material to be analyzed from the viewpoint of direct service practice, administrative and supervisory skills and responsibilities, and applicability of research techniques to study and solution of the problem presented.

An adjunctive but more comprehensive proposal for generic social work education is offered in the Hollis-Taylor report.⁷¹ There, the authors suggest revisions in undergraduate curricula plus a first-year basic curriculum composed of four comprehensive areas of study:

1. A comprehensive course consisting of selected instructional units calculated to broaden and deepen understanding and capacity to cope with

⁷⁰ Ibid., pp. 114-115.

⁷¹ Social Work Education, op. cit.

social process and social institutions in relation to social welfare....

2. A comprehensive course which combines biopsychosocial material into teaching units focused on developing professional social work knowledge, skill, and attitude for face-to-face work with individuals, groups and communities.
3. A comprehensive course, composed of teaching units, which present either in historical perspective, or current sociological cross-section, the theory and practice of social work as a profession, its philosophy and ethics, and its relation to other professions and to society in general.
4. A comprehensive course composed of teaching units focused on providing beginners with a working knowledge of the profession as reflected in public and private social work organization, administration, finance, personnel, and in public information, research, and community organization.⁷²

Hollis and Taylor further suggest that such a curriculum for practitioners would be supplemented by a second year of specialization in administration, supervision, teaching, and research.

The most compelling reason for undertaking the four specializations forthwith is to prevent a further going of separate ways by administrators, supervisors, teachers, researchers, and practitioners. It is of paramount importance for the administrator and the research worker to be more closely identified professionally with others in the groups just named. Because of the nature of their leadership, the profession cannot afford to continue its present practice of denying them membership in professional associations because they have not completed a program of education designed for a practitioner and which contributes only marginally to the functions they perform for the profession.⁷³

The writer accepts the need for specializations in these fields. At the same time, the writer agrees that settings for practice of social work do not constitute

⁷² Ibid., p. 31.

⁷³ Hollis and Taylor, op. cit., p. 33.

specialized areas of knowledge and ability.

The assumption is that a social worker employs or should employ similar professional skills under defined circumstances regardless of whether he is engaged in a private group work or casework agency, or is employed by the courts, an industrial corporation, a labor union, a federal agency, or a...welfare Department.⁷⁴

However, it is essential to retain the specializations in direct service functions. The core of any profession is found in its direct service to people by its practitioners. Administration, supervision, teaching, and research, are essential specializations to meet the demands of agency positions and growth of professional knowledge. But these must be complemented by continued specialization of direct service practitioners who can achieve similar status and financial reward by advancing their training.

Implications for Professional Associations

The job classification scheme proposed in this study would, if adopted by agencies, aid in recruitment and retention of qualified professionals. But such a scheme will only be adopted if professional associations continue their efforts to raise standards of practice and to achieve bargaining rights. Community education and social action can aid in achieving community recognition of the role of the professional social worker. However, the profession must take an active role with employers in describing, classifying and pricing

⁷⁴ Ibid., p. 29.

social work jobs. The scheme proposed here lends itself to the possible certification of social workers according to their training and experience.

Locally, the professional association needs first to establish solidarity. Then efforts to achieve parity of wages may be rewarded if the process of job analysis described herein is promoted by the association. As a long-range goal, certification, or licensing, of social workers may be facilitated by a classification scheme for social work jobs based upon the principles of this study.

Suggestions for Future Research

Throughout this study, references have been made to further studies required. Specifically, three major areas of research should be rewarding.

1. Time and cost analysis studies can facilitate job evaluation and simultaneously provide interpretation of social work to the general public and other professions. As an adjunctive value, such studies are rewarding through the information they provide for improvement of efficiency of agency administration.

2. A sociologically oriented study of the role of the social worker as a community member, professional practitioner, employer, and employee, would provide invaluable findings for social work practice, social work education, and for social workers.

3. Further definition, testing and validation of assumed premises, concepts, techniques, and methods would greatly enhance the scientific base of the art of social work.⁷⁵

As a preliminary attempt to describe the "what" of social work, this study primarily focused on illustrating the process of job evaluation as it pertained to social work in a specific setting. Much further study and action is essential if we are to use fully, job evaluation methods as developed by industry. With further research as suggested above, social work can make a significant contribution to industrial job evaluation through the social worker's unique focus and understanding of the personality and role requirements of the employee within an administrative structure.

⁷⁵ Ripple, Lilian, op. cit.

APPENDIX A

SAMPLE CLASSIFICATION

QUESTIONNAIRE

(Do Not Write Here)

(Do Not Write Here)

CLASSIFICATION QUESTIONNAIRE

Name _____
(Last) (First) (Middle)

2. Place of Work

or Headquarters

Department _____

4. Division, Section, or
Other Unit of Dept.

[illegible]

6. Working Title

Regular daily hours of work. From..... m. to..... m. Hours per week.....

If your job is part time, seasonal, intermittent, for a limited term, or otherwise not continuous, please explain.....

This is the most important part of the Form: Describe below in detail the kind of work you do. Use your own words and make your description so plain that any one reading it can understand exactly what you do. Either by using hours, days, fractions, or percentages show how your whole working time is used. If you are temporarily filling a position other than your regular one, indicate your present temporary work as well as your regular work. Fill in and attach additional sheets if necessary.

[illegible]

0. Summarize the major responsibilities of your work.....

11. Give name and title of person who is your immediate supervisor.....

(Do Not Write Below This Line)

12. List all equipment operated or used by you in doing your work _____
- Describe fully in what detail assignments of work are made to you, stating what form (such as penciled lay-out, rough draft, etc.) your work is in when it comes to you. Describe fully what kind of decisions have already been made when the work comes to you, and what decisions are left to you _____
4. Give name and title of person (or persons) who checks or reviews your work _____
- What is the nature and extent of the check or review? _____
5. If you supervise five or less employees, give their names and titles. If you supervise more than five employees, simply give the name of the unit and number of employees supervised _____
- I certify that I have read the instructions, that the foregoing answers are my own, and to the best of my knowledge are accurate and complete.
- Date _____ Signed _____ (Employee)

(TO BE FILLED IN BY IMMEDIATE SUPERVISOR)

5. Are the above statements of the employee accurate and complete? (Indicate any inaccuracies or incomplete items) _____
7. Give your idea of the essential nature of the work, the responsibilities of the position, and the supervision it requires _____
8. Indicate the qualifications which you think should be required in filling a future vacancy in this position. Keep in mind the reasonable needs of the position itself rather than the qualifications of the individual who now occupies it.
- A. Does job require more than ability to read and write _____
- B. Education and Special Training: Years and kind _____
- C. Experience: Years and kind _____
- D. Licenses or certificates required _____
- E. What physical qualifications, kinds of knowledge, abilities, or skills should a person filling this position possess? _____
9. If the position requires any typing or stenography, fill out the following: _____

	Is It Incidental or Important?	Per Cent of Employee's Working Time Devoted to Each
Typing:		
Stenography:		

Date _____ Signed _____ (Immediate Supervisor)

(TO BE FILLED IN BY DEPARTMENT HEAD)

Comment on the above statements of the employee, and of the supervisor. Indicate any inaccuracies _____

Date _____ Signed _____ (Department Head)

**CITY OF VANCOUVER
PERSONNEL DEPARTMENT**

INSTRUCTIONS AND SUGGESTIONS FOR FILLING OUT THE CLASSIFICATION QUESTIONNAIRE

What the Classification Survey Is.

This is a job inventory. It is not concerned with your ability on the job or with your qualifications. The kind of work you do, and the responsibilities of your position, are the things to be shown on the classification questionnaire.

This survey is simply an analysis of the duties and responsibilities of positions in the classified service of the city in order to develop a classification plan. This plan will consist of grouping together all positions having substantially similar duties and responsibilities.

The classification plan will be used as the basis for a sound employment system and fair compensation standards. It is essential that the plan be accurate. Therefore, detailed and exact knowledge of the duties and responsibilities of each position is necessary.

You are asked to fill in the classification questionnaire because you know the exact duties you perform and your responsibilities.

Do not copy other people's answers even though their work is the same as your own. We want your own statement. Ask your immediate superior to explain questions you do not understand, but use your own words in answering all questions.

SUGGESTIONS TO EMPLOYEES

Read these instructions carefully. Write your answers on the yellow sheet. See that they are correct and complete. Then type your answers on the green and white sheets. Use the Green for the Original and the White for the Carbon Copy. Sign and return the typewritten forms to your immediate superior within five days. Keep the yellow sheet.

If you cannot type yourself, write your answers on the yellow sheet and return the questionnaire to your immediate superior for typing within five days. He will return the typed questionnaire to you for review, dating, and signature. Then return the two typed copies to him and keep the yellow sheet.

Read the following explanation for each item just before answering the questions:

Item 1—Give your last name first, then your first name, then your middle name or initial. Indicate whether Mr., Mrs., or Miss.

Item 2—The place where you work should be indicated by room number and building, or street address.

Item 3—Enter name of department, such as "Health Department" or "Fire Department," etc.

Item 4—Enter name of departmental subdivision, such as "Communicable Diseases" or "Sewer Maintenance," etc.

Item 5—Give your present official title as carried on the payroll. If you do not know, ask your immediate superior.

Item 6—Write here the name you and your fellow workers use for your job.

Item 7—Enter your regular hours for starting and stopping work, your total number of hours worked per week. If you work different shifts, or have one shift one week and another the next, explain, using the margin if necessary.

Item 8—Your work may be for two hours a day, three days a week, two weeks per month, or four months per year. Or, your appointment may be for a term of six months. If on call, so state. If your work periods are irregular in any way, explain and, if possible, give the reason.

Item 9—This is the most important question on the form. Be specific; do not use general phrases. Each kind of work that you do should be carefully explained. The task which you consider most important should be given first, followed by the less important work, until the least important is described. If your work varies from season to season or at specific times, duties should be grouped together according to such periods. Give your complete work assignments over a long enough period of time to picture your job as a whole. If one kind of work takes one-half your time, say so. If another kind takes one day a month, say that. You may prefer to show the time spent on different duties in percentages or fractions, such as, for example, 75% of your time, or one-third of the year. Use whatever method you think will give a clear understanding of how you spend your working time, but be sure to show how much time is used for each of the various types of work you do.

If you are performing duties other than those of your usual position, describe both. In describing the temporary work you are doing, you should give the name of the person you are replacing, how long you have been filling in for him, how long you expect to continue doing so, and the reason, such as, for example, vacation, sick leave, etc.

If necessary for a full explanation of your job, attach copies of forms used, being careful to explain how each is used and what entries you make, but do not attach copies unless you think they are needed to describe your work.

Examples of work in different fields are given below as a guide to the kind of statements wanted. Do not copy these examples—use your own words. Ordinarily it will take all the space provided on the questionnaire to tell what you do. If you do not have enough space, attach additional sheets.

EXAMPLES IN THE LABOR FIELD (Skilled and Unskilled)

2 months:	I dig trenches with pick and shovel. Mr. Brown, my boss, tells me where to dig and when to stop.
1 month:	I fill wheel barrows with sand or gravel and take it to the concrete mixer. I tamp concrete after it is poured into forms.
1 month: Etc.	I ride a ten ton flat bed truck and help load and unload bags of cement, heavy rock, reinforcing steel etc. We generally haul from the warehouse yards to maintenance or construction jobs. I wash the truck . . . etc.
3 months:	I operate a tractor on construction work as follows:
1 month:	Hoisting work with a two or three drum hoist. (Vacation relief.)
2 months:	Pile driving for retaining walls, excavations, and foundations. Sometimes I . . . etc.

EXAMPLES IN THE CLERICAL AND RELATED FIELDS

Average 4 hrs.	I type vouchers in duplicate to accompany invoices, after they have been approved by Mr. Jones and extensions checked by Miss Smith.
per day:	
2 hrs.:	I type reports from rough pencil copy.
1 hr.: Etc.	I also . . . etc.
2 days:	I file purchase orders chronologically and by department and vendor.
1 day: Etc.	I sort and distribute letters.
10%:	I take dictation from Mr. Brown, including letters, memoranda, but Miss White takes all his engineering dictation.
5%: Etc.	I file . . . etc.

EXAMPLE IN THE ENGINEERING FIELD

6 months: I lay out and trace plan-profile sheets for street improvements. I reduce survey notes, balance traverses, and plot maps from the field books brought in by the field survey parties, also plot cross-sections and planimeter for cut and fill areas.
2 months: Etc. I draft . . . etc.

EXAMPLE IN THE ACCOUNTING FIELD

10%: I supervise three clerks assigned to the cost accounting system for street and lane construction and maintenance.
10%: I assemble job record reports, post to summary sheets, and do other routine work.
5%: I tabulate and prove material for weekly, monthly and annual reports.
2%: Etc. I compile . . . etc.

EXAMPLE IN THE JANITORIAL FIELD

1/2 day: Washing floors, walls, windows and woodwork by hand.
1/3 day: Polishing metal; waxing and polishing floors with a polishing machine:

EXAMPLE IN THE FIRE FIGHTING FIELD

90%: I am in charge of a ladder company during the day shift. I also have charge of the station premises. I conduct roll call, inspect the men, and maintain discipline while I am on duty, etc.
10%: At a fire I decide . . . etc.

Item 10—This question applies chiefly to employees whose duties and responsibilities are not clearly defined by regulations, well-established office procedures, or standard practices of a trade or craft. In answering it, summarize concisely what you consider to be the essential nature and degree of your responsibilities. It may be responsibility: for doing what you are told to do in workman-like manner; for journeyman work on assignment; for some highly skilled operations; for some type of technical or professional work; or directing operations of a particular office. Are your responsibilities limited to carrying out instructions or are they for planning work, making final decisions, for supervision, or technical or professional work?

Item 11—Give the name and title of your immediate superior, the person to whom you look for orders, advice, or decisions. If you are not sure who your superior is, say so. If there is more than one, explain so that those reading your statement will know whether you work for one person part of the time and another the rest of the time, or whether you work for two or three persons.

Item 12—List here all equipment, machinery, tools, office appliances, or other devices which you use or operate. Use trade-names if you wish.

Item 13—Exactly what instructions and directions does your superior give you? What problems does he refer to you? You may have had instructions only when you were new on the job. You may have received special instructions with every new task. Describe the type of instructions you have received.

Item 14—Does anyone check or review your work? If so, give his name and title, and tell what kind of check is made: Is it a mathematical check, an inspection of quality, a review of your judgment, or what? Maybe your work is such that there is an automatic continuous check of your actions.

Item 15—If you have five employees or less under your supervision, give their names and titles. If you have more than five, simply give the name of the unit or section involved and the number of employees.

SUGGESTIONS TO IMMEDIATE SUPERIORS

Method for Distributing and Reviewing the Classification Questionnaires.

You are being supplied with a complete set of classification questionnaires for each employee under your supervision. These sets will consist of a green, a white, and a yellow questionnaire, and a copy of these instructions.

Give each employee a set of classification questionnaires and instructions. Ask employees who have access to typewriters to work out their answers on the yellow sheet, type them on the green and white sheets, and return the signed typewritten copies to you within five days.

Ask those employees who cannot type their own, to write their answers on the yellow sheet and return the complete set to you within five days, for typing. The Green is the Original and the White the Carbon Copy. When typed, return all three copies to the employees. Have the green and white copies reviewed, dated, signed, and returned to you.

Go over each signed questionnaire carefully to see that they are accurate and complete. You should fill out Items 16 to 19, inclusive, on the questionnaire forms of only those employees whom you directly supervise. A department head should not fill in these items for employees whom he directs through a sub-executive but only for those to whom he assigns work directly. In all instances, the department head, or a representative designated by him, should look over both the employees' and their superiors' statements and indicate under Item 20 any inaccuracies found. Neither the superior nor the department head, however, should make any alteration or change in the statements made by a subordinate.

If there is a regular position under you which is temporarily vacant, or if an employee is not available to fill out the questionnaire, please make up and fill out the form yourself for that position, as accurately as possible. The fact that an employee did not fill out the form and the reason for such omission, should be clearly indicated.

Suggestions for Filling Out Items 16 to 20.

Item 16—Do not change the employee's statement or influence his answers. Read them through and then give your opinion of their accuracy. Is it a good description of the position? Has he neglected to give a full picture of his duties and responsibilities? Has he overstated or understated them? Has he put emphasis on the wrong points? Answer this question in detail.

Item 17—Sum up what you consider to be the distinguishing features of the employee's job. What do you expect of it? What supervision and direction does it get? What check and review is provided? What is the essential nature of the duties and responsibilities? Is it a beginning or an advanced job?

If you have a number of positions under you which are practically identical, it will be sufficient to answer Items 16 to 19 fully for one such position only, and then refer to such answers on the other questionnaires. You can merely state "Same as John Doe."

Item 18—With full consideration of the duties and responsibilities of this position, tell what kind of person you would choose for the position if it were to become vacant. What must he know? Of what basic subjects, procedures, principles, laws, or regulations must he have a knowledge? Must the knowledge be thorough or is a general knowledge or familiarity sufficient? Be as specific as possible.

Item 19—If the job involves any typing or dictation, even if merely incidental, answer this item. If not, write "None."

Item 20—If the department head does not sign the green copy personally, his designated representative should sign his superior's name and place his own name or initials immediately underneath.

Upon completion by department head, green sheet should be sent via mail or messenger to the Personnel Dept., Room 210, City Hall, Vancouver, B.C. One copy is retained by the department for its use and reference.

APPENDIX B - SUGGESTED RATING SCALE FOR PROFESSIONAL EMPLOYEES

INTRODUCTION - The point rating system used by the B.C. Civil Service Commission to evaluate stenographic and clerical positions was adapted to apply to the professional and technical field. These two schedules are alike in the total points allotted to the four major evaluation factors:

<u>Factor</u>	<u>Clerical Evaluation Scale</u>	<u>% of Total Points</u>	<u>Professional Evaluation Scale</u>	<u>% of Total Points</u>
Skill	2150	43%	2150	43%
Responsibility	1925	38.5%	1950	39%
Job Conditions	475	9.5%	450	9%
Effort	450	9%	450	9%

However, there are differences in the subdivisions under the first two headings, as follows:

<u>Major Factor</u>	<u>Sub-factors Clerical Scale</u>	<u>Sub-factors Professional Scale</u>
Skill	Training Experience Initiative	Education Experience Complexity of the job. Supervision received.
Responsibility	Responsibility for money Contacts Supervision given	Responsibility for error and confid- entiality. Contacts Supervisory res- ponsibilities.

A. SKILL

POINT VALUE

I. Training - What basic formalized training is the employee expected to bring with him to the job, over and above high school education?

1. Less than two years of training 125 S.W. II.
2. Two years of university, or its equivalent in night, trade, extension or correspondence school courses, or
Two to four years of practical training on the job 175

3. More than two, but not more than four years of specialized formal Education culminating in a qualifying examination, or More than four years of practical training on the job 275
4. More than four, but not more than six years of specialized formal education, culminating in a qualifying examination 475
5. More than six, but not more than eight years of specialized formal education, culminating in a qualifying examination 575
6. More than eight years of specialized formal education, culminating in a licensing or certifying examination 700

II. Experience - Over and above basic formalized training, how much experience in related work is necessary in order to assimilate knowledge required to perform the job?

1. More than three months, but not more than 12 months 100
2. More than one year, but not more than three years 200
3. More than three years, but not more than five years 300 S.W.II.
4. More than five years, but not more than seven years 400
5. More than seven years, but not more than ten years 500
6. More than ten years 700

III. Complexity of Work - What capacity for resourcefulness, judgment, and creativeness does this job require of the employee?

1. Duties are clearly prescribed by standard practice but require ability to use several procedures and to make minor decisions involving some judgment. 200

2. Duties involve an intensive knowledge of a restricted field and require the ability to use a wide range of procedures and the analysis of facts to determine what action, within the limits of standard practice, should be taken

250

3. Ability to work independently towards general results, devising new methods, and adapting standard procedures to meet new conditions. Decisions are based largely on precedent and branch policy.

300 S.W.II

4. Ability to work on highly technical or involved projects, presenting new or constantly changing problems. Ability to evaluate complex factors, and to make decisions not clearly based on precedent and policy.

350

5. Ability to plan and co-ordinate the work and procedures of several offices, in accordance largely with policy and precedent, including personnel decisions

400

6. Ability to plan and co-ordinate the various aspects of work in a large branch with many offices and to give advice with respect to the need for changing policy when necessary

450

7. Ability to integrate the work of several branches, to see that the work is carried out efficiently, and to give advice with respect to the need for changing policy.

500

IV. Supervision - How closely is the work supervised?

1. Under general supervision, where standard practice enables the employee to proceed alone on work, referring questionable cases to supervisor, who is readily available

100

2. Under direction, where a definite objective is set up and the employee plans and arranges his own work, referring questionable cases to supervisor, who may be only intermittently available.

150 S.W.II

3. Under general direction, working from policies and general objectives. Rarely refers specific cases to superior unless clarifications or interpretation of branch policy is involved.

200

4. Under administrative direction, setting up own standards of performance. Virtually self-supervision.

250

B. RESPONSIBILITIES

- I. Responsibility for Error - What is the opportunity and confidentiality for and the probable effect (in terms of human welfare, property, or financial loss) of errors in this job? What responsibility is there for safeguarding confidential data?

1. Errors are usually detected in succeeding operations and are confined to a single department. Correction involves some trouble in back-checking by others. Little or no confidential data involved.

100

2. Errors may have serious results within the Branch, involving less or hold-up of production, waste of material, damage to equipment, or financial loss. Much of work not subject to verification or check. Duties may include recommendations re hiring and firing of subordinate personnel. Disclosure of confidential data may have an adverse effect upon other employees.

250

3. Errors in judgment or skill or breaches of confidentiality are difficult to detect and may adversely affect outside relationships of the branch. They may vitally affect the welfare of individual citizens, or involve serious property or financial loss.

400 S.W.II

4. Errors or breach of confidentiality may involve major property or financial loss, or vitally affect the welfare of considerable numbers of people and may result in adverse public comment. Duties may involve the preparation of data on which administration bases important decisions, including selection, promotion, and dismissal of key personnel.

550

5. Errors may result in loss of life. Duties involve the preparation of data on which management bases vital decisions, or the authorization of very large expenditures or ensuring that others safe guard confidential data.

700

II. CONTACTS - What responsibility goes with this job for dealing with, giving service to, or influencing, other people through correspondence and personal interview?

1. Little or no contact except with immediate associates and own supervisor 100
2. Contacts with other persons within the department on routine matters, or occasional outside contacts, furnishing or obtaining information only 225
3. Frequent outside or inside contacts, furnishing or obtaining information or reports, and requiring tact to avoid friction. 350
4. Frequent outside and inside contacts, involving non-routine interpretation of branch policy, its relationship with other branches: it involves influencing others in a variety of matters related to the function and business of the branch, and requires considerable tact and understanding. 475
5. Outside and inside contacts requiring a high degree of tact, judgment, sensitivity, and the ability to influence people with regard to vital and intimate aspects of their lives. 600 S.W.II

III. Supervision - What is the degree or kind of supervisory responsibility involved in this job?

0 S.W.II

1. Requires the supervision of one or two other employees who follow well defined methods of procedure. 125
2. Requires the supervision of one or two other employees whose work is not altogether routine and which may occasion unusual or varying methods of procedure. 175
3. Requires the supervision of a fairly large number of employees in a section who follow well defined methods of procedure. 225
4. Requires the supervision of a fairly large number of employees in a section whose work is not altogether routine and which may occasion unusual or varying methods of procedure. 300

5. Requires the supervision of a large number of employees or several sections of employees, co-ordinating the procedures. These employees do not include technical or professional workers. 375
6. Requires the supervision of a large number of employees in one or two locations, including technical or professional workers. 450
7. Requires the supervision of a large number of employees in several locations, including technical or professional employees. 550
8. Requires the supervision of a large number of widely scattered employees including technical or professional employees. 650

C. JOB CONDITIONS - Does this job involve conditions beyond the employees control which makes it less agreeable than is typical of the Service. Consider such factors as absence from home, contact with people who are mentally disturbed or physically ill, exposure to undue noise, dust, heat, cold, fumes, use of injurious chemicals, or physical discomfort.

1. Usual office working conditions 50
2. Good working conditions. Duties involve occasional exposure to a single disagreeable condition. 150
3. Somewhat disagreeable conditions (as above) but not continuous exposure if several of these factors are present. 250 S.W.II
4. Continuous exposure to several disagreeable factors, geographic isolation, or occasional exposure to hazardous working conditions. 350
5. Continuous exposure to hazardous working conditions, such as is involved in work with persons infected with a contagious disease. 450

D. EFFORT - Does this job require an exceptional degree of mind-eye-co-ordination, sustained alertness, emotional strain, or capacity to work under pressure?

1. Flow of work and nature of duties require only normal mental or visual attention, or emotional strain. 75
2. Flow of work and nature of duties periodically require employee to work under considerable pressure, involving mental concentration, or emotional strain 175
3. Sustained periods of pressure, alertness, mental concentration, or emotional strain. 300 S.W.II
4. Job involves continuous pressure or emotional strain, or requires an exceptional degree of mental concentration or alertness. 450

Maximum Points--5000

Social Worker II--2425

Source: Social Welfare Branch Social Workers' Salaries Committee, Brief to the B.C. Provincial Government, April, 1954. (Mimeo.)

APPENDIX C

SAMPLE JOB DESCRIPTIONS FROM
REPRESENTATIVE AGENCIES

1. City of Vancouver
2. B.C. Provincial Government, Social Welfare Branch
3. Oregon State, United States of America
4. California State, United States of America

City of Vancouver
Class Specification

Class No.307

PROBATION OFFICER I

1. Nature and Scope of Work

This is social welfare work of an investigational and correctional nature. An employee of this class is responsible for the supervision and counselling of juvenile delinquents and pre-delinquents, and for performing the various duties pertaining to the city probation program as determined by the Juvenile Court. Considerable judgment and independence of action are required in this work as detailed investigations must be made of all environmental factors affecting each case and considerable diagnostic reasoning must be employed in determining effective corrective measures for socially-maladjusted juveniles. Supervision and advice on difficult cases are received from a superior who reviews all work reports.

2. Illustrative Examples of Work

Interviews juvenile delinquents or pre-delinquents, parents, teachers, and other interested persons so that each case may be viewed in its true perspective.

Checks the records of social agencies and the Police Department for pertinent information on a wide variety of juvenile delinquency cases.

Writes summaries on any case as required by the judge and submits a written report. Prepares social histories on juvenile cases and attends conferences at the Child Guidance Clinic.

Transports delinquents to trains, boats, the Industrial School, or other institutions.

Assists probationers to secure suitable employment.

Serves summonses on offenders to appear in the Juvenile Court.

Arranges for suitable hospital care, operations, dental attention, and other services for certain probationers.

Visits cases committed to industrial schools or other institutions to maintain continuity of contact.

Acts as officer of the court when so detailed.

Cooperates in various ways with other social agencies in their efforts to reduce delinquency and gives leadership on various community projects pertaining to leisure-time activities.

3. Required Knowledges, Abilities and Skills

Extensive knowledge of juvenile behaviour problems and methods of treating them.

Thorough knowledge of all laws and regulations pertaining to the work of the Juvenile Court.

Thorough knowledge of interview techniques and case history methods.

Working knowledge of the work done by police, social workers, health department, and other agencies interested in public welfare.

Thorough knowledge of the geography and street locations in Vancouver city and the employment opportunities for people under legal supervision.

Working knowledge of court procedure.

Ability to secure effective cooperation from community agencies and officials.

Diagnostic skill in individualized work with maladjusted children, adolescents, and adults.

4. Desirable Training and Experience

Senior matriculation and a course in social work with some field experience--preferably university graduation with major courses in social science; or an equivalent combination of training and experience.

5. Required Licenses, Certificates, and Registrations

None.

PROVINCE OF BRITISH COLUMBIA

GROUP "PR" PROFESSIONAL

Class 12 - Sociological and Psychological

SOCIAL WORKER, Grade 4 (Social Welfare Branch)

Characteristics of Position:

Under direction, to supervise and direct the work of Social Workers who may be staff members, university students, in-service training students, or students from related fields of work, for the purpose of achieving greater effectiveness and uniformity in the service given to the public and evaluating the ability of individual Social Workers and trainees.

or

To assist the Directors of Treatment at the Boys' and Girls' Industrial Schools in the direction of the diagnostic and classification services with the institutions; to assist with the development of the recreational, group work, staff training, religious, vocational, educational, pre-release, intensive treatment, and individual and group therapy programmes; to assist with formulation of recommendations on admission and discharge of boys in need of guidance; to perform related duties as required.

Qualifications Required:

1. Education and Specialized Knowledge -

A Bachelor of Social Work degree, or completion of a special student course in Social Work at a University of recognized standing, or completion of the In-Service Training Course; a working knowledge of all Acts and Regulations pertaining to the work of the Branch.

2. Experience -

Several years' experience in work related to the duties to be performed.

3. Specialized Abilities and Skills -

Tact; sound judgment; ability to maintain an objective interest in people and a demonstrated or potential ability to work with them; ability to withstand the taking of long trips by various modes of transportation and on foot; ability to interpret the Acts and Regulations to the general public; ability to supervise a small staff of professional social workers and trainees.

OREGON STATE

CASEWORKER II

DISTINGUISHING FEATURES OF WORK

This is skilled social service work in studying and determining upon social needs of eligibility of persons requiring public welfare services.

Work of these employees is characterized by the relatively wide scope of social services which are conducted, greater independence of professional action under which employees work and by the performance of the more troublesome or problematic case work. The type of case load which is carried usually includes varied categories but may be limited to specialization within a single type of social service. Work necessitates application of experienced judgment in meeting case problems, and replacements or vacancies are filled by workers who have gained such knowledge through experience under professional supervisors or by formal training plus actual experience. The work includes frequent contacts with other agency workers and the employee is called upon to give the problem interpretations in many cases. Case reports and work methods and techniques are subject to review by a superior or administrator, although employees conduct many phases of their work without close review.

EXAMPLES OF WORK (Any one position may not include all of the duties listed nor do the listed examples include all tasks which may be found in positions of this class.)

- Assists applicants and recipients, insofar as possible, in the solution of personal, family finance, and other problems and gives special attention to alleviating potentially bad social situations or attempting to correct such problems as they have developed.
- Investigates eligibility of applicants for various types of public welfare services including the interviewing of applicants, relatives, friends, and others.
- Assists in the out-patient activities of a hospital by working with patients and physicians, interpreting social data and attempting to properly adjust patients in the hospital or after discharge.
- Takes written applications, including social history data, of persons seeking public welfare services and serves as special intake worker in the initial processing of persons seeking help.
- Checks various public records in securing necessary data including tax records, birth and death records, residence and other information necessary for case determinations.

Prepares complete written reports covering information developed in investigation or reinvestigation.
Serves as case reviewer, analyzing case methods of selected cases and recommending further action.
Occasionally makes pre-placement studies of children, children's families, foster homes, and under supervision uses other sources in developing necessary child case information.
Occasionally assists professional supervisors in the rehabilitation of mal-adjusted children, and children needing medical or mental care or treatment.
Advises and assists case workers where problem cases arise which require more experienced judgment or skill.
Performs related work as required.

DESIRABLE KNOWLEDGES, SKILLS AND ABILITIES

Thorough knowledge of case work methods and techniques and their application to individual cases.
Working knowledge of federal and state laws and regulations pertaining to public welfare and assistance programs.
Working knowledge of the sources for obtaining case data, and ability to develop pertinent information from such sources under difficult conditions.
Familiarity with basic principles of economics, sociology, psychology and other social sciences and of current social and economic trends.
Familiarity with names and functions of other welfare agencies, both public and private.
Ability to write effective case histories and related reports.
Appreciation of individual and environmental problems arising in connection with case work, and ability to deal with these problems with good judgment.

MINIMUM EXPERIENCE AND TRAINING (The following statement represents the minimum experience and training standards which will be used to admit or reject applicants for tests.)

One year of full-time paid experience within the past ten years in welfare, education, public health, or other public service work; and graduation from a four year college or university, supplemented by one year of graduate training in an approved school of social work or equivalent training through experience under professional guidance; or any equivalent combination of experience and training.

CALIFORNIA STATE PERSONNEL BOARD

specification for the
class of

CODE # 9867
Established: 1931
Revised: 9/19/52
Title
Changed: 9/19/52

SUPERVISING PSYCHIATRIC SOCIAL WORKER I

Definition:

Under general direction, to provide supervision to psychiatric social workers working with and on behalf of mentally and emotionally disturbed or mentally deficient patients and their relatives in a State mental institution or clinic or in an assigned area and where there is no higher level psychiatric social work supervisor, to plan, organize, and direct the psychiatric social work program; and to do other work as required.

Distinguishing Characteristics:

The class of Supervising Psychiatric Social Worker I is the first supervisory level in the psychiatric social worker series. Employees in the class supervise a staff of Junior and Senior Psychiatric Social Workers and clerical personnel and where there is no higher level psychiatric social work supervisor, plan, organize and direct the psychiatric social work program.

Employees in the next lower class of Senior Psychiatric Social Worker personally carry a caseload requiring the more difficult and responsible casework, but normally do not supervise other caseworkers.

Employees in the next higher class of Supervising Psychiatric Social Worker II are responsible for directing the psychiatric social work program in addition to providing casework supervision in State mental facilities other than the Los Angeles and San Francisco area offices, where the number of social workers justifies more than one supervising social worker.

Typical Tasks:

Provides supervision to a psychiatric social work staff; in an assigned area or in an institution or clinic for the mentally and emotionally disturbed or mentally deficient having no higher level psychiatric social work supervisor, plans, organizes, and directs the psychiatric social work program; assigns cases and counsels social workers on casework problems; maintains adherence to social work policies of the department; conducts staff meetings; trains staff, evaluates staff performance and takes or recommends appropriate action; supervises

the training of psychiatric social work students; personally performs or supervises research relating to psychiatric social work; participates in staff conferences; assists in the development of effective social work procedures; works with mental facility and departmental administrators for the purpose of improving policies and procedures as they relate to the social work program; establishes and maintains cooperative working relations with community agencies; assists in the development of programs of community planning, education, and consultation in mental health; develops and directs a boarding home program for the area and arranges for placements of patients on leave of absence; addresses groups on the psychiatric social work program; dictates correspondence and prepares reports.

Minimum Qualifications:

Either I

Experience: Two years of experience as a Senior Psychiatric Social Worker in the California state service; and

Education: Completion of a two-year graduate curriculum in social work in a recognized school of social work.

or II

Experience: Four years of full-time paid experience in psychiatric social work, at least one year of which must have been as a social work supervisor and at least two years of which must have been in a child guidance or psychiatric clinic, in a psychiatric extramural program, in a psychiatric hospital, or in a psychiatric department of a hospital; and

Education: Completion of a two-year graduate curriculum in psychiatric social work in a recognized school of social work.

or III

Experience: Five years of full-time paid experience in psychiatric social work, at least one year of which must have been as a social work supervisor and at least two years of which must have been in a child guidance or psychiatric clinic, in a psychiatric extramural program, in a psychiatric hospital, or in a psychiatric department of a hospital; and

Education: Completion of a two-year graduate curriculum in social work in a recognized school of social work.

In appraising experience, more weight will be given to the breadth of pertinent experience and the evidence of the candidate's ability to accept and fulfill increasing responsibility than to the length of his experience.

and

Knowledge and abilities: Thorough knowledge of the principles, procedures, techniques, trends, and

literature of social work with particular reference to psychiatric social work; thorough knowledge of community organization principles; wide knowledge of and ability to apply the principles of mental health education; wide knowledge of the characteristics and social aspects of mental and emotional disturbances and mental deficiency; general knowledge of the scope and activities of public and private health and welfare agencies; general knowledge of the current trends in mental hygiene, public health and public welfare and of Federal and State programs in these fields; general knowledge of the principles and practices of supervision, and ability to supervise others; to evaluate their work, and to give inservice training; ability to establish and maintain effective working relationships with those contacted in the work; ability to secure accurate social data, to record such data systematically, to write clear, accurate and concise reports, and to interpret statistical data; ability to develop and direct a boarding home program for patients and skill in arranging placements for patients on leave of absence; ability to give field work training to psychiatric social work students; ability to analyze situations accurately and to adopt an effective course of action; ability to speak and write effectively.

and

Special personal characteristics; An objective and sympathetic understanding of the mentally or emotionally disturbed or mentally deficient; tolerance, tact, and emotional stability.

Monthly Compensation: \$436 458 481 505 530 1/54

Work Week Group 40

APPENDIX D

JOB ANALYSIS SCHEDULE I

Schedule I

Time Study - Chronological Record of Activities

NAME: _____ OFFICE: _____ SECTION: _____ DATE: _____

Use units of five minutes or more. Total work day is 435 minutes.

[illegible]

APPENDIX E

JOB ANALYSIS SCHEDULE III

MISCELLANEOUS ACTIVITIES

JOB ANALYSIS

Schedule III

OFFICE: Child Guidance Clinic DEPARTMENT: Social Service

List of Activities Not Included In Job Descriptions, Showing
Implications Re Working Conditions and Staff Shortages

Item of Activity	Per Cent of Total Time	Shortage of Limitation Indicated
<u>SECTION: Dep't. Supervisor</u>		
Filing; distributing files, memos etc. (1 hr per wk.)	2.7%	Dep't. Steno & 1 file & message clerk
Changing Office, chatting (1 hr. per wk.)	2.7%	Overcrowding
Coffee break (1 1/3 hr. per wk.)	<u>3.6%</u>	--
TOTAL	9.0%	
<u>SECTION: S.W.'ers Gr. IV (Av. per wkr.)</u>		
Delivering memos, files, etc. Registering and filing new cases Looking for files (1 1/3 hr. per wk.)	3.6%	Shortage of clerical staff
Looking for office space, changing offices, and chatting (3/4 hrs. per wk.)	2.0%	Overcrowding, lack of interviewing space
Coffee break (1 1/3 hrs. per wk.)	<u>3.6%</u>	
TOTAL	9.2%	

JOB ANALYSIS

Schedule III

OFFICE: Child Guidance Clinic DEPARTMENT: Social Service

List of Activities Not Included in Job Descriptions, Showing
Implications Re Working Conditions and Staff Shortages

Item of Activity	Per Cent of Total Time	Shortage of Limitation Indicated
<u>SECTION: S.W. Gr. IV. Trav. Clinics.</u>		
Looking for office or dictating space, picking up; delivering and distrib- uting files ($\frac{1}{2}$ hr. per wk.)	1.3%	Overcrowding at station- ary clinic
Coffee break (1 hr. per wk.)	<u>2.8%</u>	
Sub-Total	4.1%	
Travelling time not included in usual working time	<u>16.0%</u>	
(av. 25 hrs. per mo.) TOTAL	20.1%	
<u>SECTION: S.W.'ers Gr. II and III</u> (Av. per wkr.)		
Delivering files, memos, supplies, etc.; looking for files ($\frac{3}{4}$ hrs. per wk.)	2.1%	Shortage of clerical staff
Looking for office interviewing space; moving from office to office; chatting ($2\frac{1}{4}$ hrs. per wk.)	6.2%	Overcrowding- lack of space so basement and halls are used
Coffee break (1 $\frac{1}{3}$ hrs. per wk.)	<u>3.6%</u>	
TOTAL	11.9%	

APPENDIX F

TYPICAL DAY--TRAVELLING CLINIC SUPERVISOR

JOB ANALYSIS

Schedule I

NAME: _____ OFFICE: V. CGC. SECTION: Tr. Cl.

Activity	Time of Day	Time in Minutes
<u>TYPICAL DAY ON TRAVELLING CLINIC OF ONLY ONE PARENT WITH EACH CHILD.</u>		
Get daily schedules organized and plan interviews with rest of team	09.00-09.15	15
Check over histories prior to interviews	09.15-09.30	15
Interview parent of first child	09.30-10.00	30
Interview parent of second child	10.00-10.30	30
Discuss interviews with doctor and psychologist if available	10.30-10.45	15
Fill out index forms and face sheets	10.45-11.30	45
Discuss Follow-up reports with nurse or social worker	11.30-12.00	30
LUNCH	12.00-01.30	--
Arrange schedules for afternoon	01.30-01.45	15
Check histories prior to interviews	01.45-02.00	15
Interview parent of first child	02.00-02.30	30
Interview parent of second child	02.30-03.00	30
Discuss interviews with doctor & psych.	03.00-03.15	15
Finish face sheets, index forms and write up notes for conferences	03.15-04.00	45
Contact social workers, nurses & school teachers regarding past cases(follow-up)	04.00-04.30	30
Conferences on daily clinics	04.30-06.30	120
		<u>480</u>

Follow-Up notes as a rule are completed after conferences as there is seldom time during the day to complete them.

Travelling time is not considered here.

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