I. Catalogue 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 advance 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 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

<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>1) Apply knowledge of social services, policies and programs relevant to advanced practice; 2) Collaborate with and articulate the mission of social work to others</td>
<td>1) SWOT Analysis; Logic Model Assignment 2) Micro-Aggression response paper; Meeting Facilitation Exercise; Class Exercises &amp; Discussions</td>
</tr>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>1) Evaluate ethical dilemmas related to problems and issues in advanced practice</td>
<td>1) Class Discussions, Readings, and Micro-Aggression response paper</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to</td>
<td>1) Identify &amp; synthesize multiple sources of</td>
<td>1) Logic Model Assignment;</td>
</tr>
</tbody>
</table>
| inform and communicate professional judgments | knowledge to understand policy/practice issues related to advanced practice;  
2) Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice;  
3) Utilize effective communication skills with diverse [parties] related to advanced practice | 2) SWOT Analysis; Logic Model Assignment;  
3) Meeting Facilitation Exercise |
| --- | --- | --- |
| 2.1.4: Engage diversity and difference in practice | 1) Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice;  
2) Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualizations of social problems | 1) Micro-Aggression response paper & Class Exercises  
2) SWOT Analysis; Semester Project |
| 2.1.5: Advance human rights and social and economic justice | 1) Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice;  
2) 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 | 1) Micro-Aggression response paper  
2) Micro-Aggression response paper; Semester Project |
| 2.1.6: Engage in research-informed practice and practice-informed research | 1) Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice | 1) Logic Model Assignment; Semester Project; Micro-Aggression response paper |
| 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | 1) Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice | 1) SWOT Analysis; Logic Model Assignment; Semester Project |
| 2.1.9: Respond to contexts that shape practice | 1) Assess the impact of historical and contemporary contexts on practice and policy in advanced practice;  
2) Engage in leadership roles | 1) Semester Project  
2) Meeting Facilitation Exercise; Micro-Aggression response paper; SWOT Analysis; Semester Project |
| 2.1.10d: Evaluation | 1) Apply research skills to analyze, monitor, and evaluate interventions in advanced practice | 1) Logic Model Assignment; SWOT Analysis; Semester Project |
IV. Course Content

WEEK 1 (January 21, 2017)

Topic: Introduction to the course
Leading the Non-Profit Organization

Chapter 1: The Role of Nonprofits in American Life (Pages 5-20)
Chapter 3: On Leadership in the Nonprofit Sector (Pages 29-40)
American Psychological Association: Unmasking racial microagressions Also available on Learn@UW

WEEK 2 (January 28, 2017)

Topic: Managing Human Services Staff

Chapter 6: Human Resource Management (Pages 101-103)


Chapter 8: Making Human Resources Work for You: Best Practices in Nonprofit Human Capital Management (Pages 107-125)
Chapter 9: The Importance of Diversity (Pages 127-147)
Chapter 10: Bridging the Generation Gap (Pages 149-160)

Assignment Due: Micro-Aggression Paper

WEEK 3 (February 4, 2017)

Topic: Meeting and Decision Making Facilitation

Chapter 1: The Dynamics of Group Decision-Making (Pages 3-21)
Chapter 7: Alternatives to Open Discussion (Pages 89-114)
Chapter 14: Gathering Diverse Points of View (Pages 204-205)
Chapter 15: Building a Shared Framework of Understanding (Pages 221-224)
Chapter 16: Developing Inclusive Solutions (Pages 237-239)
Chapter 18: Striving for Unanimity (Pages 275-287)

**WEEK 4 (February 11, 2017)**

*Topic:* Strategic Planning (SWOT)

*Readings:*

  - Chapter 5: Strategy and Planning: Turning a Dream into Reality (Pages 63-75)


  - Chapter 5: Strategic Decision Making (Pages 83-85; Pages 97-100)

*Recommended Readings:*

- MVMC Strategic Plan – will be used in class discussion – available at Learn@UW

**WEEK 5 (February 18, 2017)**

*Topic:* Program Development & Logic Models

*Readings:*

  - Available at Learn@UW

**WEEK 6 (February 25, 2017)**

*Topic:* Measuring Organizational Progress

*Readings:*


  - Chapter 4: Measuring Performance (Pages 67-82)

*Assignment Due:* SWOT Analysis
WEEK 7 (March 4, 2017)

Topic: Financial Management and Budgeting

Chapter 13: Nonprofit Financial Management (Pages 197-216)

Chapter 10: Financial Management (Pages 175-186)

Assignment Due: Logic Model Assignment

WEEK 8 (March 25, 2017)

Guest Speaker: Paul Harrison

Paul Harrison is the Director of Development and Communications for Access Community Health Centers, a nonprofit health care organization with five locations in Dane and Iowa counties. Beyond his work for Access, Harrison has been a volunteer for philanthropic groups in the Madison area, serving on the boards of the Lussier Community Education Center; Community Work Services; and the Association of Fundraising Professionals. He also serves on the visioning committee for Forward Community Investments and the campaign committee for Holy Wisdom Monastery.

Topic: Fundraising, Public Relations, and Communications

Chapter 25: Nonprofit Marketing (Pages 409-427)

Chapter 29: Public Relations for Nonprofits: Getting Ink for Your Cause (479-493)

Chapter 8: Public Relations and Marketing (Pages 138-148; 154-157)

Chapter 16: Online Community Building: How to Wire a Network to Support Your Nonprofit’s Mission (Pages 257-272)

Chapter 27: Crafting an Effective Newsletter Strategy (Pages 445-457)

Chapter 28: Painless and Effective Event Planning: Let’s Get This Party Started (Pages 459-478)
**WEEK 9 (April 1, 2017)**

**Guest Speaker: Kay Brewer**

Kay Brewer is the Performance Improvement Director at Wisconsin Primary Health Care Association. Kay is a specialist in fiscal and operations quality improvement facilitation, workflow analysis and optimization, as well as organizational capacity and leadership development. Kay will focus on the A3 process improvement model – an improvement model that started in manufacturing and has successfully promoted fast and effective process improvement in many non-profit organizations.

**Topic:** Process Improvement Techniques

**Readings:**  
*The A3 Problem Solving Report: A 10-Step Scientific Method to Execute Performance Improvements in an Academic Research Vivarium* Also available on Learn@UW.

**WEEK 10 (April 8, 2017)**

**Topic:** Grant-Writing and Resource Development

**Readings:**  
Chapter 18: Fundraising: Knowing When to Do What (Pages 291-308)  
Chapter 20: How to Seek a Grant (Pages 325-340)

Chapter 9: Generating Revenue (Pages 158-164)  
Chapter 14: International Nonprofits (Pages 253-257)

**WEEK 11 (April 15, 2017)**

**Topic:** Managing Organizational Change

**Readings:**  

**Video:**  
Jim Hemerling: 5 ways to lead in an era of constant change Filmed May 2016 at Ted@BCG Paris.

**Assignment Due:** Book Info-Graphic and Presentation (optional extra credit)

**WEEK 12 (April 22, 2017)**

**Topic:** Systems Advocacy

**Readings:**  
Chapter 12: Nonprofit Advocacy and Lobbying (Pages 181-196)

Chapter 11: Advocacy and Lobbying (Pages 192-206)
WEEK 13 (April 29, 2017)

Topic: Handling Conflict

   Chapter 10: Dealing with Difficult Dynamics (Pages 135-154)

Video: Margaret Heffernan: Dare to disagree Filmed June 2012 at TED Global 2012.

Assignment Due: Semester Project

WEEK 14 (May 6, 2017)

Topic: Volunteers and The Role of a Non-Profit Board Wrap Up and Evaluation

   Chapter 30: Board Governance (Pages 501-518)
   Chapter 32: Volunteer Recruitment (Pages 533-549)
   Chapter 33: Volunteer Engagement and Management (Pages 551-568)

   Chapter 2: Board of Directors (Pages 25-29; 42-45)
   Chapter 6: Human Resource Management (Pages 112-119)
V. Texts and Reading Materials for the Course

Texts:  


Other Readings:  
Additional required readings will be linked within the syllabus or available on Learn@UW.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading, and Methods

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

Your grade in the course will be composed of the following, described in further detail in Appendix A.

- **Class Participation (Attendance, Engagement and Exercise Completion)**  15 points
- **Micro-Aggression Response Paper (due 1/28/17)**  10 points
- **SWOT Analysis (due 2/25/17)**  15 points
- **Logic Model Assignment (due 3/4/17)**  20 points
- **Semester Project (Grant application OR Strategic Plan Analysis; due 4/29/17)**  30 points
- **Meeting Facilitation Exercise Presentation (ongoing)**  10 points

**Optional: Extra Credit**

- **Book Info-Graphic and Presentation (due 4/15/17)**  7 points extra credit

VII. Course Policies

**Attendance Policy**

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, 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 and Unexcused Absences:**
  - Two unexcused absences will result in a student’s grade being dropped one full grade.
  - Three unexcused absences will place the student at risk for failing the course.
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence. You will not have the opportunity to complete make-up work to compensate for **unexcused** absences.
Additional graded make-up work appropriate for the content missed during an excused absence may be assigned. This make-up work may consist of an analysis of the required reading, as well as a summary of any power point lecture material and how one might integrate this material into one’s practice.

- 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 due to inclement weather or other emergencies must contact the instructor prior to the start of the 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 that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

**Support for students needing ADA accommodation**
The instructor supports students’ needs to request academic accommodations due to disabilities. Please advise me if you have such a need early in the term so the class can work as well as possible for you. If you have a McBurney Visa, please provide it to me as additional guidance for arranging the accommodations you may need for this class.

**Student 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.

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 demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students’ opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**Code of Ethics, Professional Conduct & Plagiarism:**
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

**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 and School policies.

**Technology in class**
A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for unobtrusive note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.
Late Assignments
All assignments are due on the date required by the instructor. Assignments turned in late will be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points will be docked 2 points for each day past due; an assignment worth 5 points will be docked 0.25 points 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. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student’s control.
Appendix A

Class Participation (15 points)
Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations (as outlined above), you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others.

Micro-Aggression Response Paper (10 points; due 1/28/17)
Recognizing and addressing micro-aggressions in the workplace will be vital to the success of an organization and leader. Through your reading, analysis, and writing, you will learn how to identify, create awareness of, and address micro-aggressions. Reading can be found on Week 1 Reading list and is on Learn@UW.

The Micro-Aggression Response Paper will be graded using the following criteria:

- **Format:** Paper should be no longer than three (3) pages, double-spaced with a 12-point Times New Roman font and 1 inch margins. Please follow APA Paper Formatting Guidelines.
- **Content:**
  - How does this topic fit into the context of the course? Provide a brief explanation of how the topic connects to macro level social work practice.
  - How do Micro-Aggressions impact staff and consumers of non-profit agencies?
  - What are three strategies you have for addressing micro-aggression and/or working to prevent it?
- **Writing:**
  - Make sure to pay attention to the overall organization and paragraph structure of your paper. A well-organized paper will begin with an introductory paragraph, continue with at least three body paragraphs, and end with a concluding paragraph. There should also be clear structure within each paragraph (i.e. thesis statement first, followed by supporting information, then a concluding statement).
  - Check over your sentence structure, grammar, punctuation and spelling.
  - Your response must be in your own words. If you quote an article or a speaker or film, be sure to properly cite those sources.

Please attach rubric to assignment upon submission.
<table>
<thead>
<tr>
<th>MICRO-AGGRESSION PAPER RUBRIC (10pts)</th>
<th>SCORE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insights and ideas demonstrate understanding of topic (3pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All required content areas covered (4pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall organization and paragraph structure (2pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and mechanics (1pt)</td>
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</table>

Total Points:
SWOT Analysis Paper (10 points; due 2/25/17)

This assignment will give you the opportunity to practice a commonly used, simple assessment tool which can be applied to various aspects of an organization – the organization as a whole, a function of the organization (such as communications or financial management), or a program or service offered by the organization – to aid in planning.

Using your field placement agency, select a program or an area of programming upon which to conduct your SWOT Analysis. Your SWOT Analysis should use data from at least three sources to provide a comprehensive analysis of the program area. Sources may include: agency staff members or volunteers working within the program, users or clients of the program, existing evaluation data from the program, research into best practices for similar programs, referral sources to the program, as well as others.

- Format: Papers should be 4-5 pages, double-spaced with a 12-point Times New Roman font and 1-inch margins. Please follow APA Paper Formatting Guidelines. One of the pages will be the SWOT diagram.
- Content:
  - Introduction: Provide a background on the organization or program area upon which you decided to conduct your SWOT, including how long the program has been in existence and a brief description of the clients it serves. Identify how you selected your sources for your SWOT analysis of this program and why you believe those sources to be reliable and relevant to your SWOT analysis. Additionally, describe how you collected information from each source and any weaknesses you identified with the collection methods that you uncovered after reviewing the data.
  - SWOT Diagram: Your SWOT analysis should include identifying at least four points in each of the following quadrants: Strengths of the program (internal), Weaknesses of the program (internal), Opportunities for the program (external), and Threats to the program (external). Your points must be derived from the data you have gathered from your sources and appropriately attributed to those sources. You may format your SWOT in whatever manner you wish, though it must be clear and easy to read and understand.
  - Next Steps: Describe how you would proceed with the next steps of planning after analyzing the results of the SWOT analysis.
- Writing:
  - As with your other writing assignments I will be looking at the overall organization of your writing, as well as grammar, punctuation, spelling and proper credit given to sources.

Please attach rubric to assignment upon submission.
## SWOT Analysis (10pts)

<table>
<thead>
<tr>
<th>Insights and ideas demonstrate understanding of topic (2pts)</th>
<th>SCORE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All required content areas covered (2pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWOT Diagram meets all requirements including references (3pts)</td>
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<td></td>
</tr>
<tr>
<td>Overall organization and paragraph structure (2pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and mechanics (1pt)</td>
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</table>

Total Points:
Logic Model Assignment (20 points; due 3/4/17)

Logic Models are often used in program development and planning. Additionally, many funders (such as the United Way) encourage or require the use of logic models in grant applications to demonstrate the theory of change behind a program being proposed for funding.

Using the results from your SWOT analysis, select a new program or a program expansion or enhancement for which you would like to be the basis for your logic model.

Format: Papers should be 4-6 pages total, double-spaced with a 12-point Times New Roman font and 1 inch margins. Please follow APA Paper Formatting Guidelines. One of the pages will be the Logic Model Diagram.

Content:
- Visual representation of your logic model in format of your choice based on templates discussed in class.
  - Logic Model includes all sections including: inputs, activities, outputs, short term outcomes, intermediate outcomes, long term outcomes.
    - All outcomes listed demonstrate horizontal chronological flow from Short-term to long-term
    - All outcomes listed demonstrate a vertical chronological flow within each column
    - Each activity statement is described using an action verb
    - Every outcome listed includes a direction of change
    - Outputs and outcomes are linked logically to activities
    - Connections are highly plausible (ie. The outcomes listed could realistically arise from the inputs and activities identified).
    - All Intermediate outcomes listed demonstrate a realistic link to the Long-term outcomes identified.
    - Fits to one page
    - Understandable to the lay reader, no jargon included
- Description of Program and Assumptions:
  - Use one or two paragraphs to describe the proposed program (or program expansion or enhancement) about which you provided the logic model.
  - Provide the key assumptions that the program 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 to accomplish its planned outcomes. You may wish to reflect back on some of the information you collected during your SWOT analysis to aid you in this section.
- Analysis of Assumptions:
  - Evaluate the validity (believability, plausibility) of each of the assumptions. Do they have a basis in data, experience or other sources of fact? Do they make sense? Do they seem reasonable? Provide evidence to support your analysis with the proper citations.

Writing:
- As with previous assignments, I will be looking at the overall organization of your writing, as well as grammar, punctuation, spelling and proper credit given to sources.

Please attach rubric to assignment upon submission.
<table>
<thead>
<tr>
<th><strong>Logic Model (20pts)</strong></th>
<th><strong>SCORE</strong></th>
<th><strong>COMMENTS</strong></th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Description of Program and Assumption meets listed criteria (4pts)</td>
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<td></td>
</tr>
<tr>
<td>Analysis of Assumptions meets listed criteria (4 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall organization and paragraph structure (2pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and mechanics (1pt)</td>
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</table>

Total Points:
Semester Project (30 points; due 4/29/17)

Option #1: Grant Application

Even if you are never employed as a Development or Fundraising Professional, it is likely that you will have some involvement at some point in your career with writing grants, reporting on grants or gathering information for others within your organization that are fulfilling these functions. This assignment will give you the opportunity to respond to a simple grant application similar to those used by many private foundations and to gain a deeper understanding into what information grant seekers are looking for to make their investment decisions.

Using the program opportunity you uncovered during your SWOT analysis and for which you created your logic model for your Logic Model Assignment, you will complete the following grant request:

Title Page:
- Name of organization
- Name of primary contact person and contact information
- Title of the project
- 25-word summary of project
- Amount of money requested

Part 1: Needs statement
- Reason for requesting funding
- Significant need for grant with existing literature and research to support assertion

Part 2: Goals or expected results
- Who will be served by the grant
- Anticipated outcomes

Part 3: Implementation
- Plan of action to implement describing activities and sequence of events

Part 4: Evaluation
- Describe methods for evaluation of success

Part 5: Qualifications of Organization
- Why should your organization receive the grant?
- What resources and competencies does it have to successfully use the grant?
- Will your organization be working with other organizations on this program?

Part 6: Budget
- One-page budget summary

Part 7: Conclusion

Format: Papers should be no less than eight (8) pages total, double-spaced with a 12-point Times New Roman font and 1 inch margins. Please follow APA Paper Formatting Guidelines. Please title each part listed above.

Please attach rubric to assignment upon submission.
<table>
<thead>
<tr>
<th>Grant Application</th>
<th>SCORE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page includes all listed criteria (1pts)</td>
<td></td>
<td></td>
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<tr>
<td>Part 1 addresses listed criteria (4pts)</td>
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<td>Part 2 addresses listed criteria (4pts)</td>
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<td>Part 3 addresses listed criteria (4pts)</td>
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<tr>
<td>Part 4 addresses listed criteria (4pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 5 addresses listed criteria (4pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 6 addresses listed criteria (4pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion effectively summarized need for funding and what proposal will accomplish (2pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall organization and paragraph structure (2pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and mechanics (1pt)</td>
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</tbody>
</table>

Total Points:
Option #2: Strategic Plan Analysis

Strategic Plans are used to clarify and set the direction for how an agency will move forward with accomplishing the mission of the organization. This assignment will give you the opportunity to review the existing strategic plan of your placement agency and provide analysis on the various components.

Using the information you have received regarding the components of a successful strategic plan as well as additional independent research, please provide thoughtful analysis on:

- Who was involved in the creation of the existing Strategic Plan
- Tools (such as the SWOT analysis) used in the creation of the Strategic Plan
- Goals and Objectives within the Strategic Plan
- Timeline associated with implementation of the Strategic Plan
- Measurement of success
- Overall impact and success of the Strategic Plan

Analysis should include exploration of how the agency did or did not follow best practices in the various elements of the Strategic Plan.

Format: Papers should be no less than eight (8) pages total, double-spaced with a 12-point Times New Roman font and 1 inch margins. Please follow APA Paper Formatting Guidelines. Please include a copy of the strategic plan if possible.

Writing: As with previous assignments, I will be looking at the overall organization of your writing, as well as grammar, punctuation, spelling and proper credit given to sources.

Please attach rubric to assignment upon submission.
Strategic Plan Analysis (30pts)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>COMMENTS</th>
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- Thoughtful analysis provided regarding each of the listed criteria (4pts per criteria). [Analysis includes discussion on best practices in the various elements.]
- Overall organization and paragraph structure (3pts)
- Grammar, mechanics, and proper citation as needed (3pt)

Total Points:
Meeting Facilitation Exercise (10 points; due: ongoing)

It is critical that leaders learn how to be successful meeting facilitators, yielding a successful group process that helps groups effectively reach decisions, solutions, or conclusions.

Using the resources given to you in Week 2 you will work with your placement agency to plan for and facilitate a meeting. During the class after you have led the meeting, you will present the experience in a brief presentation. Your presentation will include the following:

- What was the purpose of the meeting?
- What tools or processes did you use?
- What about the meeting was successful?
- What about the meeting would you have liked to have done differently?
- Overall, how did the process feel? Did you receive any feedback from your colleagues?

Please attach rubric to assignment upon submission.
### Meeting Facilitation Exercise (10pts)

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- **Presenter demonstrates understanding of meeting facilitation resource and effectively addresses points listed in syllabus (6pts)**
- **Presenter effectively uses eye contact, speaks clearly, uses suitable volume and pace, and effectively engages the audience. (4pts)**

**Total Points:**
Book InfoGraphic (7 points optional extra credit; due: ongoing)
An InfoGraphic is a data-rich visualization of a story or thesis and is used as a tool to educate and inform audiences. It is an emerging tool for non-profits to use to tell their story.

Chose a book from the following list. You may choose a book you find on your own with instructor approval.

- Brown, Brené. *Daring Greatly*
- Buckingham, M. & Coffman, C. *First break all the rules*
- Carnegie, Dale. *How to win friends & influence people*
- Collins, Jim. *Good to great*
- Covey, Stephen. *The 7 habits of highly effective people*
- DeLong, Thomas. *Flying without a net*
- Fisher, R. & Ury, W. *Getting to yes: Negotiating agreement without giving in*
- Gerstner, Lou. *Who says elephants can’t dance? Inside IBM’s historic turnaround*
- Godin, Seth. *Tribes*
- Goleman, Daniel. *Emotional intelligence*
- Grove, Andy. *High Output Management*
- Kearns Goodwin, Doris. *Team of Rivals*
- Kouzes, J. & Posner, B. *The truth about leadership*
- Levitt, S. & Dubner, S. *Freakonomics*
- Pink, Daniel. *Drive*
- Rossman, John. *The amazon way: 14 leadership principles behind the world’s most disruptive company*

Create an infographic that includes at least three main points from the book. The infographic should be attention grabbing and easy to understand. You will present your infographic in a brief, 5-minute, presentation to the class when you are during Week 11 (April 15, 2017). Your presentation should include a very brief description of your book as well as an explanation of your infographic.

Sample infographic templates will be available at Learn@UW.

Please attach rubric to assignment upon submission.
### Book InfoGraphic and Presentation (7 points extra credit)

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**InfoGraphic includes at least three main points from the book. (2pts)**

**InfoGraphic is easy to understand and grabs audience attention. (2pts)**

**Presentation and infographic clearly indicate comprehension of book. (1pts)**

**Presenter effectively uses eye contact, speaks clearly, uses suitable volume and pace, and effectively engages the audience. (2pts)**

**Total Points:**