# Course Description

Students will learn management and administration skills to prepare them for work in human service agencies. Course will examine the various agencies composing the human service delivery system and their administrative needs, such as hiring, state and federal regulations, and team building. Areas of study will include planning, goal setting, decision making, leadership, conflict resolution, budgeting, and fiscal management.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Analyze from different perspectives the impact of physiology, cognition, social interaction, group situations, interpersonal relations, attitudes, opinions, group conflicts, language, and communication on human behavior. (ULO1, 2, 4, 5)
* **PLO2:** Understand and articulate the application of psychological principles across professional settings, including mental health care, schools, general health care, social services, and corporate environments. (ULO2, 4)
* **PLO3:** Identify the impact of psychology on societal issues, including race, gender, religion, and social inequality, and articulate the role of advocacy to affect policy and societal change. (ULO1, 3, 5)
* **PLO4:** Understand key concepts in statistics and research methodology, and be able to use their acquired knowledge and critical-thinking skills to do the following: comprehensive and critical analysis of original research studies in the field, demonstrated through class discussion, presentations, and research papers. (ULO2, 4)
* **PLO5:** Engage in basic therapeutic counseling skills that allow students to interact appropriately across a variety of supervised professional settings. (ULO1, 2, 3, 4, 5)
* **PLO6:** Engage in critical thinking concerning the application of the discipline and ethical issues relevant to this evolving field of study. (ULO3, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Students will explore their individual desires to provide services to a particular field of practice, while recognizing their skills, abilities and creativity to deliver that service.
* **CLO2:** Students will learn to recognize and practice the skills that are needed to lead a team of human service workers.
* **CLO3:** Students will experience the process required to establishing a human service organization
* **CLO4:** Students will discover their potential for supervising others and leading a productive team.
* **CLO5:** Students will learn the importance of writing in a professional setting.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Brody, R., & Nair, M. D. (2013). *Effectively managing and leading human service* organizations (4th ed.). Thousand Oaks, CA: SAGE.

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# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Leadership | 25 |  |
| Discussion: Mission Statement | 25 |  |
| Journal: Readiness to Lead | 45 |  |
| Strategic Plan and Program Design: Section 1 | 100 |  |
| **Week 2** |  |  |
| Discussion: Motivational Strategies | 25 |  |
| Discussion: Volunteer Management | 25 |  |
| Discussion: Addressing Problem Behaviors | 25 |  |
| Journal: Appraisal and Motivation | 45 |  |
| Strategic Plan and Program Design: Section 2 | 100 |  |
| **Week 3** |  |  |
| Discussion: Coalitions – To Join or not to Join, That Is the Question | 25 |  |
| Discussion: Issues in Board Management | 25 |  |
| Journal: Communication | 45 |  |
| Strategic Plan and Program Design: Section 3 | 100 |  |
| **Week 4** |  |  |
| Discussion: Key Elements of Strong Financial Management | 25 |  |
| Discussion: Fundraising Strategies | 25 |  |
| Journal: Fundraising | 45 |  |
| Strategic Plan and Program Design: Section 4 | 100 |  |
| **Week 5** |  |  |
| Discussion: Future Trends | 25 |  |
| Discussion: Ethics and Values | 25 |  |
| Journal: Diversity in Human Services Agencies | 45 |  |
| Strategic Plan and Program Design: Section 5 | 100 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

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| **Week One: Overview of Human Services Administration** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze individual leadership skills, and identify areas of development. | | CLO2, CLO4 | |
| * 1. Construct a sample mission statement for a human services organization. | | CLO3, CLO5 | |
| * 1. Identify the key components necessary for an effective strategic plan. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A |  |
| **Readings**  **Read** the following:   * Ch. 1–4 of *Effectively Managing and Leading Human Service Organizations* * [Guide to Creating Mission & Vision Statements](https://topnonprofits.com/vision-mission/) | | 1.1, 1.2, 1.3 |  |
| **Videos**  **Watch t**he following:   * [Nonprofit leadership at its best: 9 ways to make your organization better than the rest](https://youtu.be/nYNAS_dnMJ0) (46:34) * [7 Nonprofit Leadership Competencies](https://youtu.be/lHyNqbWx_c8) (12:49) * [Nonprofit Tip of the Week - Vision and Mission Statements](https://youtu.be/ubN3If3NGoI) (1:39)   **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.1, 1.2 | Lecture Activity: 1 hour |
| **Strategic Plan and Program Design**  Throughout the course you will be building a strategic plan and program design for a hypothetical agency. Each week, you will work on a different section of the plan. You will develop your plan individually but will have a peer feedback group to help you refine and improve your project. Your instructor will post an announcement by day 1 of Week 1 with peer group assignments. | | Course |  |
| **Personal Introductions**  **Write** a post introducing yourself to the class. Discuss the following in your post:   * Your likes, dislikes, family, and hobbies * What you do in your professional life * Your short- and long-term goals (professionally and personally) * Anything else you would like us to know about you   **Post** your introduction by 11:59 p.m. (Eastern time) on Thursday.  **Review** your classmates’ introductions.  **Respond** to some of your classmates’ posts (all of them if you wish). | | N/A |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| **Reading**  **Read** [The Path Toward Tomorrow: The 2016 Fairfax County Human Services Needs Assessment](http://www.fairfaxcounty.gov/living/healthhuman/needs-assessment/needsassessment-final.pdf). | |  |  |
| **Video**  **Watch** [Crafting a Powerful Mission Statement](https://youtu.be/uOgadxPIvrk) (21:10).  **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.2 | Lecture Activity: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Leadership**  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * In your organization, which leadership competencies do you consider to be the most important? What elements of emotional intelligence do you see operating among managerial staff in your current workplace or organization? In your organization, what has management done effectively or ineffectively?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Mission Statement**  **Choose** a human service agency from [National Human Services Assembly](http://www.nassembly.org/member_list).  **Locate** the agency’s mission statement.    **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What are the key elements in this organization’s mission statement? Is the organization’s mission statement clear, compelling, inspirational, and concise? What changes, if any, should be considered for the organization’s mission statement?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Readiness to Lead**  **Write** a 350- to 500-word analysis of your readiness to lead a human services organization that addresses the following:   * What aspects of leadership identified in this week’s readings and videos do you feel prepared to implement? * Include examples of experiences or training you have in these areas. * What aspects of leadership do you need to better develop? * Create a leadership development plan describing how you will actively work to develop these areas.   **Post** your analysis by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Journal: 1 hour |
| **Strategic Plan and Program Design: Section 1**  The first step in strategic planning and program design is to determine your agency and its purpose.  **Create** a hypothetical agency (e.g., working with high-risk adolescents or mentally challenged adults, or socialization for seniors).  **Draft** a mission statement for your organization. Your mission statement should be short and identify what you will do, how you will do it, and how you will know you have done it.  **List** 2 to 3 organizational goals related to or in support of your mission statement.  **Discuss** how you would distinguish the risk, target, and impact populations in connection with your organization.  **Post** your mission statement, goals, and population definitions to your peer feedback group by 11:59 p.m. (Eastern time) on Thursday.  **Review** your group member’s posts and provide feedback by 11:59 p.m. (Eastern time) on Saturday.  **Submit** a summary of the feedback you received from your peers and your final draft of Section 1 by 11:59 p.m. (Eastern time) on Sunday. | | 1.3 | Guided project, group peer review, problem solving, library research: 5 hours |
| **Total** |  |  | **9 hours** |

# Faculty Notes

**Course Setup**

**Groups:** Throughout this course, students will work in groups to provide each other with feedback on their work. Create groups of 3 to 4 students using the learning team shells provided. Delete any learning team shells you do not use. Post an instructor announcement with group assignments by day 1 of Week 1.

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Staff Management | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop an agency staffing model, including position descriptions and appraisal processes. | | CLO 2, CLO 3, CLO 4 | |
| * 1. Identify strategies for effectively addressing problem behaviors in the workplace. | | CLO 2, CLO 4 | |
| * 1. Evaluate and apply motivational theory. | | CLO 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 5–8 of *Effectively Managing and Leading Human Service Organizations* * [How to Conduct an Effective Job Interview](https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview) | | 2.1, 2.2, 2.3 |  |
| **Videos**  **Watch** the following:   * [TEDxUWO - Andrew Lockie - Non-profit efficiency and effectiveness are not the same thing](https://youtu.be/e_vgiapofkc) (11:16) * [The puzzle of motivation | Dan Pink](https://youtu.be/rrkrvAUbU9Y) (18:36) * [Recruiting and Leading Volunteers](https://youtu.be/htgCiC3lpFY) (7:36)   **Post** any questions, comments, or observations to share with the class in the Week Two General Q & A discussion forum on Blackboard. | | 2.1, 2.2, 2.3 | Lecture Activity: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Motivational Strategies**  **Watch** [The puzzle of motivation | Dan Pink](https://youtu.be/rrkrvAUbU9Y).  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Evaluate the motivational strategy of your place of employment. Is it effective? Why or why not? What changes would you make to improve motivation in your workplace?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Volunteer Management**  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Reflect on a volunteer experience you had. What worked well? What did not work well? What do you see as the most challenging aspects of volunteer management? What skills do you need to develop to be an effective volunteer manager?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Addressing Problem Behaviors**  **Post** a clear and logical response in 150 to 200 words to one of the following, providing specific examples to support your answers.:   * Carl M., a 55-year-old employee, has worked for your agency for the past 10 years. Within the past 10 months, his work performance has begun to deteriorate: He is coming in late almost every day, he is consistently behind in his reports, and a few clients have called you to say that he seems disinterested in their problems. As his supervisor, how would you handle the situation? * You have just hired a recent honor graduate who had good references. Her reports are well written, and she is obviously bright and intellectually well prepared. She seems to be doing well as a counselor. Her only problem is that she tends to be arrogant and supercilious with her colleagues, and they in turn are complaining to you about her superior attitude. How would you deal with this?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Appraisal and Motivation**  In this week’s journal, you will explore effective performance appraisal and motivational strategies.  **Reflect** on your own experience with performance appraisals.  **Write** a 350- to 500-word journal addressing the following:   * What has been your experience in having a supervisor critique your work or convey high expectations? * What has a supervisor done to motivate you? * What motivational theory works best for you? * What motivational theory will you implement as a supervisor?   **Post** your journal entry by 11:59 p.m. (Eastern time) on Sunday. | | 2.3 | Journal: 1 hour |
| **Strategic Plan and Program Design: Section 2**  **Design** a staffing model for your organization. Include an organization chart and position descriptions for one service related position and one administrative (support or leadership) position.  **Post** your staffing model, organization chart, and position descriptions to your peer feedback group by 11:59 p.m. (Eastern time) on Thursday.  **Review** your group member’s posts, and provide feedback by 11:59 p.m. (Eastern time) on Saturday.  **Submit** a summary of the feedback you received from your peers and your final draft of Section 2 by 11:59 p.m. (Eastern time) on Sunday. | | 2.1 | Guided project, group peer review, problem solving, library research: 5 hours |
| **Total** |  |  | **10 hours** |

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| Week Three: Managing Teams: Task Forces, Coalitions, and Boards | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the pros and cons of joining coalitions to achieve organizational goals. | | CLO 1, CLO 3 | |
| * 1. Design a board structure for a nonprofit organization. | | CLO 1, CLO 3 | |
| * 1. Summarize challenges in nonprofit board management, and develop strategies for addressing them. | | CLO 2, CLO 3, CLO 4 | |
| * 1. Analyze the effectiveness of various organizational communication strategies. | | CLO 2, CLO 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 9–12 of *Effectively Managing and Leading Human Service Organizations* * [Human Trafficking Task Force e-Guide](https://www.ovcttac.gov/taskforceguide/eguide/2-forming-a-task-force/21-advantages-of-a-task-force/) * [10 STEPS TO FORMING A SUCCESSFUL TASK FORCE](http://www.nscstrategies.com/governance/10-steps-forming-successful-task-force/) * [Section 5. Coalition Building I: Starting a Coalition](http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coaltion/main) * [DEVELOPING EFFECTIVE COALITIONS: An Eight Step Guide](http://www.countyhealthrankings.org/sites/default/files/eightstep.pdf) * [If Your Board Looked Like Your Community](https://medium.com/new-faces-new-spaces/if-your-board-looked-like-your-community-203c878bb0a0) | | 3.1, 3.2, 3.3, 3.4 |  |
| **Videos**  **Watch** the following:   * [Why Coalition Building is necessary](https://youtu.be/CIun3f0Kscc) (5:19) * [Essential Duties of a Nonprofit Board](https://youtu.be/T7Y9hcE6jyQ) (8:55) * [Nonprofit Board Governance Institute](https://www.youtube.com/playlist?list=PLxq_lXOUlvQBs7m68fqxFSkGJF1wg8RoU) Playlist (31:19)   **Post** any questions, comments, or observations to share with the class in the Week Three General Q & A discussion forum on Blackboard. | | 3.1, 3.2, 3.3 | Lecture Activity: 1 hour |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** [Self-Assessments for Nonprofit Boards](https://www.councilofnonprofits.org/tools-resources/self-assessments-nonprofit-boards). | | 3.2, 3.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Coalitions – To Join or not to Join, That Is the Question**    **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * You work with a neighborhood grassroots advocacy organization dedicated to changing living conditions in your community. Typically, you do not affiliate with other organizations because you prefer not to have your advocacy efforts diluted or be encumbered with extensive interorganizational discussions. Recently, you have been invited to join a coalition of organizations from the broader community to address the problem of lead poisoning in homes. What are the pros and cons of joining this proposed coalition? If you decide to join, how will you preserve your autonomy?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Issues in Board Management**  **Watch** the 7 videos from the Stanford Graduate School of Business: [Nonprofit Board Governance Institute](https://www.youtube.com/playlist?list=PLxq_lXOUlvQBs7m68fqxFSkGJF1wg8RoU).  **Choose** 1 video for this discussion.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What did you learn from this video? How will you apply what you learned to the management of your board? What questions do you still have about effective engagement of the board?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Communication**  In this week’s journal, you will explore effective communication.  **Reflect** on your own experience with your organization’s communication strategy.  **Write** a 350- to 500-word journal addressing the following:   * What factors, if any, inhibit the positive flow of information in your organization? * Can you identify instances of misperceptions occurring in your organization? * How were they dealt with? * What are examples of top-down or bottom-up communications in your organization? * What are some ideas for improving communication in your organization?   **Post** your journal entry by 11:59 p.m. (Eastern time) on Sunday. | | 3.4 | Journal: 1 hour |
| **Strategic Plan and Program Design: Section 3**  **Create** a governance structure for your organization.   * List competencies for your board members. Include areas of expertise, stakeholders, and networks you want represented across your board membership. * Consider the structure of your board. What board committees will you have? Identify areas where it might be appropriate to form a taskforce rather than a standing committee. Choose one area, and draft a charter for the task force with an explicit objective and timeline.   **Post** your competencies, board makeup, list of committees and task forces, and task force charter to your peer feedback group by 11:59 p.m. (Eastern time) on Thursday.  **Review** your group member’s posts, and provide feedback by 11:59 p.m. (Eastern time) on Saturday.  **Submit** a summary of the feedback you received from your peers and your final draft of Section 3 by 11:59 p.m. (Eastern time) on Sunday. | | 3.2 | Guided project, group peer review, problem solving, library research: 5 hours |
| **Total** |  |  | **9 hours** |

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| Week Four: Finances and Resource Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize key factors in nonprofit financial management. | | CLO 2 | |
| * 1. Compare the effectiveness of fundraising strategies. | | CLO 1, CLO 2 | |
| * 1. Design a grant proposal. | | CLO 3, CLO 5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 13–16 of *Effectively Managing and Leading Human Service Organizations* * [Resources for Nonprofit Financial Management](http://www.wallacefoundation.org/knowledge-center/Resources-for-Financial-Management/Pages/default.aspx) | | 4.1, 4.2, 4.3 |  |
| **Videos**  **Watch** the following:   * [Fundraising 101: Rueben Mayes at TEDxWSU 2014](https://youtu.be/GsvSWkEHNDk) (16:33) * [19 ways non-profits can use social media to connect with donors](https://youtu.be/I0qhxej2wdA) (51:55) * [Fundraising Tip- How To Ask For Donations](https://youtu.be/IPac2YPpvAc) (3:26) * [Seth Godin on Successful Fundraising - Ask the Fundraising Expert](https://youtu.be/Qsnap5Oh8S8) (10:04)   **Post** any questions, comments, or observations to share with the class in the Week Four General Q & A discussion forum on Blackboard. | | 4.1, 4.2, 4.3 | Lecture Activity: 1.5 hour |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Nonprofit Fiscal Policies & Procedures: A Template and Guide](https://www.compasspoint.org/sites/default/files/documents/Guide%20to%20Fiscal%20Policies%20and%20%20Procedures.pdf) * [Catalog of Federal Domestic Assistance](https://www.cfda.gov/) | | 4.1, 4.2, 4.3 |  |
| **Websites**  **Review** [GRANTS.GOV](https://www.grants.gov/).  **Explore** the RFPs on [Philanthropy News Digest](http://philanthropynewsdigest.org/?_ga=2.183169254.1933903653.1494201844-117005713.1494201844).  **Post** any questions, comments, or observations to share with the class in the Week Four General Q & A discussion forum on Blackboard. | | 4.1, 4.2, 4.3 | Website Review: 1 hour |
| **Video**  **Watch** [Social gamificator: disrupting old fashioned fundraising:Nhat Vuong at TEDxTokyoChange](https://youtu.be/qqaDXvGhUjs) (11:49).  **Post** any questions, comments, or observations to share with the class in the Week Four General Q & A discussion forum on Blackboard. | | 4.1, 4.2, 4.3 | Lecture Activity: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Key Elements of Strong Financial Management**  **Explore** [Resources for Nonprofit Financial Management](http://www.wallacefoundation.org/knowledge-center/Resources-for-Financial-Management/Pages/default.aspx).  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Explain why each of the four key areas of strong financial management is important to the success of a nonprofit organization. Select one of the areas, and review two resources. What did you learn from each resource? What questions do you still have after viewing the resources?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Fundraising Strategies**  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * You have been asked to serve as a fundraising consultant on a proposed capital campaign to raise money for a new addition for your agency costing $5,000,000. What do you want to know before you begin the campaign? What fundraising strategies would you use to raise the money? Why would you choose these strategies?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Fundraising**  In this week’s journal, you will explore effective fundraising solicitation strategies.  **Reflect** on your own experience with charitable donations.  **Write** a 350- to 500-word journal addressing the following:   * What approach was used when you responded positively to a request for a donation? * How did that differ from times when you were not inclined to donate? * Have you ever had to ask for a donation? What approach did you use? Was it effective? Why or why not? * What is your comfort level regarding fundraising? * Based on what you have learned this week, what key strategies would you use in asking for a donation of $50, $500, and $5,000?   **Post** your journal entry by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | Journal: 1 hour |
| **Strategic Plan and Program Design: Section 4**  **Identify** an initiative for your organization, and **draft** a grant proposal that includes the following components:     * Case statement establishing the need for the program * Outline of your goals and objectives (operating, service, product, and impact) * Program components and various budget items * How you will demonstrate the effectiveness of your program * How you will identify potential sources of funding for your grant   *Note*: There are many resources for finding grant funds. Some examples are provided in this week’s resources to get you started. You are in no way limited to these resources and are encouraged to explore other resources on your own.  **Post** your draft proposal and plan for identifying funding sources to your peer feedback group by 11:59 p.m. (Eastern time) on Thursday.  **Review** your group member’s posts and provide feedback by 11:59 p.m. (Eastern time) on Saturday.  **Submit** a summary of the feedback you received from your peers and your final draft of Section 4 by 11:59 p.m. (Eastern time) on Sunday. | | 4.3 | Guided project, group peer review, problem solving, library research: 5 hours |
| **Total** |  |  | **10.5 hours** |

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| Week Five: Trends in Human Services Organizations and Needs Assessments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate future trends in human services. | | CLO1, CLO2, CLO3 | |
| * 1. Explore personal ethics and values as they relate to organizational ethics and values. | | CLO1, CLO4 | |
| * 1. Examine issues of personal and organizational prejudice and diversity. | | CLO2, CLO3, CLO4 | |
| * 1. Develop a model for a community needs assessment. | | CLO1, CLO2, CLO3, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 17–19 of *Effectively Managing and Leading Human Service Organizations* * [5 Trends Driving the Future of Human Services](http://www.govtech.com/health/5-Trends-Driving-the-Future-of-Human-Services.html) * [Future Trends in Human Services](http://government-2020.dupress.com/category/human-services/) * [Advancing Human Services in the 21st Century—What is the Government’s Role in the Transformation Effort?](http://www.aphsa.org/content/dam/aphsa/pdfs/Innovation%20Center/2013-05-Government-Role-in-Transformation-Effort-21stCentury-Human-Services.pdf) * [Section 7. Building Culturally Competent Organizations](http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main) * [Conducting a Community Assessment](http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf) | | 5.1-5.4 |  |
| **Videos**  **Watch** the following:   * [Cultural Competence: Managing Your Prejudices](https://youtu.be/E1MI_h0HIcw) (6:19) * [Practical diversity: taking inclusion from theory to practice | Dawn Bennett-Alexander | TEDxUGA](https://youtu.be/ExcDNly1DbI) (16:52)   **Post** any questions, comments, or observations to share with the class in the Week Four General Q & A discussion forum on Blackboard. | | 5.3 | Lecture Activity: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Future Trends**    **Explore** the Human Services trends at [Gov2020](http://government-2020.dupress.com/category/human-services/).  **Choose** one trend of interest.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Why is this trend important to the human services field? How will you address or incorporate your chosen trend into your practice? What challenges with addressing or incorporating the trend do you foresee?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Ethics and Values**  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Matching personal and organizational values is very important, particularly in the human services field. Which of your personal values do you consider to be essential in the organization for which you work? Why? Have you ever had an experience where your personal values were at conflict with your organization’s values? How did you respond?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Diversity in Human Services Agencies**  In this week’s journal, you will explore diversity in human services agencies.  **Watch** the following:   * [Cultural Competence: Managing Your Prejudices](https://youtu.be/E1MI_h0HIcw) (6:19) * [Practical diversity: taking inclusion from theory to practice | Dawn Bennett-Alexander | TEDxUGA](https://youtu.be/ExcDNly1DbI) (16:52)   **Reflect** honestly and openly on your own personal challenges related to diversity.  **Write** a 350- to 500-word journal addressing the following:   * What messages about race, gender, religion, sexual orientation, and so on did you receive growing up? * How have those messages influenced your own individual private prejudice? * As a leader, what will you do to ensure that you manage your prejudice and infuse practical diversity into your organization?   **Post** your journal entry by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Journal: 1 hour |
| **Strategic Plan and Program Design: Section 5**  Conducting a formal needs assessment takes a significant amount of time and investment of resources that are beyond the scope of this course. However, understanding the importance of a community needs assessment and the process by which it is accomplished are essential to creating successful and effective programming.  **Resource:** [Conducting a Community Assessment](http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf)  **Identify** an issue you would like to address or a population you would like to serve, and **develop** a model for conducting a needs assessment.  **Explain** why it is important to conduct a community needs assessment before creating a service to address this issue or to support this population.   * What community assets should you consider? * How can these assets support your initiative? * What questions will you need to answer to define the scope of your project?   **Complete** a data collection plan using the worksheet in APPENDIX B of Conducting a Community Assessment.  **List** specific secondary sources of information using the national and local resources in APPENDIX C.  **Draft** a minimum 10-question sample survey or list of focus group questions that you would use to gather primary data.  **Discuss** how you will share your findings  **Post** your rationale for the needs assessment, community assets list, data collection plan and tool, and strategy for sharing your results to your peer feedback group by 11:59 p.m. (Eastern time) on Thursday.  **Review** your group member’s posts and provide feedback by 11:59 p.m. (Eastern time) on Saturday.  **Submit** a summary of the feedback you received from your peers and your final draft of Section 5 by 11:59 p.m. (Eastern time) on Sunday. | | 5.4 | Guided project, group peer review, problem solving, library research: 5 hours |
| **Total** |  |  | **9 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 9 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 10 |
| Supplemental | 1 |
| **Week 3** |  |
| Required | 9 |
| Supplemental |  |
| **Week 4** |  |
| Required | 10.5 |
| Supplemental | 1 |
| **Week 5** | 9 |
| Required |  |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 47.5 |
| **Total Supplemental Hours** | 3 |
| **Total Hours** | 50.5 |