

# SOCWORK 741: Organizational & Social Change: Theories, Practices and Possibilities for Leadership

* **Thursday September 10, 2020 to December 3, 2020: 4:30pm – 7:30pm.**
* **Synchronous online**
* **Instructor: Tara La Rose**
* **Office: KTH- 326**
* **Office hours: By Appointment – via zoom**
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# Course Overview

## Course Description:

This course draws on justice-oriented (feminist, Indigenous, post-heroic etc.) approaches to analyzing and facilitating change in social services and communities. Considers possibilities and strategies for challenging and resisting oppressive structural arrangements, for using opportunities to promote the interests of service users and marginalized communities, for working toward equitable organizational practices, and for improving working environments. Course themes include justice-oriented governance; practices for building humane organizational cultures (including supervision practices, and practices that welcome diversity and difference); communications (internal and external, questions of influence and persuasion); collaborations across agencies; policy frameworks and processes (including relations with government).

## Course Objectives:

1. To provide students with an understanding of power relations effecting contemporary leaders including the role of funding and governance structures, accountability and evaluation models as factors shaping and limiting the meaning of “leadership” in social welfare contexts.
2. To provide students with an understanding of professionalization in shaping structures and practices of leadership including: organizational culture and narratives, human resource practices, diversity and inclusion goals and practice of direct and indirect supervision.
3. To help students critically analyze tensions within mainstream notions of leadership and the challenges social work leaders face as they attempt to navigate current organizational trends like: mandated partnerships and inter-agency collaboration, quality assurance metrics and evidence based treatment models.
4. To evaluate strategies of critical reflexivity and identity work focused on the use and exercise of power in leadership and in the development of personal/professional alliances.
5. To provide students with an understanding of required leadership skills including written and oral communication skills.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

The course will include a mixture of lecture, large and small group work, case study analysis, peer presentations and skill focused activities.

## Required Texts:

1. On-line readings provided through Avenue to Learn.
2. Hand-outs and case study materials provided via A2L.

# Course Requirements/Assignments

## Requirement/Assignment Details

1. **Contract Grading Leadership Engagement**
   * **Value: 45% of Final Grade**
   * Students will participate in a course based leadership activity. The activity includes 3 components:
     + **A) Grading Contract**
     + **B) Activity**
     + **C) Contract Grade Reflection Paper**
   * **Grades as they are understood for this activity**
     + A+: Exceeds Expectations
     + A-/A: Demonstrates an effective understanding and engagement with the expectations graduate level social work academic work in the context of tasks and activities selected
     + B-/B+: Some elements of understandings are reflected however these are inconsistently or inadequately reflected in the tasks and activities selected
     + C-/B-: The work does not reflect the minimum standard for graduate level engagement in the tasks and activities selected
     + **A+: Exceeds expectation: Students must go beyond the expectations expressed here to assign an A+ as their grade.**
   * **A) Grading Contract:**
     + **Due Date: Monday October 5, 2020 @ 4:00pm via Avenue to Learn.**
     + Drawing on the literature of contract grading, students will complete a grading contract that reflects what they will do to complete their course-based leadership activity and how you will access your own participation and commitment based on the criteria explored above.
       - The contract should be specific about what, how and when you will undertake these activities.
       - Scholarly materials should be used to explain how the activities achieves particular leadership related goals.
       - Selected activities should be related to the course objectives and the contract should make this connection explicit.
       - The grading contract constitutes part of the project assignment.
       - Feedback and clarification will be provided by the instructor in order to ensure the expectations developed by the student are clear. Students will attend an individual meeting with the instructor to review the grading contract prior to submission of the final contract.
       - Student must assign percentage of grades and numeric grade to all of the assignment activities in the reflection and final reflection. A total grade represented as a number/100 must be included in the final reflection.
   * **B) Contract Grading Experience:**
     + **Due date: Ongoing/Negotiated in the grading contract**
     + Student will complete their contract grading activity outside of classtime.
     + Student should seek to undertake the activity as contracted or seek to revise the contract and explain the change in the reflection.
   * **C) Contract Reflection:**
     + **Due Date: Friday November 27, 2020 @ 4:00pm via Avenue to Learn.**
     + Students will review their contract grade and assess their completion of the learning contract through a written paper. The contract should constitute part of the completed submission.
     + Students will undertake a process reflection on their actions, activities and choices as they relate to the grading contract explaining and supporting with scholarly source where, when and how they successfully completed all aspects of the grade contract.
     + Students should discuss why they met the expectations they set out for themselves in the contract and why and how this occurred. Students will revisit the grade they assigned for themselves, explaining whether or not the participant deserves to receive the grade they requested.
     + Student should draw on the literature and course materials in order to support the claims they make.
     + **A+ - Exceeds expectation: Students must go beyond the expectations expressed here to assign an A+ to the activity provided**
2. **Final Paper: Leadership Essay**
   * **Value: 35% of Final Grade (individual assignment, individual grade)**
   * **Due Date: December 11, 2020 @4pm Via Avenue to Learn.**
   * Using materials from the course and library research students are asked to write a paper that presents a definition of leadership relevant to the individual personal professional goals. Scholarly literature from the course and selected library research should be used to support the definition and its relationship to the students goals and objectives as a social worker.
     + The paper should include a minimum of 6 scholarly sources where at least 3 of the sources come from the assigned readings.
     + Students may use additional popular or supplemental sources beyond the 6 required.
     + Students should follow appropriate APA format for citation and 10% of the final grade will be assigned to the technical writing and style of the paper.
3. **Engagement Activities** 
   * **Value: 20% of Final Grade**
   * **Due Date: Ongoing throughout the course**
   * Students will be assigned activities related to the themes of the course to support learning and engagement in the course modules; marks will be assigned for the completion of tasks and the quality of engagement in these activities. Assignments may include: self evaluation quizzes, oral reflections, short group assignments, written activities, online presentations. Engagement activity details and instructions, as well as mark values for each module activity will be provided via Avenue to Learn. Assignments must be completed in the module assigned. Assignment completion may be required to access new course modules.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Assignments should be stapled together. Please do NOT use plastic report covers or binders.
* Paper format – please use the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12, Calibri size 11pt, Arial 11pt, Lucida Sans Unicode 10pt, and Georgia 11pt as allowed fonts.), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

## Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Submitting Assignments & Grading

Please see assignment details.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## 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.

## Course Modification Policy

The instructor **reserves the right to modify elements of the course during the term**. Students are responsible for accessing Avenue to Learn (A2L) regularly and checking the Announcement board in A2L. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Audio or video recording where appropriate will be completed by the instructor and posted to Avenue to Learn. Students are asked not to engage in individual/independent audio recording of the course meetings. Recordings shared via Avenue to Learn are intended for student course based use only. Students are asked not to share, post, broadcast, distribute and/or edit and reconfigure any of the course recordings or other digital materials provided in this course. Engaging in unauthorized use of the course materials or in the redistribution of the course recordings will be understood as a violation of the McMaster University ‘Student Code of Conduct’ and may also constitute violations of Intellectual Property Rights and Copyright protections.

## Attendance

Students are expected to attend all class zoom meetings. Many students find regular attendance in class positively effects their learning and engagement in the course and therefore leads to higher grade achievement. Non-attendance may result in a request to de-enroll in the course or make-up assignments. Please consult the Senate Policy on attendance for further information.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in 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 (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or 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](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

## 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](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## 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.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## 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.

## Recording of Online Meetings and Lectures

The Instructor will record and upload all materials related to the course. Students are asked not to record online lectures or meetings. The recordings provided to you are for student use only. Students are asked to refrain from sharing or distributing these recordings. Recording or distributing, uploading, sharing or broadcasting course materials will be considered a violation of the McMaster Student Code of Conduct and/copy right/intellectual property rights.

# Course Weekly Topics and Readings

## Module 1: Complete by 12 midnight on September 10th 2020.

**Pre-Course Module: No Readings Assigned**

Please review the course syllabus and assignment materials.

See Avenue 2 Learn for additional details, materials and instructions.

## Module 2: September 10, 2020

(complete all tasks by Wednesday September 16th @ 12 midnight)

### Topics:

* Introduction to the Course
* Contract Grading

### Readings:

* Bunn Hiller, T. (2001). Contract grading: Encouraging commitment to the learning process through voice in the evaluation process. *Journal of Management Education*, 25(6), 660-684.
* Brubaker, N. (2010). Negotiating authority by designing individualized grading contracts. *Studying Teacher Education*, 6(3), 257-267.
* Kaplan, D., & Renard, M.K. (2015). Negotiating your syllabus: Building a collaborative contract. *Journal of Management Education*, 39(3), 400-421.
* Miller, G. (2014). Grade inflation, gatekeeping and social work education: Ethics and perils. *Journal of Social Work Values and Ethics*.

See Avenue 2 Learn for additional details, materials and instructions.

## Module 3: September 17, 2020

(complete all tasks by Wednesday September 23th @ 12 midnight)

### Topics:

* Defining Leadership

### Readings:

* Sullivan, W. P. (2016). Leadership in social work: Where are we? *Journal of Social Work Education*, 52, 51. doi:http://dx.doi.org/10.1080/10437797.2016.1174644
* Holosko, M.J. (2009). Identifying core attributes. *Journal of Human Behavior in the Social Environment*, 19(4), 448-459.
* Peters, S.C. (2018). Defining social work leadership: A theoretical and conceptual review and analysis. *Journal of Social Work Practice* 32(1), 31-44.
* Coffey, D.S., & Beddoe, L. (2019). Leadership in times of change. In: Connolly M., Williams C., Coffey D. (Eds.) Strategic Leadership in Social Work Education. Springer, Cham. https://doi.org/10.1007/978-3-030-25052-2\_2

See Avenue 2 Learn for additional details, materials and instructions.

## Module 4: September 24, 2020

(complete all tasks by Wednesday September 30thth @ 12 midnight)

### Topics:

* Theories and Perspectives from a Critical Standpoint

### Readings:

* Kenny, C., & Fraser, T.N. (2012). Chapter 1: Liberating Leadership, Native Style. In *Living Indigenous Leadership: Native Narratives on Building Strong Communities*.
* Uslu, O. (2019). A general overview to leadership theories from a critical perspective. *Marketing and Management of Innovations*, (1). UDC: 316.46:159.9. http://doi.org/10.21272/mmi.2019.1-13
* Taneja, S., Pryor, M. G., & Toombs, L. A. (2011). Frederick W. Taylor's scientific management principles: Relevance and validity. *Journal of Applied Management and Entrepreneurship*, 16(3), 60.
* Baldwin, Mark. (2019). Anarchism and Social Work. In S.A. Webb (Ed.), *The Routledge Handbook of Critical Social Work*. London: Routledge Books.

See Avenue 2 Learn for additional details, materials and instructions.

## Module 5: October 1, 2020

(complete all tasks by Wednesday October 7th @ 12 midnight)

### Topics:

* Critical Theories and Diverse Perspectives I

### Readings:

* Holvino, E. (2010). Intersections: The simultaneity of race, gender and class in organization studies. *Gender, Work & Organization*, 17(3), 248-277.
* Ahmed, S. (2007). ‘You end up doing the document rather than doing the doing’: Diversity, race equality and the politics of documentation. *Ethnic and Racial Studies*, 30(4), 590-609. doi:10.1080/01419870701356015

See Avenue 2 Learn for additional details, materials and instructions.

## Module 6: October 8, 2020

(complete all tasks by Wednesday October 21stth @ 12 midnight)

### Topics:

* Critical Theories and Diverse Perspectives II

### Readings:

**Select Two (or more) of the following readings:**

* Mathebane, M. S., & Sekudu, J. (2018). A contrapuntal epistemology for social work: An Afrocentric perspective. *International Social Work*, 61(6), 1154-1168.
* Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. *Journal of Human Behavior in the Social Environment*, 27(1-2), 15-26.
* Ragab, I. A. (2016). The Islamic perspective on social work: A conceptual framework. *International Social Work*, 59(3), 325-342.
* Nikku, B. R. (2012). Global agenda on social work and social development: Voices from South Asian social work. *Social work around the world V: Building the global agenda for social work and social development*, 27.
* Beck, E., Charania, M., Abed-Rabo Al-Issa, F., & Wahab, S. (2017). Undoing Islamophobia: Awareness of orientalism in social work. *Journal of Progressive Human Services*, 28(2), 58-72.
* Caputo, R., Epstein, W., Stoesz, D., & Thyer, B. (2015). Postmodernism: A dead end in social work epistemology. *Journal of Social Work Education*, 51(4), 638-647.
* Dupré, M. (2012). Disability culture and cultural competency in social work. *Social Work Education*, 31(2), 168-183.

See Avenue 2 Learn for additional details, materials and instructions.

## READING WEEK October 12- 16, 2020.

* **NO CLASSES!**

## Module 7: October 22, 2020

(complete all tasks by Wednesday October 28th @ 12 midnight)

### Topics:

* Understanding Social Work Leadership – Learning from Social Work History

### Readings:

* Burnette, D. (2016). Evidence, expertise and ethics: The making of an influential in American social worker. *Research on Social Work Practice* 26(6), p.p. 609 – 621.
* Bent-Goodley, T. B. (2006). Oral histories of contemporary African American social work pioneers. *Journal of Teaching in Social Work*, 26(1-2), 181-199.
* **La Rose, T**. (2019). Rediscovering Social Work Leaders Through YouTube as Archive: The CASW Oral History Project 1983/84. *Journal of Technology in Human Services*, 37(2), 93-112. DOI: https://doi.org/10.1080/15228835.2019.1609385

See Avenue 2 Learn for additional details, materials and instructions.

## Module 8: October 29, 2020

(complete all tasks by Wednesday November 4th @ 12 midnight)

### Topics:

* Contemporary Understandings of Social Work Leadership History

### Readings:

* Sembou, E. (2011). Foucault’s Genealogy. 10th Annual Meeting of the International Social Theory Consortium that was held at University College Cork, Ireland on 16-17 June 2011
* Ngunjiri, F. W., Chang, H., & Hernandez, K. A. C. (2016). Using collaborative autoethnography to advance theory on women and leadership. *Theorizing Women & Leadership: New Insights & Contributions from Multiple Perspectives*, 103(3), 87-96.

See Avenue 2 Learn for additional details, materials and instructions.

## Module 9: November 5, 2020

(complete all tasks by Wednesday November 11th @ 12 midnight)

### Topics:

* Leadership from the Margins

### Readings:

* Rast, D.E., Hogg, M.A., & Randsley de Moura, G. (2018). Leadership and social transformation: The role of marginalized individuals and groups. *Journal of the Society for the Psychological Study of Social Issues*, 74(1), 8-19.
* King Keenan, E., Sandoval, S., & Limon, C. (2018). Realizing the potential for leadership in social work. *Journal of Social Work*, 19(4), 485-503.
* Shaikh, S.S. (2012). Anti-racist feminist activism in women’s social service organizations: A review of the literature. *Intersectionalities: Global Journal of Social Work Analysis, Research, Polity and Practice*, 1, 70-92.
* **PODCAST: This American Life: La Donna (Link is available on Avenue)**

See Avenue 2 Learn for additional details, materials and instructions.

## Module 10: November 12, 2020

(complete all tasks by Wednesday November 18th @ 12 midnight)

### Topics:

* Between the Ideal and the Real Deal

### Readings:

* Baines, D. (2004). Women's occupational health in social services: Stress, violence, and workload. *Canadian Woman Studies*, 23(3), 157-164.
* Knudsen, H.K., Ducharme, L.J., & Roman, P.M. (2009). Turnover intention and emotional exhaustion “at the top”: Adapting the job demands-resource model to leaders of addiction treatment organizations. *Journal of Occupational Health and Psychology*, 14(1), 84-95.
* Hyslop, I. (2018). Neoliberalism and social work identity. *European Journal of Social Work*, 21(1), 20-31.

See Avenue 2 Learn for additional details, materials and instructions.

## Module 11: November 19, 2020

(complete all tasks by Wednesday November 25th @ 12 midnight)

### Topics:

* Identity and the Making of Social Work Leadership

### Readings:

* Patterson, F. (2014). Transition and metaphor: Crossing a bridge from direct practice to first line management in social services. *British Journal of Social Work*, 44, 1-17.
* Sims, D. (2003) Between the millstones: A narrative account of the vulnerability of middle managers’ storying. *Human Relations*, 56(10),1195-1211.

See Avenue 2 Learn for additional details, materials and instructions.

## Module 12: November 26, 2020

(complete all tasks by Wednesday December 2nd @ 12 midnight)

### Topics:

Where are we? Community Based Leadership

### Readings:

* Collinge, C., & Gibney, J. (2009). Connecting place, policy and leadership. Policy Studies, 31(4), 379-391.
* Budge, K. (2006). Rural leaders, rural places: Problem, privilege, and possibility. Journal of Research in Rural Education, 21(13), 1-10.
* Martishainen, M. (2016). The role of community leaders in the development of grassroots innovation. Transitions, 22, 78-89.

See Avenue 2 Learn for additional details, materials and instructions.

## Module 13: December 3, 2020

(complete all tasks by Wednesday December 9th @ 12 midnight)

### Topics:

* Wrap up and reflection

### Readings:

* **No Assigned Readings**

See Avenue 2 Learn for additional details, materials and instructions.

## Additional Resources

Additional resources will be uploaded/linked to Avenue to Learn. Supplemental materials may include journal articles, book chapters, materials from popular media, Internet-based sources, video and audio clips and pod-casts.