

**SW865 Social Work Leadership in Organizations**  
Michigan State University  
School of Social Work

**Course Description**

Students will develop knowledge and skills to promote positive change in programs and organizations using adaptive leadership.

**Course Objectives**

1. Use an adaptive leadership framework to analyze change processes in organizations.
2. Design and develop a change initiative using implementation science.
3. Assess key organizational structures and processes to develop and evaluate interventions.
4. Examine and appraise ethical issues in organizations and formulate responses consistent with social work ethics and values.
5. Examine and appraise issues of diversity within organizational contexts and formulate culturally responsive strategies.

**Required Texts and Course Materials:**

Heifetz, Ronald., Grashow, Alexander., Linsky, Marty. (2009) *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World.*

Kettner, Peter M., Moroney, Robert, M., Martin, Lawrence L. (2017) *Designing and Managing Programs: An Effectiveness Based Approach, 5th Edition, Sage Publishing*

Pecora, Peter J., Cherin, David, Bruce, Emily, Arguello, Trinidad de Jesus. (2010) *Strategic Supervision: A Brief Guide for Managing Social Service Organizations.* Sage Publishing

Additional reading and resources as identified in modules.

**CSWE Competencies Assessed**

Organization and Community Leadership Advanced Specialization Competencies:

OCL ASP: Competency 1: Demonstrate Ethical and Professional Behavior

OCL ASP: Competency 2: Engage Diversity and Difference in Practice

OCL ASP: Competency 6: Engage with Organizations and Communities

OCL ASP: Competency 7: Assess Organizations and Communities

OCL ASP: Competency 8: Intervene with Organizations and Communities

OCL ASP: Competency 9: Evaluate Practice with Organizations and Communities

**Technology Requirements**

Students enrolled in this course should have regular and reliable access to the internet. Students will use the D2L and Zoom platforms for this course. Minimal technical skills students will need to be successful include:

- General knowledge of D2L Learning Management System
- Using emails and attachments
- Proficiency creating, modifying and saving Microsoft Word documents

**Methods of Instruction**

This three credit hybrid course utilizes the D2L course management system. The course modules are spread out over the weeks of the semester. Lectures, videos, course readings and other resources will be identified for each module. Weekly in-class and/or online discussions and reflections will require students to demonstrate critical thinking and application of the theories that are covered to social work practice in organizations and communities. Feedback about weekly participation will be provided in class, within drop boxes, within discussion forums and/or via email. In addition, there will be five assignments that focuses on change within an organization. These assignments have an integrated focus on planning, implementation and evaluation of an organizational change

project. Feedback regarding the assignments will be provided on an ongoing basis as these assignments are turned in.

### Assignments and Basis for Grading

Assignment	Points	Due
Discussion Forum Week 1: Organizational Context	5	Week 1
Adaptive Leadership Part 1: Using the Adaptive Leadership framework	5	Week 2
Discussion Forum Week 3: Benefits of Evidence Based Practice & Implementation Science	5	Week 3
Adaptive Leadership Part 2: Diagnostic Framework	6	Week 4
Drop Box Upload Cultural Competence Reflection	5	Week 5
Discussion Forum Week 6: Case Study - Strategic Planning	5	Week 6
Adaptive Leadership Part 3 and 4 Implementation Considerations and Work Plan	14	Week 7
Adaptive Leadership Part 5: Logic Model and Evaluation	15	Week 10
Drop Box Upload Week 10: Financial Implications of Change Initiative	5	Week 11
Discussion Forum Week 12: Case Study -Board Orientation and Fundraising Strategies	5	Week 13
Task Group Leadership and Analysis	20	Week 14
Group Presentations, Internet Resource lists on Recruitment, Selection and Supervision Topics	10	Week 15

There are 4 class sessions at the Henry Center, these are required, missing class will result in deduction of 6 points for each session missed from the final course grade.

### **Discussion Forums (20 points)**

Discussions are assigned on 4 select weeks throughout the course. Each Discussion Forum is worth 5 points. Questions will be posted in that week's material and in the discussion forum on D2L. Initial post must be made by Sunday evening at midnight. Follow up posts and discussion must be complete by midnight on Monday evening.

### **Other weekly assignments (10 points)**

There are two other weekly assignments that will be due on Sunday evening by midnight of the week that they are assigned.

- **Cultural Competence Reflection (5pts)**

Use your personal experience and observations and your understanding of issues related to equity, cultural competence and cultural responsiveness to identify strengths, weaknesses, opportunities and threats for an organization you are familiar with. Based upon this assessment, identify three specific strategies that you would recommend the organization consider to move towards greater equity and cultural responsiveness.

*Assessment of Course Objectives 4-5, OCL ASP 2; This assignment is used across all sections of the course.*

- **Financial Implications of Implementation (5 pts)**

Part 1: Using the Adaptive Leadership Change Initiative assignments, consider the following question: What are the considerations for developing a budget for implementation? Identify relevant expenses and revenue sources for your intervention. (Exact amounts are not required. Rather, in general what types of expenses would need to be included.) Are there other financial management strategies that you think should be considered?

Part 2: In Chapter 12, Kettner et al talks about functional program budgets. How can you expand upon your identified outputs and outcomes to include estimated intermediate and final unit cost or cost per output and outcome? (Again, exact numbers are not required but provide some discussion about output and outcomes as they relate to costs) Look at the examples on pages 222 and 223.

Submit in a word document, 2-3 page maximum. Full points will be awarded if submission demonstrates application of lecture and reading content (Budgeting and Financial Planning) to the implementation assignment.

### **Adaptive Leadership Change Initiative Assignments (40 points)**

The five parts of this assignment will focus on an area to target change initiative within organizational practice.

- Part 1: Using the Adaptive Leadership framework
- Part 2: Diagnostic Framework
- Part 3: Implementation Considerations
- Part 4: Work Plan
- Part 5: Logic Model and Evaluation

Each part of the assignment will require application of the Adaptive Leadership framework and other identified course content. Instruction and resources to support this assignment will be included in weekly class material as well as assigned reading. Additional online resources and micro learnings that explore each area have also been identified that will support understanding the assignment and developing the change initiative. Please see the Adaptive Leadership assignment document for details.

*Assessment of Course Objectives 1-3; OCL ASP 1, 6-9; These assignments are used across all sections of the course.*

A separate document outlining details of the requirements for the Adaptive Leadership Assignments will be provided.

### **Task Group Leadership and Analysis (20 points)**

Each student will plan and lead a meeting or a task group in their current field placement or other approved setting. Following completion of the meeting, the student will prepare and submit a written analysis of the meeting.

Task groups are comprised of individuals who meet together in order to accomplish a particular action or to produce a specific deliverable or product. (Task groups are not clinical or family meetings that are a part of service delivery.) Task group leadership is an essential skill for macro social workers. This assignment is intended to give you an opportunity to directly apply course instruction on how to effectively and efficiently lead a task group and a meeting.

There are three components of this assignment:

- Agenda and Annotated Agenda – 3 points
- Critical Analysis – 14 points
- Meeting Minutes – 3 points

To plan for this meeting, in advance of the meeting, students will create and submit to the instructor in the provided drop box:

- A public meeting agenda for distribution to meeting participants, and
- A private annotated/detailed meeting agenda that the student will use to help her/him keep the meeting on track.

Following completion of the task group meeting, the student will submit:

- A 5-6 page critical analysis of the meeting based upon at least seven of the areas identified below. These areas are all covered in the two lectures and assigned reading related to Communication for Teams and Groups.
  - Organizational context and communication structures (Communication for Teams and Groups lecture)
  - Tuckman stages of group development (Pecora et al) (Effective Meetings and Leading Task Groups lecture)
  - Meeting purpose and process management; Levels of interdependence and commonality – teams vs workgroups(Pecora et al)
  - Adaptive leadership frameworks (Effective Meetings and Leading Task Groups lecture)
  - 5 C's of effective meetings (Effective Meetings and Leading Task Groups lecture)
  - Characteristics of effective task groups, workgroups and teams (Effective Meetings and Leading Task Groups lecture)(Pecora et al)
  - Kelley's followership model (Effective Meetings and Leading Task Groups lecture)
  - Facilitation issues (Pecora et al)
  - Group dynamics and effectiveness of communication (Communication for Teams and Groups lecture) (Pecora et al)

Sources should be cited within the critical analysis

- Meeting minutes or summary (consistent with agenda) A concise summary of the meeting that follows the agenda and objectively describes discussion, decisions made and action items. The meeting summary must be prepared by the student, it is not acceptable to submit a summary prepared by another individual.

The details of this assignment will be reviewed in the 2<sup>nd</sup> class meeting. Parts C and D of the assignment are due by Week 14 at the latest.

### **Group Presentations and Internet Resource List on Recruitment, Selection and Supervision Topics (10 points)**

Students will do presentations in pairs, groups will be assigned in Class 3 and presentations made in Class 4, topics will be assigned to each group by the instructor.

Topics

- Affirmative Action Policies- implications for hiring and supervision
- Sexual Harassment - prevention and addressing complaints
- Equal Employment Opportunity Policies - implications for hiring and supervision
- Recruitment and Retention
- Screening and interviewing
- Performance Appraisal and Problems

There are three components to this assignment

1. In-class presentation (5 points)
2. PowerPoint to guide presentation (2.5 points)
3. Resource List (2.5 points)

Criteria for assignment:

- All 3 components should be well integrated.
- 3-5 sources, which may or may not include the resources that are on the topical resource list that is the third part of this assignment. Use the Pecora text as one source for this assignment.
- Content includes introductory information for social work leaders that clearly identifies related social work ethics, principles and/or policies that should be considered for those who are in supervisory roles.
- Expectations for in class presentation
  1. 15 minutes, 5 additional minutes for questions
  2. All group members contribute
  3. Presentation follows a logical sequence consistent with the Power Point document
  4. No one reads from PowerPoint slides
  5. Content included on PowerPoint and presentation is:
    - a. Up to date and relevant
    - b. Clear and useful for social work managers
    - c. Relevant terms and concepts are defined
    - d. Examples are provided that illustrate key concepts and ideas
  6. Promotes discussion and/or allows for questions from the class. The group is able to provide clear and concise answers to the questions, or to suggest relevant resources where answers can be found.
- Expectations for PowerPoint
  1. Slides are grammatically correct.
  2. Sources cited using APA
  3. Slides tell a story, there should be an introduction, middle, and end. Include a title slide and final slide of cited resources.
  4. Slides are clear and succinct and not text heavy.
  5. Use at least one audio or video link within your PowerPoint, content of link should be relevant and up to date. Make sure that the link works.
  6. PowerPoint is navigated with ease.
  7. Handout format of PowerPoint is uploaded to D2L the day of presentation.
  8. Bring your PowerPoint to class on a flash. Have a backup plan!
- Expectations for Resource List
  1. 1 page, up to date, hyperlinked internet resources related to your topic
  2. 3-5 websites or internet resource
  3. Websites are trustworthy with relevant, valid and timely information
  4. Working hyperlinks for each website
  5. A concise, grammatically correct description of each resource
  6. Uploaded to D2L the day of the presentation.

Remember to refer to the ***Resources to Support Presentations and Resource List Assignment*** handout for helpful links about what should and should not be in a Power Point Presentation.

**Course Grading Scale**

Points Earned	Course Grade
94+	4.0
87-93	3.5
80-86	3.0
72-79	2.5
65-71	2.0
58-64	1.5
57-63	1.0
<56	0

**Content and Focus of Intervention Overview**

Topic	Content Areas	Focus of Intervention				
		Ind	Family	Group	Org	Comm
<b>Adaptive Leadership and Organizations</b>	1. Ethics: Advocating for social justice, use of technology and leadership issues	x		x	x	x
	2. Organizational foundations: advancing vision, mission, values, goals, objectives				x	
	3. Evidence based practice: Using data to guide decision making, organizational metrics				x	
	4. Diversity: culturally responsive programs and organizations/building an affirming and inclusive environment	x	x	x	x	x
<b>Adaptive Leadership and Change</b>	5. Guiding change through Implementation Science	x	x	x	x	x
	6. Strategic and other planning processes				x	
	7. Engaging, assessing and intervening in organizations: needs assessment and program planning				x	
<b>Adaptive Leadership and Communication</b>	8. Teamwork: Building effective teams and leading effective meetings	x		x	x	x
	9. Marketing and public relations: Informing and Interacting with internal and external stakeholders	x	x		x	x
<b>Adaptive Leadership and Resource Development</b>	10. Budgeting and financial planning				x	
	11. Non-profit boards and fundraising				x	x
	12. Staff selection, training and supervision	x		x		

**Weekly Outline:**

Dates	Topics
Class Mtg 1	<p><b>Course Overview and Introduction to the Course</b></p> <ul style="list-style-type: none"> <li>• Introduction to Adaptive Leadership and Implementation Science as frameworks for achieving Social Justice</li> <li>• Ethics, Technology and Macro Social Work Practice</li> </ul>
Week1	<p><b>Adaptive Leadership in Organizations: Vision, mission, values, goals and objectives as the foundation for adaptive leadership</b></p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Understand the organizational context for administration and leadership (Vision, mission, values, goals, objectives)</li> <li>2. Explore the adaptive leadership framework</li> <li>3. Identify the role of adaptive Leaders in sustainable systems change</li> </ol> <p><b>Reading</b> Pecora, et al. Chapter 1: Administrative Supervision within an Organizational Context Heifetz, et al. Chapter 1: How to Use This Book Chapter 2: The Theory Behind the Practice Chapter 3: Before You Begin</p> <p><b>Lecture:</b> Introduction to Adaptive Leadership and Change</p> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• Video: TEDxStCharles - Marty Linsky - Adaptive Leadership-Leading Change <a href="https://www.youtube.com/watch?v=af-cSvnEExM">https://www.youtube.com/watch?v=af-cSvnEExM</a></li> </ul> <p><b>Discussion Forum:</b> Identify the agency where you are completing your field placement. Use your understanding of the vision, mission, values, goals and objectives of the agency as a frame of reference for the organizational context within which change occurs. Finally identify potential change initiatives that could happen within your field agency.</p>
Week 2	<p><b>Adaptive Leadership and Organizational Change</b></p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Explore behaviors of adaptive leadership</li> <li>2. Identify tools of adaptive leadership</li> <li>3. Identify and apply the adaptive leadership framework to a change initiative</li> <li>4. Use Diagnostic Framework to define a change initiative</li> <li>5. Develop adaptive leadership strategies that can be used in a workplan</li> </ol> <p><b>Reading</b> Heifetz, et al. Chapter 4: Diagnose the System Chapter 5: Diagnose the Adaptive Challenge Chapter 6: Diagnose the Political Landscape Chapter 7: Qualities of an Adaptive Organization Chapter 8: Make Interpretations</p> <p><b>Learning Activity</b> Adaptive Leadership online e learning Module: Complete this module. Utilize the Adaptive Leadership Worksheet that is provided; note there is a sample from a project I completed that has been provided as well. <a href="http://courses.ncwwi.org/course/view.php?id=69">http://courses.ncwwi.org/course/view.php?id=69</a></p> <p><b>Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>• Seven Behaviors of Adaptive Leaders <a href="http://courses.ncwwi.org/course/view.php?id=68#section-0">http://courses.ncwwi.org/course/view.php?id=68#section-0</a></li> <li>• YouTube Lecture on Adaptive Leadership <a href="https://www.youtube.com/watch?v=I0h31k6hSn4">https://www.youtube.com/watch?v=I0h31k6hSn4</a></li> </ul>

	<ul style="list-style-type: none"> <li>• YouTube: Adaptive Leadership Rap <a href="https://www.youtube.com/watch?v=KHpWzEiBJMI">https://www.youtube.com/watch?v=KHpWzEiBJMI</a></li> </ul> <p><b>Assignment:</b> Adaptive Leadership Part 1: Using the Adaptive Leadership Framework</p>
<p><b>Week 3</b></p>	<p><b>Evidence Based Practice and Implementation Science as the Foundation for Program Development and Planning</b></p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the definitions and concepts that are associated with evidence based practice</li> <li>2. Demonstrate understanding of the definitions and concepts that are associated with implementation science.</li> <li>3. Understand the importance of implementation processes for successful achievement of the outcomes of evidence based practices.</li> <li>4. Identify examples of how knowledge of implementation science will support program implementation</li> </ol> <p><b>Reading:</b> Kettner, et al. Chapter 1: Contemporary Issues in Social Service Program Planning &amp; Administration McNeece, C. A., &amp; Thyer, B. A. (2004). Evidence-based practice and social work. <i>Journal of evidence-based social work</i>, 1(1), 7-25. Fixsen, D. L., Blase, K. A., Naoom, S. F., &amp; Wallace, F. (2009) Core Implementation Components. <i>Research on Social Work Practice</i>. 19:531., Sage Publishing Bertram, R. M., Blase, K. A., &amp; Fixsen, D. L. (2015). Improving programs and outcomes implementation frameworks and organization change. <i>Research on Social Work Practice</i>, 25(4), 477-487.</p> <p><b>Lecture:</b> Evidence Based Practice and Implementation Science: The Foundation for Program Planning</p> <p><b>You Tube:</b></p> <ul style="list-style-type: none"> <li>• The Art and Science of Implementation <a href="https://www.youtube.com/watch?v=XGAvSsjVA8U">https://www.youtube.com/watch?v=XGAvSsjVA8U</a></li> <li>• Applied Implementation Science by Dean Fixen <a href="https://www.youtube.com/watch?v=MukLOhql-g">https://www.youtube.com/watch?v=MukLOhql-g</a></li> <li>• NCWWI Stages of Implementation <a href="http://courses.ncwwi.org/course/view.php?id=66">http://courses.ncwwi.org/course/view.php?id=66</a></li> </ul> <p><b>Supplemental Resources</b> Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. &amp; Wallace, F. (2005). <i>Implementation Research: A Synthesis of the Literature</i>. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231) – Read Chapters 1-4</p> <p><b>Discussion Forum:</b> Identify and discuss the benefits of both evidence based practice and using implementation science frameworks</p>
<p><b>Week 4</b></p>	<p><b>Communication for teams and groups</b></p> <p><b>Leading effective meetings</b></p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Identify qualities of leaders and followers that promote effective communication in organizations.</li> <li>2. Utilize theoretical frameworks about organization, group and team dynamics to identify strategies for effective task groups and meetings.</li> <li>3. Understand a range of strategies to move groups towards decisions and consensus.</li> </ol> <p><b>Reading</b> Pecora, et al., Chapter 6: Facilitating Groups and Teams Appendix E: Planning, Leading and Coaching Professional Meetings</p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>• Communication for Teams and Groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective Meetings and Leading Task Groups</li> </ul> <p><b>Resources discussed in lecture:</b></p> <ul style="list-style-type: none"> <li>• Crucial Conversations - link to pdf book summary</li> <li>• Crucial Conversations/Switzer and Genny - links to YouTube</li> </ul> <p><b>Additional Resources:</b> These are relevant to teams, task groups and planning a change initiative.</p> <ul style="list-style-type: none"> <li>• NCWWI – Leading Change with Vision <a href="http://courses.ncwwi.org/course/view.php?id=45#section-0">http://courses.ncwwi.org/course/view.php?id=45#section-0</a></li> <li>• NCWWI Change and the Roles People Play <a href="http://courses.ncwwi.org/course/view.php?id=44#section-0">http://courses.ncwwi.org/course/view.php?id=44#section-0</a></li> <li>• NCWWI – Open to All Voices <a href="http://courses.ncwwi.org/mod/scorm/view.php?id=1130">http://courses.ncwwi.org/mod/scorm/view.php?id=1130</a></li> <li>• NCWWI – Giving Work Back <a href="http://courses.ncwwi.org/course/view.php?id=65#section-0">http://courses.ncwwi.org/course/view.php?id=65#section-0</a></li> <li>• NCWWI – Holding Steady <a href="http://courses.ncwwi.org/course/view.php?id=74#section-0">http://courses.ncwwi.org/course/view.php?id=74#section-0</a></li> </ul> <p><b>Assignments:</b> Adaptive Leadership Part 2: Diagnostic Framework</p>
<p><b>Week 5</b></p>	<p><b>Diversity: building an affirming and inclusive environment and assuring that organizations and programs are culturally responsive.</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify characteristics of a culturally competent organization.</li> <li>2. Examine and appraise issues of diversity within organizational contexts and formulate culturally responsive strategies</li> <li>3. Articulate the relationship between cultural competence and evidence based practice</li> </ol> <p><b>Reading:</b>  Esther Calzada and Yolanda Suarez-Balcazar (2014). Enhancing Cultural Competence in Social Service Agencies: A Promising Approach to Serving Diverse Children and Families, OPRE Report #2014-31, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.  Chow, J. C. C., &amp; Austin, M. J. (2008). The culturally responsive social service agency: The application of an evolving definition to a case study. Administration in Social Work, 32(4), 39-64.</p> <p><b>Lecture:</b> Culturally Competent Management in Social Work</p> <p><b>Recorded Webinar:</b></p> <ul style="list-style-type: none"> <li>• Achieving Racial Equity Through Workforce and Organizational Change (NCWWI Webinar, 12/1/16)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• SWOT Analysis How to for Business Sector <a href="https://www.strategicmanagementinsight.com/tools/swot-analysis-how-to-do-it.html">https://www.strategicmanagementinsight.com/tools/swot-analysis-how-to-do-it.html</a></li> <li>• Community Toolbox <a href="http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main">http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main</a></li> </ul> <p><b>Cultural Competence Reflection</b>  Use your personal experience and observations and your understanding of issues related to equity, cultural competence and cultural responsiveness to identify strengths, weaknesses, opportunities and threats for an organization with which you have experience. Based upon this assessment, identify three specific strategies that you would recommend the organization consider to move towards greater equity and cultural responsiveness.</p>
<p><b>Class Mtg 2</b></p>	<p><b>Communication and Group Problem Solving</b>  <b>Review of Task Group Leadership and Analysis Assignment</b>  <b>Guest Speaker: Use of Implementation Science and Adaptive Leadership in Macro Social Work</b></p>
<p><b>Week 6</b></p>	<p><b>Planning in Social Services</b>  <b>Objectives</b></p>

	<ol style="list-style-type: none"> <li>1. Explore a range of focuses and functions for planning processes in human services.</li> <li>2. Evaluate how leaders can use an understanding of systems perspective in responding to adaptive challenges that impact planning.</li> </ol> <p><b>Reading</b> Heifetz, et al. Chapter 9: Design Effective Interventions Chapter 10: Act Politically Chapter 11: Orchestrate Conflict Chapter 12: Build an Adaptive Culture Part IV: See Yourself as a System Chapter 13-18</p> <p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>• Planning in Social Services Assignments:</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• SWOT Analysis How to for Business Sector <a href="https://www.strategicmanagementinsight.com/tools/swot-analysis-how-to-do-it.html">https://www.strategicmanagementinsight.com/tools/swot-analysis-how-to-do-it.html</a></li> <li>• Community Toolbox <a href="http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main">http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main</a></li> <li>• NCWWI – Get on the Balcony <a href="http://courses.ncwwi.org/course/view.php?id=46#section-">http://courses.ncwwi.org/course/view.php?id=46#section-</a></li> <li>• NCWWI – Think Politically <a href="http://courses.ncwwi.org/course/view.php?id=75">http://courses.ncwwi.org/course/view.php?id=75</a></li> <li>• NCWWI – Regulating Distress <a href="http://courses.ncwwi.org/course/view.php?id=57#section-0">http://courses.ncwwi.org/course/view.php?id=57#section-0</a></li> <li>• NCWWI – Orchestrating Conflict <a href="http://courses.ncwwi.org/course/view.php?id=56">http://courses.ncwwi.org/course/view.php?id=56</a></li> <li>• </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Discussion Forum Case Study: The Achievement Crisis at Girls Works: Details will be posted in D2L</li> </ul>
<b>Week 7</b>	<p><b>Developing Programming that is Responsive to Problems and Needs</b></p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Identify the importance of understanding problems and needs in the provision of effective services.</li> <li>2. Build upon understanding of problems and needs to identify specific evidence based practice models and programs.</li> <li>3. Define a "program hypotheses (Kettner)" as it relates to a specific program model.</li> </ol> <p><b>Reading</b> Kettner, et al. Designing and Managing Programs: An Effectiveness Based Approach Chapter 2: The Contribution of Theory to Program Planning Chapter 3: Understanding Social Problems Chapter 4: Needs Assessment: Theoretical Considerations Chapter 5: Needs Assessment: Approaches to Measurement Chapter 6: Selecting the Appropriate Intervention</p> <p><b>Lecture:</b> Identifying Problems and Needs: Selecting Interventions</p> <p><b>Assignment:</b> Adaptive Leadership Assignments: Part 3 and Part 4</p>
<b>Week 8</b>	<p><b>Logic Models, Program Goals and Objectives</b></p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Understand the functional uses of logic models for planning, implementing and evaluating programs</li> <li>2. Demonstrate the ability to develop SMART outcome and process objectives that support program implementation and evaluation.</li> </ol>

	<p>3. Identify how approaches to program implementation and evaluation are supported by logic models.</p> <p>4. Prepare a logic model using a familiar program</p> <p><b>Reading</b> Kettner, et al. Chapters 7: Setting Goals and Objectives Chapter 8: Designing Effective Programs Chapter 9: Using Management Information</p> <p><b>Supplemental Reading/ Resources</b></p> <ul style="list-style-type: none"> <li>W. K. Kellogg Foundation Logic model development guide: Using logic models to bring together planning, evaluation, &amp; action. W. K. Kellogg Foundation, Battle Creek, MI (2001) <a href="https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide">https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</a></li> </ul> <p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>Logic Models as tools for planning, implementation and evaluation</li> </ul> <p><b>Assignment:</b> Prepare a draft Logic Model that can be used for the Adaptive Leadership Change Initiative: Part 5: You will bring this draft to class 3</p>
<b>Week 9</b>	<p><b>Using Data for Evaluation, CQI, Plan-do-study-act and Practice-Policy Communication Loops Objectives:</b></p> <ol style="list-style-type: none"> <li>Understand the role of data collection and analysis in program implementation and evaluation.</li> <li>Identify how a Logic Model provides a framework for evaluation planning.</li> <li>Explore the principles of Total Quality Management</li> <li>Understand the application of different improvement cycles that are a part of Implementation Science.</li> </ol> <p><b>Reading:</b> Kettner, et al. Chapter 9 - Using Management Information Chapter 10 - Performance Measurement, Monitoring and Program Evaluation Chapter 11- Impact Program Evaluation and Hypotheses Testing</p> <p><b>Lecture:</b> Organizational Quality: Total Quality Management</p> <p><b>Assignment:</b> Prepare a draft Evaluation Plan for the Adaptive Leadership Change Initiative: Part 5 – You will bring this draft to class 3</p>
<b>Class Mtg 3</b>	<p><b>Logic Models</b> <b>Program Evaluation</b></p>
<b>Week 10</b>	<p>There will be no additional content this week</p> <p><b>Assignment:</b> Adaptive Leadership Change Initiative Part 5</p>
<b>Week 11</b>	<p><b>Budgeting and Financial Planning</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>Identify strategies for developing program and agency budgets.</li> <li>Appraise the implications of state and federal budgets on agency budgeting and financial planning</li> <li>Formulate a plan to address the financial implications of implementation.</li> <li>Understand methods for determining the cost effectiveness of interventions and services.</li> <li>Explore fund development strategies.</li> <li>Identify strategies for evaluating the impact and success of fund development strategies.</li> </ol> <p><b>Reading:</b> Kettner, et al. Chapter 12 - Budgeting, Management and Planning Chapter 13 - Line Item, Functional and Program Budgeting</p> <p><b>Lecture</b> Budgeting and Financial Planning</p>

	<p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>NASBO Videos about the State and Federal Budget Processes (4 parts) <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=dt_yubkp4HI">https://www.youtube.com/watch?v=dt_yubkp4HI</a></li> <li><a href="https://www.youtube.com/watch?v=CYZNrnGnVLo">https://www.youtube.com/watch?v=CYZNrnGnVLo</a></li> <li><a href="https://www.youtube.com/watch?v=6LSNTIEYMe8">https://www.youtube.com/watch?v=6LSNTIEYMe8</a></li> <li><a href="https://www.youtube.com/watch?v=jHktilU3vHc">https://www.youtube.com/watch?v=jHktilU3vHc</a></li> </ul> </li> <li>Guidestar Organizational Profile links <ul style="list-style-type: none"> <li><a href="http://www.guidestar.org/profile/13-5643515">http://www.guidestar.org/profile/13-5643515</a></li> <li><a href="http://www.guidestar.org/profile/53-0196605">http://www.guidestar.org/profile/53-0196605</a></li> <li><a href="http://www.guidestar.org/profile/38-2118108">http://www.guidestar.org/profile/38-2118108</a></li> <li><a href="http://www.guidestar.org/profile/38-1360530">http://www.guidestar.org/profile/38-1360530</a></li> </ul> </li> </ul> <p><b>Assignment</b> - Financial Implications of Implementation</p>
<b>Week 12</b>	<p><b>Non-Profit Boards and Fundraising</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>Identify and define the elements of a non-profit organization</li> <li>Understand the typical roles, functions and structure of non-profit organizations Board of Directors.</li> <li>Explore components of an effective fundraising plan for a non-profit organization.</li> <li>Identify ethical standards related to fund raising in non-profits.</li> <li>Apply understanding of non-profit boards and fundraising to a case study.</li> </ol> <p><b>Reading:</b> Association of Fundraising Professionals – Code of Ethics for Fundraising</p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>Non-profit Boards</li> <li>Fund Development</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>YouTube: Rules of Fundraising for non-profits <a href="https://www.youtube.com/watch?v=kXUWdMIHA4c">https://www.youtube.com/watch?v=kXUWdMIHA4c</a></li> <li>Website: Association of Fundraising Professionals <a href="http://www.afpnet.org/index.cfm">http://www.afpnet.org/index.cfm</a></li> <li>AFP Code of Ethics for Fundraising <a href="http://www.afpnet.org/Ethics/EnforcementDetail.cfm?ItemNumber=3261">http://www.afpnet.org/Ethics/EnforcementDetail.cfm?ItemNumber=3261</a></li> </ul> <p><b>Assignment:</b> Discussion Forum Case Study - The Achievement Crisis at Girls Works Part II – Identify a Board Orientation and Fundraising Strategy - Details will be posted in D2L</p>
<b>Week 13</b>	<p>Thanksgiving Break</p> <p>Assignment: Task Group Analysis Due</p>
<b>Week 14</b>	<p><b>Staff Selection, Training and Supervision</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>Understand the basic components of human resource processes in human service organizations: Recruitment, Selection and Retention</li> <li>Identify the impact of federal and state civil rights and employment law and policies on supervision and management in human service organizations.</li> </ol> <p><b>Reading</b> Pecora, et al., Chapter 3: Value-Based Principles and Laws Guiding Personnel Management Chapter 4: Recruiting Effective Employees Chapter 5: Screening and Interviewing for Selection Chapter 7: Designing and Conducting Worker Performance Appraisals Chapter 8: Handling Employee Performance Problems</p> <p><b>Lecture:</b> Human Resources: staff selection, training, supervision and coaching</p> <p><b>Assignment:</b> Prepare for Group Presentations in Class 4</p>
<b>Class 4</b>	<b>Group Presentations</b>

	<b>Wrap Up and Celebration</b>
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