**Social Sciences 3EL3**
**LEADERSHIP FOR SOCIAL INNOVATION**
**McMaster University**
**Fall 2022**
**Fridays – 11:30-1:20pm – ABB 166**

**Instructor: Dr. Mela Pothier**
**Faculty of Social Science**                              **Email:** pothier@mcmaster.ca
**Office hours: By Appointment**

**Course Description:**

This interactive course explores the various models of leadership, diversity, power and change with an opportunity for students to gain practical experience through community based experiences.

The intent of this course is to explore and enhance your leadership capabilities in an interdisciplinary model with a focus promoting social change and innovation. You will gain knowledge and develop skills in leadership for the twenty-first century, so that you can go on to be active leader in your profession, community and your world. This course promotes an interactive learning environment and incorporates facilitated discussion around the various models of leadership, diversity, power, and change with ample time for reflection. You will also have an opportunity to develop a more complex understanding of the operation of leadership, organizations and change through placements in the community.

**Course Objectives:**

Upon successful completion of this course you be able to:

- Describe critical and nuanced perspectives on models of leadership, social change and innovation
- Understand how power relations and institutions can limit and provide opportunities for social change
- Analyze different strategies for achieving change in the community and workplace
- Complete 24-hrs in a community fieldwork opportunity
- Apply leadership and innovation principles in your placement setting
- Critically reflect on your learning process within the context of experiential learning

**Required Texts:**
Readings for this course will include recommended articles, podcasts and videos, in addition to choosing ONE of these books for the term. Choose your own adventure:

**For a structured look at leadership models aimed at university students:**
*Komives, S.R., Lucas, N., and McMahon, T.R. 2013. Exploring Leadership: for college students who want to make a difference (Third Edition). Josey-Bass.*

**For a psychosocial approach to leadership based in vulnerability research:**
*Brown, Brene. (2018). Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. Random House.*

**For a radical approach to rebuilding complex, equitable systems and organizations:**
*Brown, Adrienne Maree. (2017). Emergent Strategy: Shaping Change, Changing Worlds. AK Press.*

**EVALUATION COMPONENTS**

| Assessment | Value | Due Date |
|---|---|---|
| Community-Based Placement Preference Rankings | 0* | Ruthanne Talbot exp.ed@mcmaster.ca |
| Health & Safety and Insurance Requirements | 0* | |
| Learning Portfolio<br>• Personal Learning Plan<br>• 3 Journal Entries<br>• Leadership Philosophy<br>• Overall Presentation | **65%**<br>15%<br>25%<br>20%<br>5% | **Sept 26**<br>#1 – **Sept 30**, #2 - **Oct 31**, #3 – **Nov 30**<br>Assessed **Dec 8**<br>Assessed **Dec 8** |
| Group Presentation | 15% | **Dec 2** |
| Participation | 15% | Throughout term |
| Response to guest speaker | 5% | One week after guest speaker/panel |
| **TOTAL** | **100%** | |

**ASSESSMENT DETAILS**

***Learning Portfolio***
As a record of the placement experience and a reflection on your learning process, you will work on a Learning Portfolio throughout the term. The Learning Portfolio will be worth 65% of your final mark – full rubric on Avenue. You will create your portfolio on PebblePad.  Components of your portfolio will include:

**Personal Learning Plan (10%)**
In this assignment you will reflect on the skills you hope to develop through the course and your placement. You will define and refine 5 goals for the term, which relate to leadership and develop an action plan for achieving those goals. **Due Sept 26**.

**Monthly Learning Reflections (25%)**
You will be required to submit 500 word journal entries using the Learning Portfolio on a monthly basis (three times in the term at the end of each month). You will assess the progress of your learning goals, reflect on your prior knowledge, make connections

between your goals and your experiences, and discuss other challenges and opportunities connected to your placement. These submissions are an opportunity for you to reflect on your learning goals and to draw linkages between the classroom material and your community fieldwork. You are also encouraged to collect **artefacts** that relate to your experience and specifically to the learning goals you have established (may include photographs, materials, or any other artefacts, so long as the privacy of all participants is respected and sources are cited as appropriate). Due at the end of each month (**Sept 30, Oct 31 and Nov 30**).

**Leadership Philosophy  (20%)**
The last component of your Learning Portfolio will be a summary of your Leadership Philosophy. It should be approximately 600-800 words and draw on your experiences in the classroom, connect to course readings, and your community-based placement. This will be completed at the end of the term. **Due Dec 8** with full portfolio.

**Overall Portfolio (5%) –** The overall presentation of the portfolio will be assessed for ease in reading and navigating, and general organization. **Assessed Dec 8** with full portfolio.

### _Group Presentation_
On the last day of class, students will present a summary of their placement experiences as a group. Creativity is strongly encouraged for this presentation. Students are encouraged to incorporate video, pictures, art, activities or simulations to demonstrate the knowledge they have gathered through the placement. The presentation should outline highlights, challenges and remaining questions you have after your placement experience.

### _Participation_
Class participation and engagement is an important component of this course. Therefore, it is expected that all students will be active participants. This means attending all classes, being actively involved in class activities and thoughtful discussion, and completing all assignments.

Attendance in class is a basic requirement of the course. Participation is worth 15% of your final mark. 10% of your participation will be assessed based on participation in in-class discussion, contributing questions for guest panels, and working in your small group discussions. 5% of your participation mark will come from a peer assessment completed by a random anonymous group member.

### _Response to guest speaker_
There will be guest speakers/panels on leadership and social change (dates below). In the discussion forum on Avenue, you will write a 200-300 word response to <u>one</u> of the panels or guests. Some writing prompts may include: Did you encounter any new ideas/concepts around leadership/social change/innovation? How did the speakers make you think differently about who leaders are, or what constitutes social change or innovation? Which speaker stood out the most to you and why? You may also ask questions to your classmates about the speakers, and/or respond to

questions posed by your peers. This will be marked as completed/incomplete and should be posted one week after the speaker/panel. You should also respond to <u>one of your peers' posts.</u>

**COMMUNITY FIELDWORK EXPERIENCE**:

 Each student will be required to undertake a minimum of 24 hours of volunteer work at one of a few settings that have been pre-arranged for you. Volunteer work will occur over the duration of the term (e.g. it is not to be completed in one day or in one week). These placements will be at various agencies throughout and this year will be virtual (e.g. no in-person interactions).

The **Community-Based Placement Preference Rankings** form will be distributed during the first class. Students are required to complete the form and submit it to Ruthanne Talbot in the Office of Experiential Learning, by email, by date listed above. Before you begin your community fieldwork experience, you must complete all required health and safety documentation. Details will be provided in class and/or by email.
***Please note***: *if you are required to undertake volunteer experience for another class or as a program requirement, you may not use the same location for this class.*

**F<u>u</u>rther Details on Evaluation Components:**
More explicit information (e.g. rubrics) on the assessments are available on Avenue to Learn page. Students are encouraged to post questions in the online Avenue forum, or in class, so that everyone can benefit from the answers.

**Written Assignments**: All of the assignments for this course are to be submitted using the Learning Portfolio (PebblePad) and Avenue Drop Box (Final Presentation). The format of each of the components will depend on how you design your presentation, but must meet the word requirements noted above. Students should use a consistent reference format.

**Submitting Assignments Electronically:** All assignments related to the Learning Portfolio are to be prepared on PebblePad. Other assignments (e.g. Group Presentation Slides) will be submitted through the Drop Box function in Avenue to Learn. Assignments will not be accepted by email.  Group assignments should list all members on the first page of the assignment.

**Late Submissions:**  All work is due on the date stated at the time indicated by the dropbox. A late penalty of 5 percentage points per day will apply after the due date (weekends included).

**Group Work:** For all group assignments, ALL students in the group must be contributing members of that assignment.  The expectation is that each student will be an active and respectful member of their group, and contribute to the assignment in a fair and equitable way.

**Course Schedule**

|  | Topic | **Read Before Class** | **Assignment Due** |
|---|---|---|---|
| **Week 1**<br>Sept 9 | Course Introduction<br>Learning Portfolio | Learning Portfolios (Examples from McPherson Institute) | Placement Rankings due to Ruthanne |
| **Week 2**<br>Sept 16 | Experiential Learning<br><br>Goal setting | Avenue:<br>• Eyler, J. (2009). The power of experiential education. *Liberal Education*, *95*(4), 24-31.<br><br>College of Nurses of Ontario (2019). SMART Goal Setting. Available here.<br><br>Personal Values Quiz. |  |
| **Week 3**<br>Sept 23 | What is leadership even?! | Meehan, D (2010). Structural Racism and Leadership. *Race, Poverty & the Environment* 17 (2), 41-43.<br><br>Alvesso, M. (2019). Waiting for Godot: Eight major problems in the odd field of leadership studies. *Leadership* 15 (1), 27-43. | *Personal Learning Plan due Sept 23 |
| **Week 4**<br>Sept 30 | Working in Communities and Hamilton neighbourhoods | Buist, S. (2019). *Code Red Ten Years Later*. Hamilton Spectator. Available here.<br><br>Office of Community Engagement. Relationships at the Heart of Community Engagement.<br><br>Community Tool Box. Learning How to Become a Community Leader. | *Journal #1 due Sept 30 |
| **Week 5**<br>Oct 7 | Power, Equity and Anti-Racism in Leadership and Social Innovation | Arizona State University. (2020). Pandemic Privilege Checklist.<br><br>How supporting local innovators can help drive racial equity (WEC, 2022) |  |

| | | [Social innovation alone can't solve racial inequity](#) (SSIR, 2019)<br><br>[Equity is critical in health care data collection](#) (The Spec, 2021) | |
|---|---|---|---|
| (Oct 16) | READING WEEK | | |
| **Week 6**<br>Oct 21 | Social Change and Innovation | [The History of Social Change](#) (2018).<br><br>Lewis, E. (2018). [What's the Difference Between An Activist and An Advocate](#)?<br><br>[What is Social Innovation? Infographic](#). | |
| **Week 7**<br>Oct 28 | Municipal politics | Bring an article about a local municipal news topic<br><br>[Who Is Running In This Year's Municipal Election](#) (CBC Hamilton, 2022)<br><br>[IELECT Hamilton](#) | *Journal #2 due Oct 31 |
| **Week 8**<br>Nov 4 | Guest: Cameron Kroetsch (Ward 2 Councillor Candidate) | Readings TBD by speaker | |
| **Week 9**<br>Nov 11 | Organizing for social change | Advocate for Youth. (2019). [Youth Activist Toolkit](#). | |
| **Week 10**<br>Nov 18 | Community-Engaged Leadership At McMaster (Guest: Celeste Licorish) | McMaster News. (2019). Finding new pathways. Available [here](#). | |
| **Week 11**<br>Nov 25 | *Virtual co-work session* | | *Journal #3 due Nov 30 |
| **Week 12**<br>Dec 2 | *Group Presentations* | | *Leadership Philosophy and final Portfolio due by Dec 8 |

**McMaster University Statement on Inclusivity and Academic Integrity:**

The University values integrity, inclusiveness and teamwork, and strives to support the personal and collective growth of the McMaster student community. These values are foundational to ensuring campus environments – both in-person and virtual –are conducive to personal wellbeing and academic success.

**Inclusivity and a Culture of Respect**

As a McMaster student, you have the right to experience and the responsibility to demonstrate respectful and dignified interactions within all of our living, learning and working communities. Expectations are described in Code of Student Rights & Responsibilities

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments.  The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

**Academic Integrity and Honesty**

As a McMaster student, you are expected to exhibit honesty and ethical behaviour in all aspects of the learning process.  The academic credentials that you earn are rooted in the principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage.  This behaviour can result in serious consequences, (e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript which reads: "Grade of F assigned for academic dishonesty") and/or suspension of expulsion from the university). It is your responsibility to understand what constitutes academic dishonesty.  For information on the various types of academic dishonesty please refer to the Academic Integrity Policy.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely

affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

## ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

## REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

## ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.