Syllabus

Course Overview

In this course, you will be looking at leadership characteristics and qualities that are important for effective leadership in human service organizations spanning the range of nonprofit, for-profit, and government sectors. The course will explore the capacity of a leader to facilitate interactive and integrated practices that may involve the need to engage people and organizations from all three sectors to best meet the needs of a particular segment of the population. In a continuously changing political, social, and financial landscape, to achieve greater quality and capacity of services, community collaboration has become the norm rather than the exception. In addition, changes in technology, media, and marketing strategies are some factors that human service leaders in today's social landscape must consider when building organizational and community capacity.

The textbooks for this course look at ways leadership in human service programs can be more responsive to community need and increase engagement and performance (deGroot, 2016). They also examine the knowledge and skills important to leadership development for those working in human service programs (Watson & Hoefer, 2014). Each source explores leadership principles from a different perspective—one focuses on the individual (or micro) level of practice, and the other examines the macro level of practice. The library research articles provide additional insights related to each week's topic. They explore more practical applications and ways to implement theoretical ideas.

In the discussions and assignments in this course, you will look through a lens that starts with a broad overview of foundational leadership concepts. From there, you will examine organizational structure, theory, and motivation. Finally, you will sharpen the focus into more specific ideas and concepts, such as strengths-based leadership, communication, marketing, and advocacy. In the assignments, you will analyze trends, skills, collaboration practices, external factors, and forces that shape the service delivery landscape. You will also examine your own leadership skills and competencies.

In the final assignment, you will put together a strategic plan for a specific social problem or area of focus that requires the engagement of multiple agencies or organizations. The plan involves engaging multiple agencies to assess the problem or situation, build capacity to address the problem or situation, develop an implementation timeline, and identify tools and strategies for evaluating the success of the plan. You must also address issues of cultural competency and sustainability. Each assignment is designed to help you think about ways to foster team building and engagement related to an identified community issue or problem.

Identity Profile

Throughout your program, you will be strengthening your identity as a human services professional. Click **Identity Profile** to view a special interactive tool that has been designed for you to document your progress.

This profile, which will appear in courses throughout your program, is a dedicated space for you to journal your growth and personal effectiveness as a professional. It will also provide opportunities for you to share your progress and accomplishments with your peers.

Human Services Program Journey

Click **Human Services Program Journey** to view a useful map that will guide you as you continue your program. It gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

References

deGroot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance*. Thousand Oaks, CA: Sage Publications.

Watson, L. D., & Hoefer, R. A. (2014). *Developing nonprofit and human service leaders: Essential knowledge and skills*. Thousand Oaks, CA: Sage Publications.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1. Evaluate unique components of for-profit, nonprofit, and government-based organizations.

2. Analyze the trends and competitive forces that influence community-based organizations.

3. Analyze how the skills of the leaders affect human services organizations.

4. Assess forms of governance in human service organizations.

5. Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others, consistent with expectations for members of the human services profession.

Course Prerequisites

HMSV5420.

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Arnold, K. A., & Loughlin, C. (2013). Integrating transformational and participative versus directive leadership theories. *Leadership and Organization Development Journal, 34*(1), 67–84.
- Balcazar, H., Rosenthal, L. E., Brownstein, N. J., Rush, C. H., Matos, S., & Hernandez, L. (2011). Community health workers can be a public health force for change in the United States: Three actions for a new paradigm. *American Journal of Public Health, 101*(12), 2199–2203.
- Barry, M. M., Allegrante, J. P., Lamarre, M-C., Auld, M. E., & Taub, A. (2009). The Galway Consensus Conference: International collaboration on the development of core competencies for health promotion and health education. *Global Health Promotion, 16*(2), 5–11.
- Benson, D. (2015). Creating your personal leadership philosophy. *Physician Leadership Journal, 2*(6), 64–66.
- Claes, C., Ferket, N., Vandevelde, S., Verlet, D., & DeMaeyer, J. (2017). Disability policy evaluation: Combining logic models and systems thinking. *Intellectual and Developmental Disabilities, 55*(4) 247–257.
- Clarke, S. F. (2017). Strategic operational planning: Why healthcare organizations need to adopt this dual approach under population health management. *The Journal of Medical Practice Management, 33*(1), 15–18.
- de Groot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance.* Thousand Oaks, CA: Sage.
- Fox, H. L. (2015). The promise of organizational development in nonprofit human services organizations. *Organizational Development Journal, 31*(2), 72–80.
- Gibson, S. K. (2004). Social learning (cognitive) theory and implications for human resource development. *Advances in Developing Human Resources, 6*(2), 193–210.
- Hu, Q., Kapucu, N., & O'Byrne, L. (2014). Strategic planning for community-based small nonprofit organizations: Implementation, benefits, and challenges. *Journal of Applied Management and Entrepreneurship, 19*(1), 83–101.
- Linhorst, D. M., Dirks-Linhorst, P. A., Stiffelman, S., Gianino, J., Bernsen, H. L., & Kelley, J. B. (2009). Implementing the essential elements of a mental health court: The experiences of a large multijurisdictional suburban county. *Journal of Behavioral Health Services and Research, 37*(4), 427–442.
- Lu, J. (2013). How political are government contracting decisions? An examination of human service contracting determinants. *Public Administration Quarterly, 37*(2), 182–207.
- Mathew, M., & Gupta, K. S. (2015). Transformational leadership: Emotional intelligence. *SCMS Journal of Indian Management, 12*(2), 75–89.
- McCann, K., & Kowlaski, C. L. (2015). An analysis of human and community service organization directors' self-efficacy levels associated with their financial management, advocacy, and marketing skills.

The Journal of Nonprofit Education and Leadership, 5(2), 89–100.

- Oborn, E., Barrett, M., & Racko, G. (2013). Knowledge translation in healthcare: Incorporating theories of learning and knowledge from the management literature. *Journal of Health Organization and Management, 27*(4), 412–431.
- Ramanath, R. (2014). Capacity for public service delivery: A cross-case analysis of ten small faith-related non-profit organisations. *Voluntary Sector Review, 5*(1), 3–27.
- Watson, L. D., & Hoefer, R. A. (2014). *Developing nonprofit and human service leaders: Essential knowledge and skills.* Thousand Oaks, CA: Sage.
- Weber, M., Backer, T. E., Orton, K., Barnes, G., Jenkins, W., & Crecy, C. (2015). Implementing strategic communications planning in a large federal agency. *The Innovation Journal, 20*(3), 1–14.

Suggested

Optional

Unit 1 ›› Foundations of Leadership in Human Service Organizations

Introduction

Effective leadership in any government, nonprofit, or for-profit human service organization requires knowledge, skills, and leadership qualities that help foster collaboration between a range of organizations and sectors. Changes in legal standards and requirements have increasingly impacted human service delivery programs. Most programs, regardless of their agency structure, are faced with more bureaucratic and administrative requirements. It is common to view government-structured agencies as being highly bureaucratic with significant requirements for documentation and reporting. Many of these same requirements exist in nonprofit (Ramanath, 2014) and for-profit organizations. According to deGroot (2016), "fiscal constraints and limited resources have added to the stress of a workforce that is consistently asked to do more with less" (p.5).

Leadership in this environment requires the ability to foster a positive work environment even in the face of fiscal and bureaucratic challenges. This involves facilitating team member engagement and motivation. It also involves the ability to understand one's self and the members of one's team—whether working internally in one's own organization or working externally with people from other organizations. Buckingham and Coffman (1999) talk about the skills of great managers to identify the strengths of people in their organizations and to tap into those strengths. In this unit, you will begin to look at how human service leaders assess trends that impact their organizations and how they help members of their teams stay motivated and find satisfaction with their work.

References

Buckingham, M., & Coffman, C. (1999). *First break all the rules: What the world's greatest managers do differently.* New York, NY: Simon & Schuster.

deGroot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance.* Thousand Oaks, CA: Sage Publications.

Ramanath, R. (2014). Capacity for public service delivery: A cross-case analysis of ten small faith-related non-profit organisations. *Voluntary Sector Review, 5*(1), 3–27.

Learning Activities

u01s1 - Studies

Readings

In your *Developing Nonprofit and Human Service Leaders* textbook, read the following:

- Chapter 1, "The Context of Nonprofit Administration," pages 3–12.
- Chapter 2, "Values and Ethics in Administration," pages 13–24.

In your *Responsive Leadership in Social Services* textbook, read the following:

- Chapter 1, "Embracing Social Service Realities – Impediments to Preferred Practice and Quality Supervision," pages 2–25.

Use the Capella University Library to read the following:

- Ramanath, R. (2014). Capacity for public service delivery: A cross-case analysis of ten small faith-related non-profit organisations. *Voluntary Sector Review, 5*(1), 3–27.

u01s1 - Learning Components

- Examine common factors and forces that can affect the functioning of human services organizations.
- Analyze what forms of governance are effective for different types of human services organizations.

u01s2 - Assignment Preparation

Your first assignment is due in the following unit (Unit 2). For this assignment, you must select a human service organization that you will use for all the assignments in this course. In order to complete all the assignments, you must be able to access a wide variety of information for this organization, so you will need to select it carefully.

Read the Unit 2 assignment now and then read all the assignments to identify the types of information about the organization that you will need to access to complete all the assignments. Your selection is important, so get started on your research now.

u01s2 - Learning Components

- Identify common forms of governance for human services organizations.
- Examine how a target population for a human services organization is determined.

u01d1 - Understanding Human Service Leadership in Context

Human service leaders may be involved in roles or programs that cross multiple sectors and programs. The range of skills required is increasingly more complex.

In your initial post, based on your reading for this week, discuss how changing trends and practices in social and human service programs have impacted service delivery. Address the following questions:

- How does the current political and economic climate impact human service delivery practices and programs?
- How does the introduction of performance measurement systems and outcome measurement analytics impact human service delivery?

Response Guidelines

Read the posts of the other learners and respond to two. In your responses, indicate similarities or differences in your reflections about changing trends and practices in human service delivery programs. Cite text concepts, relevant research, and professional or practical experiences to support your responses.

Course Resources
Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Examine the concept of the political landscape for a human services organization.
- Examine common factors and forces that can affect the functioning of human services organizations.
- Examine the concept of the social landscape for a human services organization.

u01d2 - Dynamics of Human Service Program Management

Individuals who enter into a human service area of practice often start from an altruistic perspective and a desire to help a particular population. Getting into the field and discovering value incongruence and the high level of bureaucratic demands—regardless of whether the organization is a government, nonprofit, or for-profit human service organization—can result in disillusionment or departure from the field.

In your initial post, suggest ways a human service program leader can manage the competing demands of bureaucratic standards. What actions can leaders or managers take to help service delivery personnel retain motivation and job satisfaction?

Response Guidelines

Read the posts of the other learners and respond to two. Respond to the learners' reflections about fostering motivation. Use text concepts, relevant research, and professional or practical experiences to support your responses.

Course Resources
Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Examine common factors and forces that can affect the functioning of human services organizations.
- Identify common leadership challenges resulting from forces and factors affecting the human services environment.

Unit 2 ≫ Organizational Structure: Governance and Funding

Introduction

There is a plethora of great material about understanding organizational structure. One concept from popular leadership literature is found in Covey's (2013) *Seven Habits of Highly Effective People*. One of the foundational principles of this work is to "begin with the end in mind." This means, essentially, having a good idea of where one wants to go and making this the target for all actions and activities. Understanding the end state one wants to achieve within an organization, or within a collaboration, means having clear mission, vision, and goals. It also means defining the steps needed to get there.

As the leader or leadership team examines mission, vision, and goals, they must consider the kind of governing board and funding that will be needed to achieve the stated goals. This is true whether the organization or collaborative effort is in its infancy or is a well-established organization. No matter what size the organization, whether it is the United Way; The Boys and Girls Club; the Salvation Army; a state or county mental health

program; a for-profit human service agency such as ManorCare, Humana, or Kinder Care; or a small, community-based nonprofit, all of these organizations have to make decisions about their governance and funding sources. All have annual budgets and activity reports to file with stakeholders in the organization.

In the readings for this week, you will look at government contracting with private or nonprofit agencies and also at practices that involve collaboration between government and non-government agencies. Consider the challenges and the advantages of practices that involve multiple funding sources, multiple governance practices, and sometimes competing goals or values. The leadership for any of these sectors must have the ability to "begin with the end in mind" as Covey (2013) relates, and also to find ways to develop *win-win* strategies.

Reference

Covey, S. R. (2013). *The seven habits of highly effective people: Powerful lessons in personal change.* New York, NY: RosettaBooks LLC.

Learning Activities

u02s1 - Studies

Readings

In your *Developing Nonprofit and Human Service Leaders* textbook, read the following:

- Chapter 6, "Agency Planning," pages 63–72.
- Chapter 10, "Boards," pages 113–122.
- Chapter 11, "Fund Development," pages 123–134.

Use the Capella University Library to read the following:

- Linhorst, D. M., Dirks-Linhorst, P. A., Stiffelman, S., Gianino, J., Bernsen, H. L., & Kelley, J. B. (2009). Implementing the essential elements of a mental health court: The experiences of a large multijurisdictional suburban county. *Journal of Behavioral Health Services and Research, 37*(4), 427–442.
- Lu, J. (2013). How political are government contracting decisions? An examination of human service contracting determinants. *Public Administration Quarterly, 37*(2), 182–207.

u02s1 - Learning Components

- Analyze what forms of governance are effective for different types of human services organizations.
- Discuss common funding practices for human services organizations.

u02a1 - Defining Collaborative Leadership in Human Service Organizations

For this assignment, select a human service organization from a public, nonprofit, or government sector that you are familiar with, or one that you find interesting. You will use this organization to complete all of the course assignments. You must be able to access information about the organization's governance, financial sources and practices, mission, population served, and its political and social landscape. Review all the assignments now to verify the types of information you will need about the organization in order to complete them.

The following list provides examples of acceptable types of organizations. You can select an organization of the types included on this list or propose another type of organization to your instructor. The organization must provide human service program services. The selected organization will be included in all your assignments, so you will look at leadership and collaboration practices for that organization through several areas of focus.

Possible Organization Types

- City, county, or state human services or mental health programs.
- State hospitals (Western State Hospital, Milwaukee County Hospital, or another state or county hospital in your area).
- School-based human services or case management programs.
- Private mental health organizations.
- Employee assistance programs.
- For-profit hospital or health care organizations (Humana, Kaiser-Permanente, Aurora, etcetera).
- Catholic community services.
- Lutheran Social Services.

In your assignment submission, include the following:

- In a paragraph format, describe the organization. Provide a brief overview of the mission, target population, and programs provided by the organization.
- Discuss the form of governance used by the organization and why the governance practices used are effective for the organization.
- Address the funding practices and sources for the organization.
- Include at least three current empirical research articles (no more than five years old) that address governance and funding practices for the type of organization you selected.

Assignment Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting**: Headings, resources, and citations should be formatted according to current APA style and formatting.
- **Length of paper:** 3–5 typed, double-spaced pages, excluding the cover page and references.
- **Font and font size:** Times New Roman, 12 point.

Submit your paper in the Assignment area as a Word attachment.

Course Resources

u02d1 - Understanding Governance and Funding Practices

There are a number of challenges to understanding the complexity of human service governance and funding practices in today's political and funding climate. Traditional nonprofit organizational management and funding are often complicated by government contract practices, legal interventions, and other factors.

Based on your readings for this week, in your initial post, discuss a traditional nonprofit governance board and the funding practices of the organization compared to a human service agency practice that is managed as a government contract or a legally mandated program. What are the challenges faced by a government contract human service program? What are the challenges faced by a legally mandated human service program?

Response Guidelines

Read the posts of the other learners and respond to the initial post of one other learner. Discuss similarities or differences in your perspectives about the challenges you identified compared to those your fellow learner identified.

Course Resources
Graduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Identify common forms of governance for human services organizations.
- Discuss common funding practices for human services organizations.

Unit 3 ≫ Theory and Motivation in Leadership Practice

Introduction

Theoretical approaches to leadership and management have evolved over time. Traditional or classical management theories, such as bureaucratic theory (Roth & Wittich, 2013), were shaped by industrial business practices that primarily focused on productivity and economic goals (Watson & Hoefer, 2014). It was not until the later part of the twentieth century that businesses started to gain insight and understanding about the interpersonal aspects of management and leadership, and about how motivated and engaged employees contribute to effectiveness and efficiency in an organization (Watson & Hoefer, 2014).

In *The Fifth Discipline* (Senge, 1990) and the companion, *The Fifth Discipline Fieldbook* (Senge, Kleiner, Roberts, Ross, & Smith, 1994), the authors introduced concepts about "learning organizations." These sources started raising questions about whether large government agencies, health care and educational organizations, and communities could practice the art of learning organizations. Over time, these ideas have evolved into work on emotional intelligence (Goleman, 1995) and 360-degree leadership practices (Maxwell, 2011). All of the emerging theories and philosophies about management and leadership address the need for human interaction, understanding the motivation of members of an organization or team, and fostering engagement. These practices are especially needed in human service organizations and human service collaborative projects, where people are drawn to the field initially based on some level of motivation to make a difference for a specific population or issue.

In this unit, we will explore how theory and motivation shape practice in real-world situations. As you explore the reading material and the discussions for this week, think about the application of these concepts in your organization or life practice.

References

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* New York, NY: Bantam Dell.

Maxwell, J. C. (2011). *The 360 degree leader: Developing your influence from anywhere in the organization.* Nashville, TN: Thomas Nelson.

Roth, G., & Wittich, C. (2013). *Max Weber: Economy and society.* Berkeley, CA: University of California Press.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York, NY: Crown Publishing.

Senge, P. M., Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (1994). *The fifth discipline fieldbook.* New York, NY: Currency Books.

Watson, L. D., & Hoefer, R. A. (2014). *Developing nonprofit and human service leaders: Essential knowledge and skills.* Thousand Oaks, CA: Sage Publications.

Learning Activities

Readings

In your *Developing Nonprofit and Human Service Leaders* textbook, read the following:

- Chapter 3, "Administrative and Organizational Theories," pages 25–34.

In your *Responsive Leadership in Social Services* textbook, read the following:

- Chapter 2 "Responsive Leadership: From Supervision to Inspiration," pages 26–49.

Use the Capella University Library to read the following:

- Arnold, K. A., & Loughlin, C. (2013). Integrating transformational and participative versus directive leadership theories. *Leadership and Organization Development Journal, 34*(1), 67–84.
- Gibson, S. K. (2004). Social learning (cognitive) theory and implications for human resource development. *Advances in Developing Human Resources, 6*(2), 193–210.

u03s1 - Learning Components

- Identify common leadership philosophies.
- Examine how a leadership philosophy shapes service delivery in a human services organization.

u03s2 - Riverbend City: Internal Dynamics

The internal dynamics of an organization can affect its capacity to collaborate effectively with partners to meet the needs of a target population. The following multimedia presentation explores this issue.

- Click **Riverbend City: Internal Dynamics** to complete the multimedia presentation.

Course Resources
Riverbend City: Internal Dynamics

u03s2 - Learning Components

- Examine common factors and forces that can affect the functioning of human services organizations.
- Identify common leadership challenges resulting from forces and factors affecting the human services environment.

u03s3 - Assignment Preparation

Your next assignment is due in the following unit (Unit 4). For this assignment, you must examine the political and social landscape in which the organization you selected in Unit 2 operates. You must identify forces affecting the organization and assess its leadership challenges. Read the Unit 4 assignment now and get started researching the issues you must address in the assignment.

u03s3 - Learning Components

- Examine the concept of the political landscape for a human services organization.
- Examine common factors and forces that can affect the functioning of human services organizations.
- Examine the concept of the social landscape for a human services organization.
- Identify common leadership challenges resulting from forces and factors affecting the human services environment.

u03d1 - Theoretical Practice Models

There are a wide range of organizational management theories. Theories generally address the application of concepts or beliefs to the roles of managers and employees, the values and goals of the organization, and the practical application of abstract concepts to real-world situations.

In your initial post, compare the primary concepts of social learning theory or transformational leadership theory to one of the management theories discussed in your text. Identify a specific human services organization and explain how each theory would apply to that organization.

Response Guidelines

Read the posts of the other learners and respond to two. In each response, suggest additional ways the theories might apply to the learner's identified organization.

Course Resources
Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Identify common leadership philosophies.
- Examine how a leadership philosophy shapes service delivery in a human services organization.

u03d2 - Responsive Leadership: Motivating for Participation

Your *Responsive Leadership in Social Services* textbook addresses a number of elements that have been identified through research as having a significant impact on leadership and work environments. These factors include trust, integrity, respect, empathy, and safety. Your textbook also covers other key factors in motivation and engagement, including needs, values, goals, and strengths.

In your initial post, discuss how the factors of trust, integrity, respect, empathy, and safety impact organizational needs, values, goals, and strengths. Based on the scenario in the Riverbend City media presentation in the Studies for this week, explain how internal practices within the organization also influence relationships with outside agencies. What are potential challenges to building collaboration with external agencies if elements such as trust or integrity are not present in the organization internally? Use course reference material or other sources to support your discussion post.

Response Guidelines

Read the initial posts of the other learners and respond to two. Compare the perspectives you had about the impact of key leadership factors with those identified by your fellow learners.

Course Resources
Graduate Discussion Participation Scoring Guide
Riverbend City: Internal Dynamics

u03d2 - Learning Components

- Define the role of cultural competency in fostering collaboration among human services organizations.
- Discuss how governance practices influence collaboration among human services organizations.

Unit 4 ❯❯ Internal and External Engagement in the Landscape of Human Service Organizations

Introduction

In Unit 3, we looked at motivation as a key factor in human service practice. In this unit, we will look more deeply into the concept of motivation by considering the internal and external *landscape* of human service organizations. The deGroot (2016) text introduces a personal leadership profile as a tool for helping to understand the general landscape or viewpoint of employees in a human service organization. This kind of profile tool is one of a number of different tools that can be used to assess the internal landscape of an

organization. Another tool is found in the Buckingham and Coffman (1999) Gallup group study on how great managers engage employees. This tool uses twelve questions to measure core elements that attract and retain employees and the strength of the workplace environment.

Tools like these really help a manager assess the level of engagement for any internally driven or externally developed human service team or project. However, individualized assessment tools are only one part of the equation for understanding the internal and external organizational and community landscape in order to foster positive engagement in practices, programs, or projects. In an article by Oborn, Barrett, and Racko (2013) assessing the process of "knowledge translation" into the health care field, the authors relate, "A critical issue, often discussed in terms of enabling innovation or competitive advantage, is the need for knowledge embedded within one community or organizational group to become available or known to members in a different community" (p. 420). This same process of helping to increase the availability of knowledge gained in one setting to support practice in another environment or setting can be applied from business management practice to human service management practice.

It is important for those in the human service field to reach out beyond what is known from within the human service practice into other disciplines. Through this practice of reaching out, they can gain knowledge and insight that will improve innovation and methods for assessing the social, political, and financial landscape that impacts service delivery to a range of populations.

References

Buckingham, M., & Coffman, C. (1999). *First break all the rules: What the world's greatest managers do differently.* New York, NY: Simon & Schuster.

deGroot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance.* Thousand Oaks, CA: Sage Publications.

Oborn, E., Barrett, M., & Racko, G. (2013). Knowledge translation in healthcare: Incorporating theories of learning and knowledge in the management literature. *Journal of Health Organization and Management, 27*(4), 412–431.

Learning Activities

u04s1 - Studies

Readings

In your *Responsive Leadership in Social Services* textbook, read the following:

- Chapter 3, "Perception Is Everything," pages 52–77.
- Chapter 4, "Meaning Making: Practical Strategies for Understanding and Accessing the Employee Story," pages 78–124.

Use the Capella University Library to read the following:

- Oborn, E., Barrett, M., & Racko, G. (2013). Knowledge translation in healthcare: Incorporating theories of learning and knowledge from the management literature. *Journal of Health Organization and Management, 27*(4), 412–431.

u04s1 - Learning Components

- Examine common factors and forces that can affect the functioning of human services organizations.
- Identify common leadership challenges resulting from forces and factors affecting the human services environment.

u04a1 - Understanding the Landscape of For-Profit, Nonprofit, and Government-Based Human Service Organizations

There are a number of factors that impact or shape how programs function in their setting and how they deliver services. A good leader or manager understands that part of his or her job and role includes an ability to understand the landscape of the community served, including funding and policy changes. For this assignment, you will address key factors that impact decision-making and service delivery practices for your selected organization. Keep in mind that key factors may be external forces or internal issues, or some combination of these elements.

In this assignment, you will be demonstrating your organizational policy-writing skills through addressing the following course competencies:

- Analyze the trends and competitive forces that influence community-based organizations.
- Analyze how the skills of the leaders affect human services organizations.

Write the assignment as an analysis paper for a director, senior manager, or board of directors, depending on the governing practices of your selected organization.

In your analysis paper:

- Describe the current political and social landscape for the organization you have selected for your course assignments.
- Identify and discuss three to four important factors or forces that are impacting the organization.
- Assess the leadership challenges that may exist as a result of the forces impacting the organization.
- Recommend methods for addressing or improving the leader's ability to respond to the forces impacting the organization.
- Cite at least five empirical research articles or text sources that address leadership practices for managing challenges in a human services organization.

Use the template provided in the assignment resources to complete the assignment.

Assignment Requirements

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA formatting**: Headings, resources, and citations should be formatted according to current APA style and formatting standards.
- **References**: Your paper must include at least 5 empirical research articles or text references.
- **Length of paper**: 4–6 typed, double-spaced pages.
- **Font and font size**: Times New Roman, 12 point.

Submit your paper in the Assignment area as a Word attachment.

Course Resources
[How Do I Find Peer-Reviewed Articles?](#)
[APA Style and Format](#)
[Human Services Masters Research Guide](#)
Unit 4 Assignment Template

u04d1 - Keys to Successful Engagement

Review Situation 3 on page 59 of your *Responsive Leadership in Social Services* textbook, which discusses an empowerment project done in a child welfare agency. The project provided participants with unexpected insights. This project took place within a specific agency.

In your initial post, discuss how the same insights about engagement, motivation, and understanding the story of participants would be beneficial to successful outcomes in a multi-organizational collaborative project. Describe what you see as the three key take-away points from this situation. Explain why you believe these are the three key points.

Response Guidelines

Read the posts of the other learners and respond to the initial posts of two. In each response, ask clarifying questions or comment on the applicability of engagement, motivation, and understanding the story of participants in relation to a multi-organizational collaborative project. Do you agree with what the learner has posted? Why or why not?

u04d1 - Learning Components

- Define the role of cultural competency in fostering collaboration among human services organizations.
- Discuss how governance practices influence collaboration among human services organizations.

Unit 5 ›› Strengths-Based Leadership and Effective Communication

Introduction

Most people working in human service programs or environments have had some education or training about applying a strengths-based focus with clients who receive services from the organization. Those working in human service organizations also commonly experience education or training on effective communication practices, such as active and reflective listening. In this week's readings and discussions, you will consider these fairly common practices in application to leadership and, specifically, coalition-building leadership.

Mathew and Gupta (2015) discuss the relationship between concepts and principles that come from the conceptual framework of transformational leadership, and concepts and principles that come from the conceptual framework of emotional intelligence. Both of these theoretical frameworks rely on relationships as a key element of effective and engaged leadership. Mathew and Gupta (2015) cite a growing body of literature that reflects how leaders who effectively focus on interpersonal strengths and draw on emotional intelligence practices generally achieve better results than those who are simply *smart* in the areas of discipline, analysis, and strategy.

Most practitioners in human service fields are keenly aware that individual, group, or family clients experience better results if they are invested in their own planning process. The same is true for organizations and interagency collaborations. As you explore the readings and discussions for this week, consider ways to apply the same principles of strengths-based focus and effective communication used in individual practice to a community collaboration practice.

Reference

Mathew, M., & Gupta, K. S. (2015). Transformational leadership: Emotional intelligence. *SCMS Journal of Indian Management, 12*(2), 75–89.

u05s1 - Studies

Readings

In your *Developing Nonprofit and Human Service Leaders* textbook*,* read the following:

- Chapter 4, "Leadership," pages 37–52.
- Chapter 5, "Personal Communication," pages 53–61.

In your *Responsive Leadership in Social Services* textbook, read the following:

- Chapter 5, "A Strengths Focus and Quality Leadership," pages 125–156.

Use the Capella University Library to read the following:

- Mathew, M., & Gupta, K. S. (2015). Transformational leadership: Emotional intelligence. *SCMS Journal of Indian Management, 12*(2), 75–89.

u05s1 - Learning Components

- Identify common leadership roles.
- Identify leadership skills relevant in human services organizations.

u05s2 - Assignment Preparation

Your next assignment is due in the following unit (Unit 6). For this assignment, you must identify a leadership role for yourself in the organization you have selected for your course assignments. You must develop a leadership statement that describes your leadership philosophy for this role. Then, you must examine skills you will need and assess your competency at each skill.

Read the assignment now and select a leadership role for yourself. Research leadership philosophies and begin work on your leadership statement. Get started now, so you are ready to submit your assignment on time in the next unit.

u05s2 - Learning Components

- Identify common leadership roles.
- Identify common leadership philosophies.

- Identify leadership skills relevant in human services organizations.

u05d1 - Strengths-Based Leadership Strategies

In most organizations and programs today, leaders are acutely aware of the limitations that political, bureaucratic, organizational, and training challenges place on effective service delivery and effective interagency collaboration.

Based on the reading about a strengths-based focus for leadership and supervision, in your initial post, examine how you would leverage strengths in building a coalition to pursue important community objectives. Describe how you have used a strengths-based approach or have observed the use of a strengths-based approach in a project within your organization or community.

Response Guidelines

Read the posts of the other learners and respond to the initial posts of two. In each response, compare insights from your own observations of strengths-based practices to the reflections of the other learner.

Course Resources
Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Examine how a leadership philosophy shapes service delivery in a human services organization.
- Identify leadership skills relevant in human services organizations.

u05d2 - Effective Communication in Coalition Building

In your *Developing Nonprofit and Human Service Leaders* textbook, there is a discussion of two tools for effective communication in organizations and teams: active listening and emotional intelligence. As related in the text, the concept of emotional intelligence has been gaining attention over the past two decades, with more research and the emergence of tools for measuring emotional intelligence.

In your initial post, discuss how a leader of a multi-organizational team would use active listening and emotional intelligence skills to help move the team forward in a collaborative project. How would the addition of emotional intelligence skills add to the ability to achieve results beyond those that active listening skills or skills as a subject matter expert alone would achieve? Support your post by citing the article by Mathew and Gupta (2015) from the Studies for this unit or by citing other current literature on emotional intelligence.

Response Guidelines

Read the posts of the other learners and respond to the initial posts of two. Ask clarifying questions or provide another perspective on the relationship between emotional intelligence and effective collaboration. Provide an example of how emotional intelligence can be used to further team goals.

Course Resources
Graduate Discussion Participation Scoring Guide
Developing Nonprofit and Human Service Leaders
Transformational Leadership: Emotional Intelligence

u05d2 - Learning Components

- Discuss why specific leadership skills are important for an identified leadership role.
- Identify leadership skills relevant in human services organizations.

Unit 6 >> Leadership Development

Introduction

Most people can name at least one person who has been an inspiring leader in some aspect of their lives. Take a moment to consider someone in your work, personal, social, or spiritual community who has inspired you. Think about the qualities of that person. It is likely he or she was engaged in some form of personal and/or professional growth practice. The person's personal and professional goals were clear and effectively communicated. If you could have a conversation with that person about how they see their personal journey and practice, what would you anticipate the person might say?

Now, think about someone whom you think was not a very effective leader or communicator. Think about the differences between that person and the person you found inspiring. If you were to have a conversation with the less effective leader about how they see their own journey and practice, what would you anticipate you might hear?

Benson (2015) talks about important elements of developing a personal leadership philosophy, and how this philosophy guides an individual to be able to practice consistency, clarity, and connection to the self and to the community. He raises some questions to consider in formulating a personal or professional leadership philosophy. Some of the same guiding questions and concepts are addressed in the deGroot (2016) text. As you explore the assignment and discussion in this unit, think about how your personal and professional leadership philosophy is developing and evolving. Consider someone you might seek out as a mentor to help

you continue growth and development as a leader. Introspection and mentorship are both important elements in effective leadership growth and development.

References

Benson, D. (2015). Creating your personal leadership philosophy. *Physician Leadership Journal, 2*(6), 64–66.

deGroot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance.* Thousand Oaks, CA: Sage Publications.

Learning Activities

u06s1 - Studies

Readings

In your *Responsive Leadership in Social Services* textbook, read the following:

- Chapter 6, "Doing Quality Leadership: Practical Strategies for Inspiring," pages 157–171.

Use the Capella University Library to read the following:

- Barry, M. M., Allegrante, J. P., Lamarre, M-C., Auld, M. E., & Taub, A. (2009). The Galway Consensus Conference: International collaboration on the development of core competencies for health promotion and health education. *Global Health Promotion, 16*(2), 5–11.
- Benson, D. (2015). Creating your personal leadership philosophy. *Physician Leadership Journal, 2*(6), 64–66.

u06s1 - Learning Components

- Match an appropriate leadership philosophy to a specific leadership role.
- Discuss why specific leadership skills are important for an identified leadership role.

u06a1 - Leadership Development: Philosophy, Governance, and Skills

In this assignment, you will address leadership skills and philosophies, and how the skills of the leader, as well as the leader's management philosophy, impact service delivery. As part of this assignment, you will look at your own skills and consider the skills and practices of leaders you have observed.

This assignment has three components:

1. Imagine you are taking a leadership role for the organization you have identified in your previous assignments.

- Describe the leadership role and title for your position.
- Develop a leadership statement that you would use as your leadership philosophy in this role or position. Your leadership philosophy must reflect service delivery practices for all internal and external customers. The philosophy must also address the unique components of service delivery as a nonprofit, for-profit, or government organization.
- Provide a rationale for the philosophy you identified.

2. Create a list of 10 to 15 leadership skills or competencies you believe will be important skills for you to have in assuming the leadership role you will be taking in your identified organization.
- Provide a brief definition for each skill.
- Evaluate how these skills are important for addressing the trends and competitive forces that influence the identified organization.
- Include literature sources to support your decisions about the skills you identified.

3. Assess your competency at each of the skills you have identified above.
- Select your level of mastery at each skill, using a scale of one to five, with five indicating you have achieved mastery and one indicating you believe you are still a novice at the skill.
- Identify the top five skills you want to focus on for your professional development over the next three to five years.
- Discuss what actions you believe you will need to take to improve your skills in each identified area.
- Identify someone whom you might ask to mentor you for each skill area, and discuss how you would approach that person to obtain mentorship support.
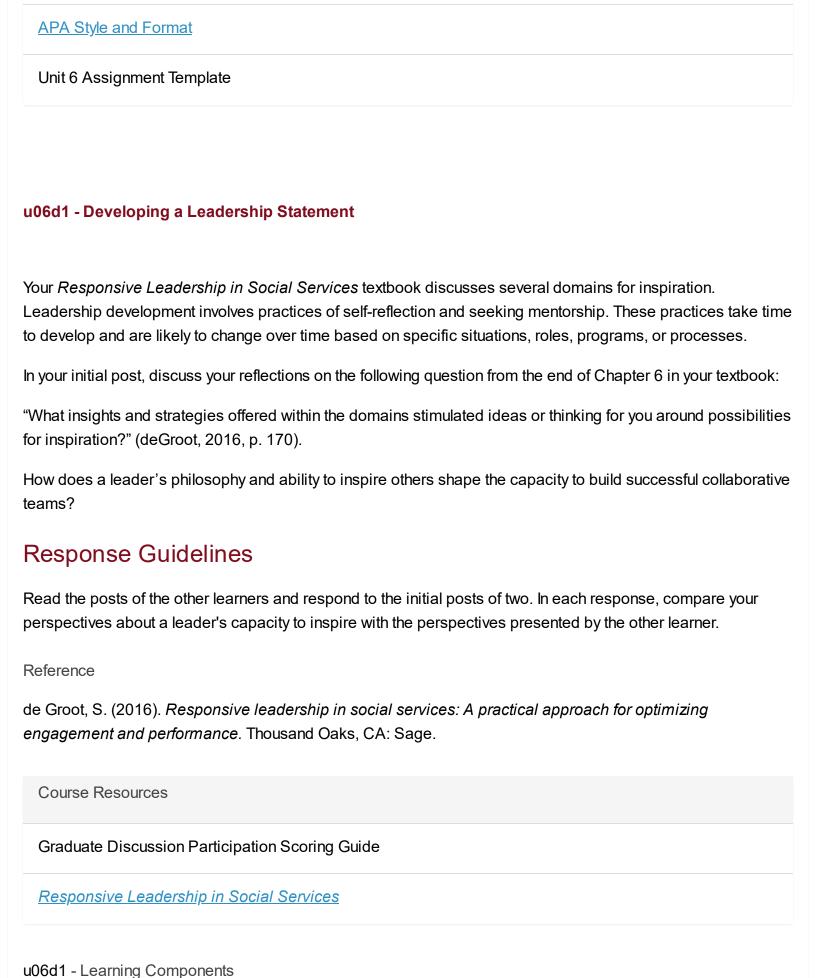
Use the template provided in the assignment resources to complete the assignment.

Assignment Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Writing style:** Present the content of this assignment in a paragraph format. Include transitional phrases, headings to define document sections, appropriate subheadings, and references.
- **References**: Include at least 6 academic references. References must be from academic journals, textbooks, or other scholarly sources.
- **APA formatting:** Use current APA style and formatting for headings, in-text citations, and references at the end of the assignment.
- **Length of paper:** 5–7 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Submit your paper in the Assignment area as a Word attachment.

Course Resources

Human Services Masters Research Guide

u06d1 - Developing a Leadership Statement

Your *Responsive Leadership in Social Services* textbook discusses several domains for inspiration. Leadership development involves practices of self-reflection and seeking mentorship. These practices take time to develop and are likely to change over time based on specific situations, roles, programs, or processes.

In your initial post, discuss your reflections on the following question from the end of Chapter 6 in your textbook:

"What insights and strategies offered within the domains stimulated ideas or thinking for you around possibilities for inspiration?" (deGroot, 2016, p. 170).

How does a leader's philosophy and ability to inspire others shape the capacity to build successful collaborative teams?

Response Guidelines

Read the posts of the other learners and respond to the initial posts of two. In each response, compare your perspectives about a leader's capacity to inspire with the perspectives presented by the other learner.

Reference

de Groot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance.* Thousand Oaks, CA: Sage.

Course Resources

Graduate Discussion Participation Scoring Guide

[Responsive Leadership in Social Services](#)

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u06d1 - Learning Components

- Discuss why specific leadership skills are important for an identified leadership role.

- Examine how a leadership philosophy shapes service delivery in a human services organization.

Unit 7 ≫ Organizational Management: Human Resources, Budgeting, and Finance

Introduction

Organizations that provide human services, whether in health care, nonprofit community organizations, educational programs, or city, state, or federal government systems, must have specific plans for managing human capital, budgets, and financial operations. The creation and execution of these plans will be different based on the size of the organization, its governance, and funding sources. However, it is clear that there must be a plan, and a timeline for implementation of the plan, as well as regularly scheduled reviews and revisions based on changes in the social, political, and financial landscape. Clarke (2017) discusses how significant changes in political climate necessarily require a shift in operational planning for health care organizations. The same kind of operational re-assessment is likely to occur for many other kinds of human service organizations any time there is a significant change in the political landscape.

Strategic operational planning in relation to human resources, budgeting, and financial operations must involve practices that will improve the quality of services provided, customer or patient satisfaction, and cost analysis and management (Clarke, 2017). There are a number of details that need to be considered in developing and implementing a plan around human resources, budgeting, and financial management. Watson and Hoefer (2014) provide a detailed overview of human resource management elements, including hiring and recruitment practices, considerations for benefits, training and development planning, performance management, supervision, and diversity. All of these elements must be considered in the planning process. The size of the organization always impacts the scope of areas for consideration. Smaller organizations may need to rely in part on volunteers and donations, which necessitates a different kind of planning than for larger nonprofit or government organizations.

Building an effective organizational staff in a larger nonprofit or a government-based organization often brings challenges in hiring and recruitment practices, restrictions, and limitations. Making staffing changes can take years to accomplish. Changes in the organizational mission may result in challenges resulting from a staff team that was hired when the needs and demands of the organization were different. These staffing challenges can impact the ability of the organization to accomplish a newly defined mission with people who are not prepared or trained to accomplish it. All of these factors are important to consider when planning for management of personnel, budget, and finances.

References

Clarke, S. F. (2017). Strategic operational planning: Why healthcare organizations need to adopt this dual approach under population health management. *The Journal of Medical Practice Management, 33*(1), 15–18.

Watson, L. D., & Hoefer, R. A. (2014). *Developing nonprofit and human service leaders: Essential knowledge and skills.* Thousand Oaks, CA: Sage Publications.

Learning Activities

u07s1 - Studies

Readings

In your *Developing Nonprofit and Human Service Leaders* textbook, read the following:

- Chapter 8, "Budgeting and Finance," pages 85–100.
- Chapter 9, "Human Resources," pages 101–112.

Use the Capella University Library to read the following:

- Clarke, S. F. (2017). Strategic operational planning: Why healthcare organizations need to adopt this dual approach under population health management. *The Journal of Medical Practice Management, 33*(1), 15–18.

u07s1 - Learning Components

- Define sustainability for a human services program.
- Identify the milestones for planning, implementation, and evaluation in a human services initiative.
- Prioritize service delivery options for a human services organization.

u07s2 - Assignment Preparation

Your next assignment is due in Unit 9. For this assignment, you will develop a strategic plan for the organization you have selected for your course assignments. A strategic plan has many important elements, so it will take some time to put one together. Read the Unit 9 assignment now and get started on the first parts of your plan. You will need to cite several academic sources for your assignment, so now would be a good time to get started researching relevant sources and articles.

u07s2 - Learning Components

- Identify possible collaborating organizations for a human services initiative.
- Identify the milestones for planning, implementation, and evaluation in a human services initiative.
- Apply master's-level skill in critical thinking, research, and writing.

u07d1 - Personnel Selection and Development

The need for interaction and collaboration with other agencies in service to the mission of the organization is becoming the norm for many human service organizations in all sectors of practice. This need for collaboration affects the way organizational management is practiced.

In your initial post, discuss the importance of hiring and staff development processes that foster teams that are flexible, adaptable, and responsive to trends and forces that influence human service delivery. As a leader developing an adaptable team, what are some qualities you would look for in building a staff organization that is capable of collaborating with other agencies or organizations for optimum service delivery to a specific client population?

Response Guidelines

Read the posts of other learners and respond to the initial posts of two. Compare their insights about building flexible and adaptable teams with those you identified in your initial post. Offer additional suggestions for increasing the capacity for flexibility.

Course Resources
Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Define the role of cultural competency in fostering collaboration among human services organizations.
- Discuss how governance practices influence collaboration among human services organizations.

u07d2 - Financial Management and Service Delivery

All organizations, regardless of their sector of practice or size, operate within a budget and an annual financial planning cycle. Many organizations rely on multiple sources of funding.

In your initial post, compare the financial planning processes for a nonprofit organization with those for a government (city, county, state, or federal) agency. Discuss how financial planning and financial constraints can impact collaboration and human service delivery for a specific population (such as substance abuse, mental health, family services, child care, educational programs, health care, the elderly, or disabled populations). What challenges exist when there are restrictions on the use of funds for specific purposes? How do financial reporting practices impact efforts to develop collaboration between programs or agencies?

Response Guidelines

Read the posts of the other learners and respond to the initial posts of two. In each response, compare your perspectives about funding restrictions and limitations with those presented by the learner.

u07d2 - Learning Components

- Define sustainability for a human services program.
- Identify the milestones for planning, implementation, and evaluation in a human services initiative.

Unit 8 >> Strategic Planning: Logic Models and Program Evaluation

Introduction

In this unit, you will revisit strategic planning (Watson & Hoefer, 2014) and the application of logic models and program evaluation as part of an organizational planning cycle. This review, along with additional information, will be a foundation for your Unit 9 strategic planning assignment. There are a number of models that can be used to develop an organizational planning cycle. Most of the models involve assessing the needs of the organization or community, building capacity, developing a plan, implementing, and then evaluating. It is important to consider cultural competence and sustainability in each stage of the process (Substance Abuse Mental Health Services Administration, 2017). Many organizations use logic models or needs assessment models as the starting point for their planning processes. These models involve defining goals and outcomes that the agency or collaborative project wants to achieve and making decisions about how the outcomes will be assessed, measured, and evaluated.

In your readings for this week, you will explore the application of strategic planning in a small, community-based organization (Hu, Kapucu & O'Byrne, 2014) and a large federal agency (Weber, et al., 2015). Although similar processes are used regardless of the size or structure of an organization, there are certainly some differences in terms of capacity building and execution, depending on the organization. Challenges also can occur when there are internal or external forces creating resistance to change or participation.

It can be easy to misunderstand and misinterpret resistance, so it is important to have some insight and awareness about the factors that foster resistance and how to overcome those barriers or use them to the advantage of the planning process. Sometimes, those who are asked to participate in a change planning process may not see a need for change or may not understand how it will benefit the organization or the service population. In the media presentation and discussion for this unit, you will explore what happens when an organizational plan bumps up against resistance, and you will look at actions that can be taken to overcome barriers and strive for an effective strategic planning process.

References

Hu, Q., Kapucu, N., & O'Byrne, L. (2014). Strategic planning for community-based small nonprofit organizations: Implementation, benefits, and challenges. *Journal of Applied Management and Entrepreneurship, 19*(1), 83–101.

Substance Abuse Mental Health Services Association. (2017). Applying the strategic prevention framework (SPF). Retrieved from https://www.samhsa.gov/capt/applying-strategic-prevention-framework

Watson, L. D., & Hoefer, R. A. (2014). *Developing nonprofit and human service leaders: Essential knowledge and skills*. Thousand Oaks, CA: Sage Publications.

Weber, M., Backer, T. E., Orton, K., Barnes, G., Jenkins, W., & Crecy, C. (2015). Implementing strategic communications planning in a large federal agency. *The Innovation Journal: The Public Sector Innovation Journal, 20*(3), 2–14.

Learning Activities

u08s1 - Studies

Readings

In your *Developing Nonprofit and Human Service Leaders* textbook*,* complete the following:

- Read Chapter 7, "Logic Models," pages 73–84.
- Review Chapter 6, "Agency Planning," pages 63–72, as you prepare for the Leadership Development: Strategic Planning for Collaborative Service Delivery assignment due in the next unit.

In your *Responsive Leadership in Social Services* textbook, read the following:

- Chapter 7, "Understanding and Approaching Resistance and Opposition," pages 172–214.

Use the Capella University Library to read the following:

- Claes, C., Ferket, N., Vandevelde, S., Verlet, D., & DeMaeyer, J. (2017). Disability policy evaluation: Combining logic models and systems thinking. *Intellectual and Developmental Disabilities, 55*(4) 247–257.
- Hu, Q., Kapucu, N., & O'Byrne, L. (2014). Strategic planning for community-based small nonprofit organizations: Implementation, benefits, and challenges. *Journal of Applied Management and Entrepreneurship, 19*(1), 83–101.
- Weber, M., Backer, T. E., Orton, K., Barnes, G., Jenkins, W., & Crecy, C. (2015). Implementing strategic communications planning in a large federal agency. *The Innovation Journal, 20*(3), 1–14.

u08s1 - Learning Components

- Analyze the tasks involved in conducting a needs assessment.
- Identify the milestones for planning, implementation, and evaluation in a human services initiative.
- Identify common outcome assessment tools and practices in human services programs.

u08s2 - Riverbend City: External Resistance

When collaborating with other organizations, it may be necessary to overcome resistance to change and new ideas. The following multimedia presentation explores this issue.

- Click **Riverbend City: External Resistance** to complete the multimedia presentation.

Course Resources
Riverbend City: External Resistance

u08s2 - Learning Components

- Define the role of cultural competency in fostering collaboration among human services organizations.
- Discuss how governance practices influence collaboration among human services organizations.

u08s3 - Assignment Preparation

Your final assignment is due in the following unit (Unit 9). This assignment entails the development of a brief strategic plan. Re-read the assignment and its scoring guide, so you know exactly what is expected. Now would be a good time to begin work on a graphic timeline showing the steps needed to implement the plan. Continue making progress on the assignment, so you are ready to submit it on time in the next unit.

u08s3 - Learning Components

- Identify the milestones for planning, implementation, and evaluation in a human services initiative.
- Explore ways to present a timeline in a visual format.
- Apply master's-level skill in critical thinking, research, and writing.

u08d1 - Using a Logic Model as a Strategic Planning Tool

In your readings for this week, Watson and Hoefer (2014) provide a general overview of using logic models to define a problem and identify inputs, activities, outputs, and outcomes.

In your initial post, discuss how application of a logic model would be different for a small nonprofit organization, a large federal agency, or the development of a policy for a specific human service program. How would the leader for each of these organizations engage the participants in the process? Cite examples from the reading.

Response Guidelines

Read the posts of the other learners and respond to the initial posts of two. In each response, compare your perspectives about similarities or differences in a leader's methods for engaging participants with those presented by the learner.

Course Resources
Graduate Discussion Participation Scoring Guide
Developing Nonprofit and Human Service Leaders

u08d1 - Learning Components

- Match appropriate needs assessment methods to a specific human services situation.
- Identify the milestones for planning, implementation, and evaluation in a human services initiative.

u08d2 - Overcoming Resistance

In the article by Weber (2015), there is a statement about the importance of engaging those who will be impacted by change in the process of implementing change. The article further relates that initial efforts to foster change in the organization's strategic planning process were unsuccessful in part because of lack of engagement. Resistance to change and lack of trust are common experiences when an organization or community engages in change efforts.

In your initial post, discuss the principles for dealing with opposition or resistance in change efforts for the Riverbend City Strategic Planning Committee, as described in the media piece in the Studies for this unit. Is resistance a normal part of the process? Can it be used in the effort to promote change? How? Discuss the resistance presented by one of the members of the Riverbend City Strategic Planning Committee and critique the response or method of addressing the resistance that was used by the group leader.

Response Guidelines

Read the posts of the other learners and respond to the initial posts of two. Ask clarifying questions or provide another perspective about dealing with resistance in the Riverbend City Strategic Planning Committee.

Course Resources
Graduate Discussion Participation Scoring Guide
[Implementing strategic communications planning in a large federal agency.](#)
Riverbend City: External Resistance

u08d2 - Learning Components

- Examine the role of cultural competency in a leader's skill set.
- Identify leadership skills for overcoming resistance to change in an organization.

Unit 9 >> Marketing and Persuasion in Human Service Programs

Introduction

In this unit, you will consider the role of marketing and persuasion in building capacity, building teams, and implementing a strategic planning process. Some might think of marketing and persuasion as business or sales tools rather than practices that would be used in human service programs, but these practices have their place in human services too.

When we consider the application of marketing and persuasion in human service programs and practices, it is important to recognize that in order to provide excellent service to a particular community we must weigh factors such as location, cost, and kinds of products or services (Watson & Hoefer, 2014). To market effectively, one must identify the target audience and the specific goals the organization or project initiative intends to accomplish. The target audience will be different for fundraising or community building compared to the audience for building a personnel pool and volunteer staff. The organizational leader and the members of the team must have a shared mindset about the target audience and the best way to capture that audience (Aaker & Smith, 2010).

Once a target audience and the preferred methods of marketing have been determined, the planning group also must consider tools or methods of persuasion. Choice of message style will depend in large part on the audience being targeted. Will social media or traditional media be more effective? Will human interest or data analysis be more effective in reaching the intended audience? How will the timing of the approach and the accuracy in identifying and reaching the target audience affect the outcomes? Watson and Hoefer (2014) touch on these concepts.

In addition to the basic overview provided in the primary course reading, it is important to explore self-awareness and self-efficacy (McCann & Kowlaski, 2015). As you reflect on the reading and discussion for this week, consider where you might encounter resistance or objections to traditional marketing practices in relation to human service organizations and program delivery. Also, consider organizations or situations you believe have effectively used marketing and persuasion to achieve positive market recognition and community support.

References

Aaker, J., & Smith, A. (2010). *The dragonfly effect: Quick, effective and powerful ways to use social media to drive social change.* San Francisco, CA: Jossey-Bass.

McCann, K., & Kowlaski, C. L. (2015). An analysis of human and community service organization directors' self-efficacy levels associated with their financial management, advocacy, and marketing skills. *Journal of Nonprofit Education and Leadership, 5*(2), 89–100.

Watson, L. D., & Hoefer, R. A. (2014). *Developing nonprofit and human service leaders: Essential knowledge and skills.* Thousand Oaks, CA: Sage Publications.

Learning Activities

u09s1 - Studies

Readings

In your [Developing Nonprofit and Human Service Leaders](#) textbook*,* read the following:

- Chapter 12, "Marketing," pages 135–140.
- Chapter 13, "Persuasion," pages 141–152.

Use the Capella University Library to read the following:

- McCann, K., & Kowalski, C. L. (2015). [An analysis of human and community service organization directors' self-efficacy levels associated with their financial management, advocacy, and marketing skills](#). *The Journal of Nonprofit Education and Leadership, 5*(2), 89–100.

u09s1 - Learning Components

- Examine how marketing and persuasion skills can be of use when collaborating with other programs or agencies.
- Identify leadership skills for overcoming resistance to change in an organization.

u09a1 - Leadership Development: Strategic Planning for Collaborative Service Delivery

This assignment involves the development of a brief strategic plan for building a collaborative service delivery model for the organization you have selected for your project assignments. Your organization's senior leadership has designated you to be the task organizer to address the service delivery model, with a directive to build a team that will be able to address the issues and concerns. You will have to decide what kinds of organizations would need to become involved in the coalition. You might need to bring in legislators or policymakers, health care facilities, schools, private organizations, or philanthropic organizations that have an interest or funding investment in the identified population.

In your strategic plan, include:

- A description of the human services delivery focus for the strategic plan.
- A description of a method for conducting a market assessment of community needs. How will you develop a plan or use an existing tool to assess the community needs?
- A plan for building capacity for service delivery that involves engaging multiple organizations in the planning process. You will need to identify the organizations that will be included in the planning process, how the forms of governance for the organizations may impact their ability to engage in the planning process, and how they will be invited to participate.
- A timeline for implementing the plan. Draw a graphic timeline and include key points and dates for development and implementation.
- Tools and practices you will use to evaluate the plan for success.

Your plan must also include:

- Cultural competency practices necessary to interact effectively with diverse groups and populations.
- An assessment of the sustainability of the plan, based on governance structures and policy changes that may impact continued implementation.

Possible Situations

The following list includes examples of situations that might become an area of focus to consider for this assignment:

- The community has seen an increase in suicide among young people.
- The community has seen an increase in the need for affordable housing programs to assist the needs of an aging population. There has been a noticeable increase in older people who are in need of in-home or facility programs to assist with memory care services.
- The community has seen a lack of affordable local inpatient treatment facilities for mental health and addiction treatment.
- The community has seen a lack of adequate after-school programs for grade school and junior-high aged children.
- The community has seen an increase in drug use among young people.

Use the template provided in the assignment resources to complete the assignment.

Assignment Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Headings, resources, and citations should be formatted according to current APA style and formatting guidelines.
- **References**: Include at least 8 academic references. References must be from academic journals or textbooks.
- **Length of paper:** 8–10 pages.
- **Font and font size**: Times New Roman, 12 point.

Submit your assignment in the Assignment area as a Word attachment.

Course Resources
[APA Style and Format](#)
[Human Services Masters Research Guide](#)
[How Do I Find Peer-Reviewed Articles?](#)
Unit 9 Assignment Template

u09d1 - Effective Marketing and Persuasion

In all human service organizations and collaborative programs or projects, there is a need for marketing plans and persuasion practices. These practices are a foundation for gaining investment from key stakeholders.

In your initial post, identify a policy, project, or initiative from your experience or from course materials. Discuss how the facilitators or leaders and members of a collaborative team working on that community project or new policy initiative would use methods of marketing and persuasion as discussed in the text. Discuss one tool or method of persuasion that might be used for the policy or initiative you identify and why that tool or method might be effective.

Response Guidelines

Read the posts of the other learners and respond to the initial posts of two. In each response, ask clarifying questions or suggest another method of marketing and persuasion you feel might be effective for the learner's policy, project, or initiative.

u09d1 - Learning Components

- Examine how marketing and persuasion skills can be of use when collaborating with other programs or agencies.
- Identify leadership skills for overcoming resistance to change in an organization.

Unit 10 ≫ Advocacy in Nonprofit, For-Profit, and Government Human Service Organizations

Introduction

In the final unit, we will look at the role of advocacy in the three sectors of human service programs (nonprofit, for-profit, and government). Advocacy might be identified as a specifically targeted type of marketing. Most often, advocacy is used to shape or reshape political and policy practices, often for groups of individuals who are less able to actively engage in change efforts on their own behalf, such as the elderly, persons with disabilities or mental illness, children, or other marginalized groups.

As with any other social action or activity, advocacy involves a strategic planning process that starts with engaging key stakeholders, defining the issue, developing the plan, executing the advocacy efforts, evaluating effectiveness, and monitoring results (Watson & Hoefer, 2014). There are a number of different ways to go about engaging in advocacy efforts and building teams of advocates. Certainly, many professional organizations, such as the National Association of Social Workers, the National Alliance for the Mentally Ill, and organizations such as AMVETS or other veteran support groups have their own political action committees that often hire staff specifically to target policy efforts on behalf of a particular group. As you explore the final unit in this course, consider what activities or interests might foster a compelling reason to engage in advocacy efforts in the scope of a human service program or agency in your community.

Reference

Watson, L. D., & Hoefer, R. A. (2014). *Developing nonprofit and human service leaders: Essential knowledge and skills*. Thousand Oaks, CA: Sage Publications.

Learning Activities

u10s1 - Studies

Readings

In your *Developing Nonprofit and Human Service Leaders* textbook, read the following:

- Chapter 14, "Advocacy," pages 153–159.

Use the Capella University Library to read the following:

- Balcazar, H., Rosenthal, L. E., Brownstein, N. J., Rush, C. H., Matos, S., & Hernandez, L. (2011). Community health workers can be a public health force for change in the United States: Three actions for a new paradigm. *American Journal of Public Health, 101*(12), 2199–2203.
- Fox, H. L. (2015). The promise of organizational development in nonprofit human services organizations. *Organizational Development Journal, 31*(2), 72–80.

u10s1 - Learning Components

- Examine how leaders can use advocacy skills to become change agents.
- Examine how leadership skills and roles influence the development of community coalitions.

u10d1 - Engaged Advocacy Practice for Leaders

Review the six stages of advocacy practice as outlined in your *Developing Nonprofit and Human Service Leaders* textbook.

In your initial post, consider the application of these stages of advocacy practice in the role of the community health worker as a change agent, or in the role of the leader in the organization for which you developed a strategic plan in this course. In addition, discuss how you see the stages of advocacy practice being used in your agency or in an organization from your readings or in your community. Explain why you think advocacy practice is important in policy or change initiatives.

Response Guidelines

Read the posts of the other learners and respond to the initial post of one other learner whose post most interested you. Examine similarities or differences in your reflections about advocacy and those shared by the learner.

Course Resources

Graduate Discussion Participation Scoring Guide

Developing Nonprofit and Human Service Leaders

u10d1 - Learning Components

- Examine how leaders can use advocacy skills to become change agents.

u10d2 - Applying What You Have Learned

In your initial post, discuss three key points about leadership roles in building community coalitions that you took away from this course. What is one new leadership practice you can see yourself implementing within the next year? How would you begin to implement this practice? Identify a mentor from whom you might seek guidance or input. What is one specific thing you would want to learn from that person?

Response Guidelines

Read the posts of the other learners and respond to the initial post of one learner whose post most interested you. Discuss similarities or differences between key learning points and leadership practices identified by the other learner and you.

Course Resources
Graduate Discussion Participation Scoring Guide

u10d2 - Learning Components

- Examine how leaders can use advocacy skills to become change agents.
- Examine how leadership skills and roles influence the development of community coalitions.