School of Social Work  
1350 University Avenue  
Madison, WI 53706  
SW 840: Advanced Macro Practice  
Organizations & Management  
Spring 2015

Instructor: Michelle Turner, MSW  
Class Time: Thursdays, 3:30-5:25  
Location: Social Work 114  
Office: Room 131, University of WI-Madison, School of Social Work  
Office hours: By appointment  
Phone: 503-926-2133 (for appointment use only)  
E-mail: mtturner@wisc.edu

I. Catalog Description  
This course explores multiple approaches social workers use to influence groups, organizations, communities and systems. Concepts, theories and models of macro level practice and advanced practice skills for addressing complex practice and organizational situations are examined.

II. Course Overview  
Regardless of your chosen level of intervention – direct practice, community or group, organizational or policy – your future work as a professional social worker will regularly involve experiences that span the micro-macro spectrum, and thus require your ability to draw upon skills across that spectrum. This advanced course is designed to further develop your competencies in macro social work in the area of working effectively within, advocating for, and helping to develop and change human service organizations.

Beyond being a core component of social work, organizational management practice can be a particularly powerful promoter of social justice: it is often through managing organizations and social systems that formerly marginalized individuals and groups experience (re)enfranchisement, inclusion – and where social problems are addressed on a large scale.

This course, then, will teach you about leading within human service organizations, from effectively interacting with and supporting people within the agency to managing current programs and developing and implementing new ones. More generally, it will provide you with more refined insights about how to be an effective member of such an organization.

The class operates as an interactive seminar: you will learn about these skills by reading and writing about them, discussing them with the class, and engaging in in-class exercises.

III. Course Competencies and Practice Behaviors and Assignments  
The table below summarizes course learning goals in terms of specific social work practice competencies that students will develop, and the assignments by which the attainment of those competencies will be assessed:
<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a professional social worker and conduct oneself accordingly</td>
<td>* Apply knowledge of social services, policies and programs relevant to advanced practice; * Collaborate with and articulate the mission of SW to others</td>
<td>LMA &amp; WOA</td>
</tr>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>* Evaluate ethical dilemmas related to problems and issues in advanced practice</td>
<td>LMA, WOA, Power in Orgs Paper, Feedback Paper</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>* Identify &amp; synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice; * Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice; * Utilize effective communication skills with diverse [parties] related to advanced practice</td>
<td>LMA, WOA &amp; Power in Orgs Paper, Feedback Paper</td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>* Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualization of social problems * Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice</td>
<td>LMA &amp; class exercises, Power in Orgs Paper &amp; class exercises</td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>* Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice * Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to advanced practice</td>
<td>Power in Orgs Paper, WOA</td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>* Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice</td>
<td>LMA, WOA &amp; class exercises</td>
</tr>
<tr>
<td>2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>* Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice</td>
<td>LMA &amp; WOA</td>
</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>* Assess the impact of historical and contemporary contexts on practice and policy in advanced practice * Engage in leadership roles</td>
<td>LMA, Role Plays &amp; Feedback Paper</td>
</tr>
<tr>
<td>2.1.10d: Evaluation</td>
<td>* Apply research skills to analyze, monitor, &amp; evaluate interventions in advanced practice</td>
<td>Power in Orgs Paper, LMA, &amp; WOA</td>
</tr>
</tbody>
</table>

**Note:** LMA= logic model assignment; WOA=workplace opportunity audit
IV. Course Content

Session 1 (Jan 22)

**Topic:** Introductions to the course, its members, and the advanced study of organizational/management practice

**Readings:** None

**Class activity:** Introductions and values clarification exercise

Session 2 (Jan 29)

**Topic:** Leadership in human service organizations

**Readings:**

Session 3 (Feb. 5)

**Topic:** Managing inclusive human service organizations

**Readings:**

*Great supplemental resources:*
Out & Equal (undated). Twenty steps to an out and equal workplace.
### Session 4 (Feb. 12)

**Topic:** Leadership in Social Services  
**Readings:** None  
**Class activity:** Leadership Guest Panel  
**Work Due:** Power in Organizations Paper

### Session 5 (Feb. 19)

**Topic:** Employee supervision/Effective feedback giving and receiving, and professional communication

**Readings:**  

### Session 6 (Feb. 26)

**Topic:** Logic models

**Readings:**  
W. K. Kellogg Foundation (2001). Developing a theory-of-change logic model for your program (Ch. 3), in Logic Model Development Guide.

### Session 7 (Mar. 5)

**Topic:** Organizational needs assessment and strategic planning

**Readings:**  
SKIM AS AN EXAMPLE: National Primary Care Steering Group (2004). Strengths weaknesses opportunities threats analysis of the Model of Primary Care (Ireland) proposed in “Primary Care: A New Direction.”
Session 8 (Mar. 12)

**Topic:** Agency resource development and management

**Readings:**


Session 9 (Mar. 19)

**Topic:** Employee motivation through job design

**Readings:**

Kettner, P. M. (2002). Using job and work design creatively to achieve maximum employee performance (Ch. 5, ALL), and Promoting excellence through well-designed motivation and reward systems (Ch. 6, PAGES 128 TO 136 ONLY) in *Achieving Excellence in the Management of Human Service Organizations*, Boston: Allyn & Bacon.

**Work due:** Logic Model Assignment

Session 10 (Mar. 26)

**Topic:** Creating rewards and work-life balance in human service jobs

**Readings:**

Kettner, P. M. (2002). Promoting excellence through well-designed motivation and reward systems (Ch. 6, 136 to END ONLY) in *Achieving Excellence in the Management of Human Service Organizations*, Boston: Allyn & Bacon.


April 2: NO CLASS – SPRING BREAK
Session 11 (April 9)

**Topic:** Agency hiring processes and professional interviewing

**Readings:**

Pecora, P. Recruiting and selecting effective employees (Ch. 8), in Edwards, R. L. & J. A. Yankey (Eds.), Skills for Effective Human Services Management, Silver Spring, MD: NASW Press, pp. 117-141.

Session 12 (April 16)

**Role plays:** Hiring interviews

As an audience member, you should be prepared to give thoughtful, detailed feedback about your classmates’ performance as your class participation contribution.

Session 13 (April 23)

**Topic:** Conflict resolution and negotiation

**Readings:**


**Work due:** Feedback Paper for Interviewing Role Players

Session 14 (April 30)

**Role plays:** Compensation negotiation

When an audience member, you should be prepared to give thoughtful, detailed feedback about your classmates’ performance as your class participation contribution.

**Work due:** Workplace Opportunity Audit

Session 15 (May 7)

**Topic:** Implementing organizational change of programs and people

**Readings:**

**Work due:** Feedback Paper for Negotiation Role players
Course Schedule, Topics and Assignments Summary

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Jan. 22</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>2: Jan. 29</td>
<td>Leadership in HSOs</td>
<td></td>
</tr>
<tr>
<td>3: Feb. 5</td>
<td>Managing inclusive HSOs</td>
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</tr>
<tr>
<td>4: Feb. 12</td>
<td>LEADERSHIP GUEST PANEL</td>
<td>Power in Organizations Paper</td>
</tr>
<tr>
<td>5: Feb. 19</td>
<td>Employee supervision and performance appraisal/ Effective feedback</td>
<td></td>
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<tr>
<td>6: Feb. 26</td>
<td>Logic models</td>
<td></td>
</tr>
<tr>
<td>7: Mar. 5</td>
<td>Organizational needs assessment and strategic planning</td>
<td></td>
</tr>
<tr>
<td>8: Mar. 12</td>
<td>Agency resource development and management</td>
<td>Logic Model Assignment</td>
</tr>
<tr>
<td>9: Mar. 19</td>
<td>Employee motivation through job design</td>
<td></td>
</tr>
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<td>10: Mar. 26</td>
<td>Creating rewards and work-life balance in human service jobs</td>
<td></td>
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</tbody>
</table>

APRIL 2: NO CLASS – SPRING BREAK

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>11: Apr. 9</td>
<td>Agency hiring processes and professional interviewing/begin role plays</td>
<td></td>
</tr>
<tr>
<td>12: Apr. 16</td>
<td>Role plays: hiring interviews</td>
<td>Feedback Paper (for Interviewing role players)</td>
</tr>
<tr>
<td>13: Apr. 23</td>
<td>Conflict resolution and negotiation/begin role plays</td>
<td>Workplace Opportunity Audit</td>
</tr>
<tr>
<td>14: Apr. 30</td>
<td>Role plays: compensation negotiation</td>
<td>Feedback Paper (for Negotiation role players)</td>
</tr>
<tr>
<td>15: May 7</td>
<td>Implementing organizational change of programs and people</td>
<td></td>
</tr>
</tbody>
</table>

V. Texts and Reading Materials for the Course
There is no text book for the course. Required course readings are at Learn@UW.

VI. Evaluation of Competencies & Practice Behaviors: Assignments|Grading|Methods

Your final grade will be translated into a letter grade as summarized below:

A  94-100  outstanding; surpasses expectations in all areas
AB  88-93  surpasses expectations in many areas
B  82-87  meets expectations in all areas
BC  76-81  meets expectations in some areas; below in others
C  70-75  below expectations in most areas, not acceptable graduate work
D  64-69  below expectations in all areas
F  <64   fails to meet minimal expectations in all areas, not acceptable work

Your grade in the course will be composed of the following, described in further detail both below and at the back of the syllabus (pp. 12 to 17):

Class Participation (Engagement, Exercise Completion & Role Play)  10%
Power in Organizations Paper                                     15%
Logic Model Assignment                                            25%
Workplace Opportunity Audit                                       35%
Role Play Feedback Paper                                          15%
Class participation
Your presence and engagement in the class throughout the term will allow us to establish an intellectually and emotionally vital and safe climate for learning.

Attendance. Students are expected to attend all scheduled classes and to arrive on time.

Promptness. Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

Absence. To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students' level of participation noted
- Excused & unexcused absences:
  - 2 unexcused absences will result in a student's grade being dropped one full grade
  - 3 unexcused absences will place the student at risk for failing the course
- Excused absences are limited to documentable illness, personal or family emergency or religious observation required during class hours. Professional or personal opportunities, including internship-related meetings, conferences, seminars, and trainings are only excused with pre-approval from the instructor.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Students who must be absent must contact the instructor prior to the start of class to be considered for an excused absence.
- Inclement weather policy
  - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  - If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
  - If class is cancelled by the instructor, then no makeup assignment will be required; however, the class time may be rescheduled. Please monitor your email for information regarding the rescheduled date and time of your class.

Engagement. You are also expected to participate through making comments, asking questions, and being involved actively and thoughtfully in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening.

Role Play. A central, required class exercise is the Role Play. Once during the term, you will perform in a role play with another student during class. The instructor will provide you with a scenario. To prepare and earn full credit (these will be graded as pass/fail only), you should review your scenario, the readings and lecture/discussion content from the prior class session related to the role play topic, and then exhibit solid
preparation for the role play. As a role play audience member, you will be expected to provide performers with effective feedback.

**Power in Organizations Paper**
This paper is designed to steep you in considerations of creating and maintaining diverse AND inclusive human service organizations. You will complete 2 assessments of inclusiveness of your field placement agency (or another organization, with instructor permission), one on each of 2 demographic groups you choose. Then you will write a brief narrative of what you “find” from doing that – that is, you will characterize the experience of members of each demographic group in your agency, and what the agency has done or is doing to improve it. Because this assignment is designed to “prime” you for class discussion that day, late papers will not be accepted in this case (outside of true emergency circumstances).

**Logic Model Assignment**
Drawing on readings, you will create a visual depiction of a logic model for a program or service at your field placement agency. You will accompany the model with a description of its elements and the assumptions the model makes, and provide a brief critique of the validity of those assumptions.

**Workplace Opportunity Audit**
Drawing on readings, you will map the availability of types of structural employment opportunity in your agency, as well as examine the accessibility of these opportunities for workers across the agency.

**Role Play Feedback Paper**
For this assignment, you are asked to provide feedback on your own and your partner’s performances in your role play from the previous week, as well as on the performances of one other pair of your choice from that same week.

**VII. Course Policies**

**Support for students needing ADA accommodation**
The instructor supports students’ needs to request academic accommodations due to disabilities. Students who are registered with the McBurney Disability Resource Center* must give the instructor a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor will assure that the accommodation is made for the student. If the student has not given the copy of the VISA to the instructor, an accommodation will not be made.

*The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

**Professional behavior policy**
It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment. Academic dishonesty, plagiarism or unprofessional conduct will result in failure of the course.
**Student behavior policy**
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**Electronic devices: No usage policy**
The use of electronic devices (such as laptops, cell phones, smartphones, and other devices) is not permitted in lecture without the express written permission of the instructor. These devices must be turned off and stored before the beginning of class. Exceptions may be made under special circumstances, but must be communicated with the instructor prior to class.


**Late papers**
Assignments turned in late without the student’s initiating an advance arrangement with the instructor will be docked 5 percentage points (on a 100-point scale) for each day past due.

**Incompletes**
An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester and has furnished evidence satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.

**Plagiarism**
The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, intentionally or not, will be disciplined according to University procedures and get zero credit for the assignment in question, as well as a final course grade no higher than a C. These sites provide helpful information on avoiding plagiarism:

College of Letters & Science Handbook definition of plagiarism as academic misconduct:
http://www.ls.wisc.edu/handbook/ChapterSix/chVI-11.htm

“Avoiding Plagiarism” from The Writing Center:
http://writing.wisc.edu/Handbook/QuotingSources.html
Appendix A. Course Written Assignment Guidelines

GUIDELINES FOR POWER IN ORGANIZATIONS PAPER
(2 pages, double-spaced, plus 2 assessment charts, hard copy due in class)

Purpose: This assignment is designed to have you further develop your personal and professional stances related to power in organizations (sources, processes of marginalization vs. inclusion). Do this assignment only after you have completed related readings.

Tasks:
For your field placement agency (or another organization, by instructor’s permission), complete the 2 assessment tables provided here, one for each of two demographic groups you choose from the list provided above each table. You are to assess the organization based on its inclusion of EMPLOYEES from each of the demographic groups (NOT clients).

NOTE: completing these assessments in an accurate, thoughtful way may well necessitate that you have some conversations with staff at the agency (as you are a newer intern who in all likelihood has limited knowledge of the organization). So be sure to plan ahead for that!

After you complete each assessment, write up a brief narrative about what you find for each employee demographic group (so, one page double-spaced PER group). That is, explain the nature of the “low,” “medium” and “high” answers:
  a) what the agency has done, is doing, or plans to do in the future to address a given issue, specifically;
  b) a bit about what got it moving in those directions (for yellow and green light answers);
  c) and a some about what is holding the agency back from acting (for red light answers).
  d) Finally, characterize what you think the agency is like as a workplace for members of the given demographic group.

Be sure to hand in your assessment charts (2) along with your narrative.

Grading: Evaluation of this assignment will be based on the quality of your answers to (a) through (d), delivered in effective, succinct professional writing (70%); and your integration of conceptual content from the readings (30%).

Assessment Chart modified from “Assessing Our Organizations,” Western States Center (www.westernstatescenter.org), Portland, OR
### POWER IN ORGANIZATIONS PAPER: Assessing Agency Inclusiveness

Demographic groups on which you may focus your assessments (you pick 2, and complete 1 assessment table for each):

<table>
<thead>
<tr>
<th>Lower or working class</th>
<th>(Non-white) race/ethnicity</th>
<th>Disability</th>
<th>LGBTQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Immigrant (non-US born)</td>
<td>Non-Christian religion</td>
<td>Parent/primary caregiver (of elder, child, or other kin)</td>
</tr>
</tbody>
</table>

#### EMPLOYEE demographic group:

<table>
<thead>
<tr>
<th>Employee demographic group</th>
<th>How applicable is this to your placement agency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1. Does your agency talk about issues facing this group in general?</td>
<td></td>
</tr>
<tr>
<td>2. Does your agency identify programmatic goals that reflect the ways it seeks its work to have an impact on members of this group?</td>
<td></td>
</tr>
<tr>
<td>3. Is the experience of people from this group acknowledged and integrated into the agency's work?</td>
<td></td>
</tr>
<tr>
<td>4. Does your agency conduct outreach to cultivate/recruit potential employees from this group?</td>
<td></td>
</tr>
<tr>
<td>5. Does your agency have paid staff members from this group?</td>
<td></td>
</tr>
<tr>
<td>6. Does your agency have paid staff at the managerial level or above (those who supervise at least one other employee) from this group?</td>
<td></td>
</tr>
<tr>
<td>7. Does your agency have board members from this group?</td>
<td></td>
</tr>
<tr>
<td>8. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, adoption of a targeted initiative – to build and support leadership among its staff and board members who are from this group?</td>
<td></td>
</tr>
<tr>
<td>9. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, adoption of a targeted initiative – to become a more inclusive workplace for members of this group?</td>
<td></td>
</tr>
<tr>
<td>10. Does your agency allocate some of its budget to the work described in #8 and/or 9 above?</td>
<td></td>
</tr>
<tr>
<td>11. Do people in leadership positions participate in and support discussion of power and oppression issues, especially around issues affecting this group?</td>
<td></td>
</tr>
<tr>
<td>12. Are other staff members reflective of how their own behaviors may perpetuate marginalization of members of this group within your agency?</td>
<td></td>
</tr>
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</table>

**Low:** Agency has not gone there  
**Medium:** Agency has started conversations about this or taken some first steps  
**High:** Agency is fully on board and has completed this action.
# Power in Organizations Paper: Assessing Agency Inclusiveness

Demographic groups on which you may focus your assessments (you pick 2, and complete 1 assessment table for each):

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## Employee Demographic Group:

<table>
<thead>
<tr>
<th>How applicable is this to your placement agency?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low</strong></td>
</tr>
</tbody>
</table>

1. Does your agency talk about issues facing this group in general?

2. Does your agency identify programmatic goals that reflect the ways it seeks its work to have an impact on members of this group?

3. Is the experience of people from this group acknowledged and integrated into the agency’s work?

4. Does your agency conduct outreach to cultivate/recruit potential employees from this group?

5. Does your agency have paid staff members from this group?

6. Does your agency have paid staff at the managerial level or above (those who supervise at least one other employee) from this group?

7. Does your agency have board members from this group?

8. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, adoption of a targeted initiative – to build and support leadership among its staff and board members who are from this group?

9. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, adoption of a targeted initiative – to become a more inclusive workplace for members of this group?

10. Does your agency allocate some of its budget to the work described in #8 and/or 9 above?

11. Do people in leadership positions participate in and support discussion of power and oppression issues, especially around issues affecting this group?

12. Are other staff members reflective of how their own behaviors may perpetuate marginalization of members of this group within your agency?

**Low**: Agency has not gone there  
**Medium**: Agency has started conversations about this or taken some first steps  
**High**: Agency is fully on board and has completed this action.
**GUIDELINES FOR LOGIC MODEL ASSIGNMENT**  
(5 pages, double spaced, hard copy due in class)

**Purpose:** This assignment requires that you select a specific program or service, rather than an entire department or agency, on which to focus. It is designed to familiarize you with a popular program development/management tool as well as develop your capacity to identify and evaluate theories of change that undergird social service programming.

**Data sources:** For this assignment, you will need to consult with at least one agency member as well as one or more archival documents (presumably some written description for the program/service on which you’re focusing).

**Tasks:** You first need to select a focal agency (ideally your field placement), and then an existing program/service it currently offers. The assignment is 3 pages, as follows:

**Page 1 (figure or table):**
Present your logic model for the program in table format (see the Kellogg Foundation article for one example; if you Google “program logic model” you’ll likely find many others).

**Pages 2 - 5 (double-spaced text):**
1. Use 1-2 paragraphs of text to describe the program/service about which you have provided the logic model.

2. In another 1-2 paragraphs, list the key assumptions that the program/service makes to have its impact and achieve success. In other words, what does the program assume will occur, what conditions exist in the world, or what is the state of current research evidence that will allow the program/service to accomplish the planned outcomes? (Assumptions will be discussed in detail in class during Session 6.)

3. In a final 3-4 paragraphs, evaluate the validity (believability, plausibility) of each of the assumptions. That is, do they have a basis in data, experience, or other source of fact? Do they make sense – to experts, lay people, both? Do they seem reasonable? Explain why you think so, or why you don’t. Please approach this final task thoughtfully. It is in the validity of assumptions about theories of change that many logic models, and consequently the programs or services they portray, fall short.

**Grading:** Logic Model Assignments are graded on a 100-point scale. The criteria I will use to evaluate them (weighted equally) are:
- **Visual logic model:** You provide a logic model visual (figure or table is fine) that balances being comprehensive/thorough/detailed with being neat and easy to follow.
- **Program and assumptions description:** You clearly describe the program and the underlying assumptions on which it is based.
- **Assumptions analysis:** You critically assess the validity of the program assumptions.
GUIDELINES FOR ROLE PLAY FEEDBACK PAPER
(2 pages, double-spaced, hard copy due the first class after your role play)

Successful human service professionals achieve self-awareness in collegial, not only client, interactions. This means that they ...

- understand their values, personal styles, and strengths & weaknesses;
- know the impacts of these values, styles, and strengths and weaknesses on their ability to work effectively with others and achieve their goals; and
- are quick to reflect upon and learn from their own experiences.

The Feedback Paper is intended to advance this professional self-awareness.

It is to be written about the role-playing session in which you yourself participated. You will critique a total of 4 performances:

* your own and your partner’s AND * those of one other pair (2 classmates)

Grading: These are graded on a 100-point scale. Grading criteria (weighted equally) are:

- **Strengths and weaknesses analysis:** For each of the 4 role-players, you identify, describe and analyze aspects of performance that you found effective as well as less than effective, including ways the actions of one player may have influenced the other’s.
- **Evolution:** You suggest specific alternative actions that might have made the performances more effective.
- **Feedback-giving:** You critique role plays in a manner that is honest and productive, in other words it promotes change and doesn’t overlook real problems, and is detailed.
GUIDELINES FOR AGENCY OPPORTUNITY AUDIT
(5 pages, single-spaced, memo format; hard copy due in class):

Purpose: This assignment is designed to build into your macro practice orientation an attention to the *roles of workplace and job conditions in the success of workers and their organizations*, including foundations of workforce diversity, satisfaction and stability; and work-life balance for workers and their families.

Data sources: For this assignment, you will need to consult with at least TWO agency members as well as one or more archival documents (for example, employee human resource and/or training manual, organizational chart, annual report).

Format: You are asked to write this assignment in *memo format*; guidelines for doing this are attached). You should address your memo to a relevant stakeholder, such as an agency’s executive director or funder.

Tasks: You are to conduct an analysis of the workplace opportunities provided by the jobs held by employees in your focal agency (presumably your field placement site). You must first paint a descriptive picture of opportunities available, and second, evaluate as best you can *how accessible* these opportunities are for workers in general and from various groups. The steps/questions below should guide your work.

1) Description of workplace opportunity at the agency. Your goal with this first assignment task is to describe the *nature and amount* of workplace opportunity at your agency. You must pick 2 categories of opportunity from the list below on which to focus your description:

   **Compensation.** Ex: wages (starting pay ranges; raise types, sizes and schedules); fringe benefits (paid days off, leave policies, health insurance, retirement pensions, etc.).

   **Structural mobility and training.** Ex: chances for promotion (promotion ladders); for horizontal movement (lateral job moves); policies and/or programs for “leadership grooming”; opportunities for continuing education in or outside the agency (that they agency may pay or provide work hour credit for).

   **Work-life balance.** Ex: child care/adoption assistance, leave policies, flexible scheduling arrangements, travel/relocation policies. (*This category may include items from another category. That’s okay, though make sure some are unique.*)

2) Workers’ access to workplace opportunity. Your goal with this section is to assess how the opportunity you described above is distributed in the agency. For example, which departments or units or jobs get these opportunities, and which do not? Why? Do certain segments of jobholders fall ineligible (e.g., part-timers or new hires)? And are there some workers that technically could use the opportunities, but they choose not to for some reason – and if so, why?

   To give a few examples of distributive patterns you may find: a) clinicians do not move up in your agency because the jobs above them are all managerial, taking them away from direct service against their will or competence area; b) lower-level employees (clerical,
maintenance workers – don’t forget them!) do not get health insurance through their jobs; c) part-time workers never get certain benefits, unlike their full-time counterparts; d) some positions have longer waiting periods for benefits eligibility than others; e) certain positions face “glass ceilings,” while others are clear conduits to higher-level jobs; f) though all jobs are promised a certain opportunity, in practice some jobholders are consistently more able to use it than others. These examples may not apply to your agency – but if not, there will be other patterns.

3) Propose one structural change the organization could adopt that would address one or more instances of unequally-distributed opportunity that you noted in Task 2 above. Your proposal should involve changing an existing policy or program, adding a new one, or otherwise reallocating agency resources to promote greater access to workplace opportunity. ( Recommending that “supervisors should be more understanding of workers’ family demands” is not structural, in contrast.)

You are free to attach organizational charts (to illustrate mobility opportunities, for example – you can draw arrows to symbolize possible movement, or horizontal lines to show ceilings) or other illustrative materials; these do not count toward the page limit.

Grading: Workplace Opportunity Audits are graded on a 100-point scale. The criteria I will use to evaluate them are:

- **Description of Opportunity (35%)**: You present and provide thorough detail about two categories of opportunity.
- **Analysis of Opportunity Distribution (40%)**: Drawing on the description of opportunity you have provided, you assess how those benefits are spread across the agency (by department, job, worker, or a mix) – that is, you identify patterns in how opportunity may be observed and experienced there.
- **Change Recommendation (15%)**: You recommend a change that is clearly based on your analysis, oriented to structure and targets the organization (that is, not change in/by a single individual or in interpersonal dynamics).
- **Writing (10%)**: Your writing is readable and edited for flow, clarity and spelling and grammar. It is formatted as and written in the style of a professional memo.
GUIDELINES FOR WRITING MEMOS

Requiring some of your written work to be in memo format fulfills two pedagogical goals simultaneously: first, you are able to demonstrate mastery of the course material, and second, the effort you put into these pieces has professional value to you, given that the bulk of your post-MSW writing will need to assume a succinct, persuasive, proposal-type style. This means a few things in terms of organization:

1. Start your memos with the typical memo header (several memo templates are available in Word if you click on File, then New):

   **MEMORANDUM**

   To: [organizational stakeholder of your choice – *don’t address to instructor*]
   From: [your name], Organizational Consultant
   Date: Month day, year
   Re: succinct focus of your memo

   →Organize your memo into single-spaced paragraphs (no bullet points), with double spaces between paragraphs.

   →Use 1-inch margins, 12-point font.

   →Follow the “baker’s keyhole” approach to essay writing:
     o Begin with a brief introductory paragraph that tells the reader what the memo is about: reporting findings, recommending change, and so forth. *Provide your reader with a roadmap for what they’ll be reading.*
     o End with a brief concluding paragraph that reviews for the reader what you covered in the memo: your findings, your recommendations, and so forth.
     o Develop body paragraphs that advance the purpose of the memo and provide topic sentences stating what the paragraph is about, as well as transitional sentences to facilitate flow from one paragraph to another.

   →Use headings (distinguish these by bolding or underlining them) to organize your memo into discreet sections. What the headers are will differ by assignment, but should echo the assignment guidelines (the tasks you’re asked to address).

   →Use a tone that reflects appreciation of your reader: avoid the use of academic jargon or other “lingo” that your audience won’t easily follow.

   →Use language that is formal rather than casual (e.g., use “do not” rather than “don’t”; avoid colloquialisms like, “the thing of it is, …”) and is grammatically correct (e.g., avoid run-on sentences, fragments, spelling problems, and the like).

   →Support your assertions: provide factual information (with accompanying citations) on which you base your observations and recommendations, and address any limitations or costs reflected in your analyses. Avoid engaging in language such as “- should/must/”because it’s the right thing to do”.

   →Since this is not a letter, do not include “Dear [so-and-so]” or “Signed, [so-and-so].”

Appendix B. Professional Resources
Professional Macro-Level Social Work Resources to Consider

Professional/academic journals relevant to nonprofit/social work management:

- Administration in Social Work
- Nonprofit Management & Leadership
- Stanford Social Innovation Review
- Nonprofit and Voluntary Sector
- Journal of Community Practice

The UW has online subscriptions to these journals.

Professional association membership. There are three professional associations that are well-established for the area of administration in social work:

- **Association of Community Organizing and Social Administration (ACOSA):** a 1-year student membership includes a subscription to *The Journal of Community Practice*. The member application is online at [www.acosa.org](http://www.acosa.org).

- **Association for Research on Nonprofit Organizations and Voluntary Action:** a 1-year student membership includes a subscription to *Nonprofit and Voluntary Sector Quarterly*, the latest theoretical and empirical work by scholars of nonprofits. ARNOVA holds an annual meeting for scholars and practitioners every November. The member application is online at [www.arnova.org](http://www.arnova.org).

Commencing your affiliation with a central professional organization for your field will provide you with critically practice-enhancing human connections, information, access to events, discounts, and other resources. It also serves to initiate, in a public way, your future identity as a social worker. Finally, it helps you to begin to routinize your use of research evidence in your practice.

In addition, consider attending one or both of the two primary social work academic associations’ annual meetings for purposes of professional development and networking:

- **Council on Social Work Education** ([www.cswe.org](http://www.cswe.org)). Meeting is mid-November of each year. ACOSA holds symposia within CSWE, and the NNSWM is planning on adding adjacent management institutes effective as of 2006.

- **Society for Social Work and Research** ([www.sswr.org](http://www.sswr.org)). Meeting is mid-January of each year.