

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

* **Monday September 12, 2022 to Monday December 5, 2022: 4:30pm – 7:20pm.**
* **Instructor: Rochelle Maurice**
* **Office hours:** **By Appointment – in-person and virtual options available**
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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.

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

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Presentation: Reflections on Leadership – Due in class, Monday September 19, 2022
2. Contract Grading Leadership Engagement
	1. Grading Contract – Thursday October 6, 2022 @ 11:59pm
	2. Contract Grading Experience – Ongoing/Negotiated in the grading contract
	3. Contract Grade Reflection Paper – Monday, November 28, 2022 @ 11:59pm
3. Class Facilitation – Various assigned dates
4. Leadership Essay – Due Monday December 12, 2022 @ 11:59pm

## Requirement/Assignment Details

1. **Participation**
	* **Value: 10% of Final Grade**
	* Students’ attendance and participation are essential for this course. Students are expected to come to class on time, complete the required readings, and take an active part in the discussion.
2. **Reflections on Leadership Presentation**
	* **Value: 5% of Final Grade**
	* **Due Date: Monday September 19, 2022 – In Class**
	* Drawing on insights from past and current experiences, as well as thoughts more broadly about leadership, students are asked to do a 10 to 15-minute presentation about leadership in social services and community work. The presentation should focus on how you conceptualize leadership, what informs this conceptualization, how your understanding of leadership is relevant to your personal professional goals as a social worker, and how you think a critical perspective may support these goals. This presentation is intended to situate yourself and contextualize your current understanding of leadership.
	* Literature and course materials are not required for your presentation.
3. **Contract Grading Leadership Engagement**
	* **Value: 40% 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 expectation ns 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: Thursday October 6, 2022 @ 11.59pm 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 class time.
		+ 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: Monday, November 28, 2022 @ 11:59pm 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**
4. **In Class Discussions: Leading Discussions to Lead Change**
	* **Value: 15% of Final Grade (individual assignment, individual grade)**
	* **Due Date: Various Assigned Dates from October 3rd to November 28th – 8 weeks.**
	* Using assigned readings for your respective weeks, students are asked to lead a discussion of 2 of the readings, with a focus on the definition of leadership and how the article addresses or falls short in addressing critical leadership for systemic change. The course readings 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 presentation and discussion should include 2 scholarly sources from the assigned readings.
		+ Students may use additional popular or supplemental sources beyond the 2 required sources.
		+ Students should follow appropriate APA format for citation and 10% of the final grade will be assigned to the style of the presentation and facilitated discussion.
5. **Final Paper: Leadership Essay**
	* **Value: 30% of Final Grade (individual assignment, individual grade)**
	* **Due Date: December 12, 2022 @ 11:59pm 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.

# 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 must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), 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 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 the assignment details section.

## 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.

## 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.

# 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.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Attendance

Students are expected to attend all classes in person. 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

## 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.

## 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.

# Course Weekly Topics and Readings

## Week 1: September 12, 2022

### Topics:

* Introduction to the Course
	+ Please review the course syllabus and assignment materials
* 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, 11*(1), 12-22.

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

## Week 2: September 19, 2022

### Topic:

* Defining Leadership

### Readings:

* Sullivan, W. P. (2016). Leadership in social work: Where are we? *Journal of Social Work Education, 52*(S1), S51-S61. 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 M. Connolly, C. Williams, & D. Coffey (Eds.) *Strategic Leadership in Social Work Education* (pp 13-24). Springer, Cham. DOI: <https://doi.org/10.1007/978-3-030-25052-2_2>

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

## Week 3: September 26, 2022

### Topic:

* Theories and Perspectives from a Critical Standpoint

### Readings:

* Kenny, C. (2012). Liberating Leadership Theory. In C. Kenny & T. Ngaroimata Fraser (Eds.), *Living Indigenous Leadership: Native Narratives on Building Strong Communities* (pp. 1-16). UBC Press.
* Uslu, O. (2019). A general overview to leadership theories from a critical perspective. *Marketing and Management of Innovations*, 1, 161-172. DOI: http://doi.org/10.21272/mmi.2019.
* 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* (pp. 82-92). London: Routledge Books.

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

## Week 4: October 3, 2022

### Topic:

* 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.

## Week 5: READING WEEK October 10- 14, 2022.

* **NO CLASSES!**

## Week 6: October 17, 2022

### Topic:

* 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. & Pulla, V. (2014). Global agenda for Social Work and Social Development: Voices of the social work educators from Asia. *International Social Work, 57*(4), 373-385.
* 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.

## Week 7: October 24, 2022

### Topic:

* 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), 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.

## Week 8: October 31, 2022

### Topic:

* 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.
* Walmsley, C., Bernard, W.T. & Este, D. (2021) Social Work Pioneers. In D.V. Mullings, J. Clarke, W.T. Bernard, D. Este & S. Giwa (Eds.) *Africentric Social* *Work* (pp. 45-71). Fernwood Publishing.

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

## Week 9: November 7, 2022

### Topic:

* 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.

## Week 10: November 14, 2022

### Topic:

* 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.

## Week 11: November 21, 2022

### Topic:

* 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.
* Bernard, W.T., Sangster, S. & Hay, A. (2020). Concrete Ceilings: African Canadian Women and the Pursuit of Leadership in the Public Sector. *Intersectionalities: A Global Journal of Social Work Analysis*, *Research, Policy and Practice, 8*(1), 98-116.

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

## Week 12: November 28, 2022

### Topic:

* 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.
* Bernard, W.T. (2020). When Two Pandemics Collide: Racism, Covid-19 And the Association of Black Social Workers Emergency Response. *Canadian Social Work Review / Revue Canadienne de service social, 37*(2), 175–183. DOI: https://doi.org/10.7202/1075119ar

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

## Week 13: December 5, 2022

### Topic:

* 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 podcasts.