SW 8552-Advanced Community Practice: Leadership, Planning and Program Development

Part I: Course information

SW 8552-Advanced Community Practice: Leadership, Planning and Program Development
2 credits

Faculty Contact:
Name:
Email:
Phone:
Office Location:

Short Description:
Develops advanced community practice knowledge and skills with an emphasis on strategic planning, program design, organizational leadership and management, and work groups.

Long Description:
Principles and applied practice of management and leadership concepts in human service settings. Topics include strategic planning, program design, organizational leadership and management, marketing philosophy and practice, organizational governance, networking and teaming. The focus is on practice that is client and community-focused, results-oriented and that seeks to achieve positive social change. This course focuses on a variety of concepts and application skills necessary for a social work manager/leader to successfully envision, set strategic direction, and implement management activities and social programs in partnership with staff and other stakeholders in the framework of social work core values and ethics.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
   SW 8151 - Social Work Practice Methods: Individuals and Systems
   SW 8152 - Social Work Practice Methods: Families and Groups
   SW 8153 - Models of Community Intervention
   SW 8841 - Social Work Research Methods
2. If you are not a Social Work student, you need permission of the instructor
Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differentia l Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
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<tbody>
<tr>
<td>Hour s</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
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<td>15</td>
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Part II: Course outcomes

Course Objectives
Upon successful completion of this course a student will:

1. Understand roles and key competencies of effective and ethical human service leaders and managers.
2. Understand the principles of effective work groups and be able to apply these principles with a class team to research and design a program to address a critical human services issue or opportunity.
3. Understand the function of governance in nonprofit organizations and be able to analyze a current board’s effectiveness.
4. Identify and analyze critical issues related to social work and the human service sector as a whole, and understand significant trends in the environment that affect the social sector.
5. Demonstrate an understanding of the purpose, goals and processes of strategic and marketing planning and how to implement a broad-based planning process for human service organizations.
6. Incorporate effective strategies in planning, program design and management that respect differences and include significant input from the diverse populations for whom the programs and services are designed.
7. Demonstrate competency in all facets of client-focused program planning and development, including the ability to scan the environment, assess needs, strengths, opportunities and threats, define outcomes and evaluation measures, construct programs and services and a marketing plan to achieve positive change in the lives of people and communities.
Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
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<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
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<tr>
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</tr>
<tr>
<td>• Apply knowledge of social services, policies and programs relevant to their area of practice</td>
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<tr>
<td>• Develop a plan for ongoing professional education, including supervision.</td>
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<table>
<thead>
<tr>
<th>Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments</th>
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<tbody>
<tr>
<td>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:</td>
</tr>
<tr>
<td>Practice Behaviors</td>
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<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
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<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
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<thead>
<tr>
<th>Competency: 2.1.9 – Respond to contexts that shape practice</th>
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<tbody>
<tr>
<td>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
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<tr>
<td>---</td>
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<tr>
<td>• Use community or program analysis processes to understand and appraise the nature of groups, organizations or communities in a local, regional, national or global context.</td>
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<thead>
<tr>
<th>Community Practice Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</th>
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<tbody>
<tr>
<td>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying,</td>
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analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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<tbody>
<tr>
<td>• Employ diverse strategies to engage with individuals, families, groups, organizations or communities.</td>
<td>Weeks 3 &amp; 7</td>
<td>Customer Research Segment</td>
</tr>
<tr>
<td>• Assess groups, organizations or communities within their local to global contexts to determine a range of effective and appropriate interventions.</td>
<td>Weeks 3-7</td>
<td>Customer Research Segment</td>
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<td></td>
<td>Environmental Scan</td>
<td>Board Effectiveness Analysis</td>
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<tr>
<td>• Identify strengths and assets that exist within communities and groups and employ intervention models that build upon them</td>
<td>Weeks 3-7</td>
<td>Customer Research Segment</td>
</tr>
<tr>
<td></td>
<td>Environmental Scan</td>
<td>Board Effectiveness Analysis</td>
</tr>
<tr>
<td>• Employ knowledge, skills and appropriate conceptual frameworks and theories to tailor a range of evidence-based interventions at organizations and various levels of communities</td>
<td>Weeks 3-12</td>
<td>Final Program Design</td>
</tr>
<tr>
<td>• Apply research skills to analyze, monitor and evaluate and improve programs for community practice interventions.</td>
<td>Week 8</td>
<td>Final Program Design project</td>
</tr>
<tr>
<td>• Communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences.</td>
<td>Weeks 13-14</td>
<td>Final Program Design project</td>
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<td></td>
<td>Final presentation</td>
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**Part III: Course requirements**

**Required Reading: Texts**


**Required reading: Handouts:**
- Reich, B. (2011). *Shift & Reset: Strategies for Addressing Serious Issues in a Connected Society*. San Francisco: John Wiley & Sons. (Summary of concepts will be provided.)
- Unpublished Marketing Theory & Marketing Plan Packet
- Unpublished Program Budgeting Packet
- Student Briefs on Leadership and Management topics

**Assignments**

**Assignment #1 – 5 points – Critical Issues Identification – Due Session #2.**

Students are to create a list of at least five issues, needs or opportunities in the areas of human rights and social and economic justice that are currently pressing issues to address. Each issue should be described briefly in one paragraph, approx 200 words for each issue, in terms of the nature and extend of the pressing problem or opportunity, in single-space format. Issues thus identified from the entire class will form the set of choices from which Program Design issues will be chosen.

**Assignment #2 – 5 points – Work Group Assessment – Due Session #5**

Students will identify a teamwork/work group situation they have experienced and assess the situation using the Team Effectiveness Assessment in the Lencioni text.

**Assignment #3 – 10 points - Board Effectiveness Analysis – Due Session #6**
Students will assess the effectiveness of an actual Board of Directors, using the frame of the governance sections of the Principles and Practices for Nonprofit Excellence or the Governance Standards of the Charities Review Council Standards of Accountability. Assessment should be informed by two of these three methods: observation of an actual board meeting, interviewing a board member, and interviewing a leadership staff member. Analysis should be 2-3 pages, single-spaced. Name of organization and interviewee names should not be disclosed.

**Assignment #4 - 20 points - Environmental Scan, Customer Research & Best Practices Exercise – Due Session #7**

Each program design team will conduct and write up the results of these three activities which give background for and inform the program design: 1) an environmental scan in the area related to the program focus; (2) customer research interviews with at least 2 customers per group member- one primary and one secondary; and 3) an outline of at least three programs identified through the internet or other sources as best/promising practices in the field. Each team is to bring a draft summary of findings, and be prepared to discuss them in class. Report should be 3-5 pages, single-spaced, and in summary or bullet form as much as possible. Additional work may be necessary after draft is submitted, to be negotiated with instructor.

**Assignment #5 – 15 points – Marketing Plan – Due Session #10**

Program design teams will prepare a marketing plan for their program design, including marketing goal(s) and description of the Marketing Mix. A format will be provided in the marketing handout, and elements of the theory and format will be discussed and worked on in the marketing workshop session. This marketing plan will be included in the final written program design assignment and oral presentation.

**Assignment #6 – 10 points - Leadership or management topic brief – Due Session #11**

Each student will select a relevant management topic, identify three journal articles that address the topic, and prepare a Brief on the topic, summarizing the various points of view expressed. Topics may cover a wide range of issues, both classic and contemporary, such as Are Leaders Born or Developed?, Ethical Dilemmas of Social Media, Effectiveness of Social Entrepreneurship in Achieving Social Justice and so on. The Brief should end with the student declaring his/her position on the topic. Topics should be chosen by the end of Session 8 and given to the instructor. Brief should be 3-5 pages single-spaced.

**Assignment #7 (30 points) Program Development Project – Program Design Oral presentation**

Teams of 3 to 4 members will design a program or service to address a pressing issue or opportunity coming out of Assignment #1. The program design will describe all the elements stated in the Program Design handout, including a description of the needs/situation/opportunity, outcome goals, a marketing plan that describes program strategies, place, price, production/staffing, promotion, and a program budget.
and evaluation plan. The complete program design with backup materials is to be submitted in writing to the instructor at the time of presentation, and should be 10-15 pages in length single-spaced. The class presentation should include cogent and concise oral descriptions of the program design and the program planning process, incorporating creativity into presentations and good audio visual graphics. A 1-2 page written summary of the program design should be given out to all class members.

**Assignment #8 – 5 Points – Self-Assessment Memo – Due Session #15**

Students are to each submit a 3-4 page single-spaced memo to the instructor in which they describe their own participation in the program development process, discuss ethical issues related to their project, reflect upon their own knowledge, skills and attitudes towards program development and organizational leadership from a social work perspective, and discuss their future plans for ongoing professional development in community practice social work.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Value</th>
<th>Individual or Group Score</th>
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<tbody>
<tr>
<td>1. Critical issue identification</td>
<td>Session #2</td>
<td>5</td>
<td>Individual</td>
</tr>
<tr>
<td>2. Work Group Assessment</td>
<td>Session #5</td>
<td>5</td>
<td>Individual</td>
</tr>
<tr>
<td>3. Board Effectiveness Analysis</td>
<td>Session #6</td>
<td>10</td>
<td>Individual</td>
</tr>
<tr>
<td>4. Environmental Scan, etc</td>
<td>Session #7</td>
<td>20</td>
<td>Group</td>
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<td>5. Marketing Plan draft</td>
<td>Session #10</td>
<td>15</td>
<td>Group</td>
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<tr>
<td>6. Leadership/mgmt topic Brief</td>
<td>Session #11</td>
<td>10</td>
<td>Individual</td>
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<tr>
<td>7. Program Design/ Oral &amp; Written</td>
<td>Session #14 or 15</td>
<td>30</td>
<td>Group</td>
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<tr>
<td>8. Self-assessment Memo</td>
<td>Session 15</td>
<td>5</td>
<td>Individual</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>A+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
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<tr>
<td>D</td>
<td>60 - 66</td>
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**Course Policies**
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.

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**Part IV: Course content**

**Session Plan**

**Session 1)**
- Topic 1. Introductions
- Topic 2. Course Overview and Questions
- Topic 3. Leadership Style Inventory

**Required Readings:** Excerpts from Brian Reich, *Shift & Reshift: Strategies for Addressing Serious Issues in a Connected Society*

**ASSIGNMENT - IN-CLASS:** Leadership Style Inventory

**Session 2)**
- Topic 1. Overview of strategic planning processes in general and Drucker methods in particular – Brief lecture and class discussions
- Topic 2. Critical Issues discussion
- Topic 2. Program Design issues selected and project teams formed

**Required Readings:**

**ASSIGNMENT #1 DUE:** CRITICAL ISSUES LIST

**Session 3)**
- Topic 1. Understanding the applications of Leadership Style Inventory
- Topic 2. In-class workshop to design environmental scans, customer research and best/promising practices research

**Required Reading** will be chosen based on which inventory is used.

**Session 4)**
- Topic 1. Effective work groups - teams & networks
  - Brief lecture and class discussion
- Topic 2. Structuring the Program Design teamwork for maximum effectiveness
**Required Readings:** Text:


**Session 5**  
**Topic 1. Effective Management and Governance**  
Brief lecture, class discussion

**Required Readings:**
Text: Jossey–Bass Reader:  

Booklet Handouts:  
*Standards of Accountability*, Minnesota Charities Review Council  
2009

**ASSIGNMENT #2 DUE:** Analysis of a work group using the Lencioni Team Assessment Checklist

**Session 6**  
**Topic 1. Collective Impact and Innovation in Organizations and Communities**  
Panel of human service leaders with expertise in innovations, impact, and systems change

**Required Readings:**
Text: Jossey-Bass Reader,  
Chapter 26, Sandford Borins, *Leadership and Innovation in the Public Sector*  
Chapter 24, Leslie Crutchfield and Heather McLeod Grant, *Sustaining Impact*  

Handouts:  
Peter O’Donnell, *CrowdSourcing Social Change*, Nonprofit Quarterly
ASSIGNMENT #3 DUE: Analysis of a Board of Directors based on either the MCN Principles and Practices guidelines or the Charities Review Council Standards

Session 7) Topic 1. Preliminary results of environmental scans, customer best/promising practices research. Each design team will share their findings, engaging class members in discussion and critical analysis.

ASSIGNMENT #4 DUE: Drafts of environmental scans, customer research and best/promising practices research

Session 9) Topic 1. In-class workshop on the principles and practices of nonprofit marketing, and application to Program Design Project. Teams work apply materials to projects and draft their marketing plan in class.

Required Readings: Unpublished marketing packet

Session 8) Topic 1. Moving from research to effective interventions/programs: in-class workshop on mapping out the path toward changed lives and communities

Topic 2. Program evaluation: How will we know if our programs are successful?

Required Readings:
Text: Jossey-Bass Reader
Chapter 23, Salavatore P. Alaino, Nonprofits and Evaluation: Managing Expectations from the Leader’s Perspective
Drucker, Question 4: What are our results?

David Hardcastle and Patricia Powers. Community Practice.
Chapter 12 - Using Social Marketing.

Session 10) Topic 1. In-class workshop on program budgeting
**Required Readings:** Unpublished program budgeting packet

**ASSIGNMENT #5 DUE:** Draft Marketing Plan

**Session 11)**

Topic 1. Presentations of Briefs on current Leadership or Management Topic

**Required Readings:** Briefs of class members

**ASSIGNMENT #6 DUE:** Brief on a current management/leadership topic

**Session 12)**

Topic 1. Open forum - Reflections/questions about issues at the heart of our profession and progress toward achieving core social work competencies

Topic 2. Finalizing the Program Designs and preparing for presentations

**Required Readings:**
Text: Jossey-Bass Reader
Chapter 19, R. Roosevelt Thomas, *Diversity Management: An Essential Craft for Leaders.*

Chapter 7, Jim Kiddy, *Human Dignity and Grassroots Leadership Development.*

**Session 13)**

**ASSIGNMENT #7 DUE:** Program Design Presentations and Class Critiques
Half of the groups
45 minutes maximum, with written program outline for class members and full document for instructor

**Session 14)**

**ASSIGNMENT #7 DUE:** Program Design Presentations and Class Critiques
Remainder of groups - Same

**Session 15)**

Topic 1. Review of Key Learnings and Reflection on Course

Topic 2. Profession Development Plan Discussion: Each student identifies unanswered questions and topics for further inquiry and competency development

**Required Readings:** Text: Jossey-Bass Reader:
Chapter 4, Ray Blunt, *How Leaders are Grown.*

**ASSIGNMENT #8 DUE:** Self-assessment Memo
Additional Bibliography


