

# SW742: Organizational and Social Change: Theories, Practices and Possibilities for Leadership

* **Synchronous Via Zoom**
* **May 3 to June 17, 2021,** **Mondays and Thursdays from 430pm to 730pm.**
	+ **Please note there is no class on Monday May 24 – Victoria Day Holiday**
* **Instructor: Tara La Rose**
* **Office: KTH- 326**
* **Office hours: by appointment – by Zoom due to COVID-19 Pandemic Protocol**
* **Email: larost1@mcmaster.ca Phone: 905-525-9140 ext. 23785**

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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. Students will consider 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, collaborations across agencies and sectors, and policy frameworks and processes (including relations with government).

## Course Objectives:

1. To provide students with an understanding of organizational development and culture building.
2. To provide students with an understanding of stages of change in organizations.
3. To help students critically analyze leadership models.
4. To evaluate strategies of risk taking and ethics in practice.
5. To provide students with an understanding of measuring, evaluating and narrating leadership and organizational practice differently.

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

This course will be delivered in an online synchronous delivery model. Students will meet using Zoom from twice weekly for 3 hours. Online materials will be presented through video-lectures, case study analyses and discussion, guest speaker presentation, and student group presentation as well as through a course-based research project.

## Required Texts:

Online journal articles and book chapters listed in the weekly course schedule.

**Where available, links to the material will be provided on Avenue. Most materials are available through the McMaster University Library system. Additional suggested readings are presented on Avenue.**

The course also uses chapters from a book with creative commons copyright – chapter PDFs are uploaded to avenue. To purchase the Book please contact the publisher as outlined below:

* Barrington Bush, L. (2013). Anarchists in the Boardroom: How social media and social movements can help your organisation to be more like people. Halifax, Brunswick Books.
	+ <https://morelikepeople.org/the-book/>

# Course Requirements/Assignments

1. **Assignment 1: Group Presentation 3 students per group (4 Groups)**
	* **20% of Final Grade**
	* **Due Dates: TBD 4-5 presentation dates during the course**
	* **Presentation timing: 60 minutes**
	* In small groups, students will present a case-study reflecting a contemporary leadership topic relevant to social work leadership as considered within the course.
	* Examples topics include: agency collaboration; sectoral collaboration; innovation and leadership; policy advocacy and leadership; cause leadership/championing… or other topics to be determined and discussed with the instructor.
	* Please let me know group membership by May 17, 2021 via Email. A group assignment folder will be created for each group to allow for submission of any materials such as the case study.
	* The presentation will include:
		+ Written case study submitted to Tara La Rose 1 class prior to presentation
			1. Case study will be shared will student via Avenue prior to class
		+ Presentation of the case study (15 minutes)
		+ Break out group work + facilitation (15 minutes)
		+ Large group discussion + facilitation (15 minutes)
		+ Use of course literature to reframe case-study (15 minutes)
			1. Detail of activities and expectations will be provided via Avenue.
2. **Assignment 2: Class Reflections and Feedback**
	* **30% of Final Grade**
	* **350 - 500 words per reflection (1-2 pages apa format)**
	* **Submit via A2L**
	* Students will provide a reflection and feedback on **4 (four)** in class presentations provided by guest speakers or peers. Please do not reflect on presentations undertaken by the Professor. Reflections must take place on 4 unique class dates which cannot include the date of your own presentation, or the dates of the final assignment presentations.
	* Students are asked to reflect on strengths, weakness, possibilities and challenges, and analyze student learning related to the in-class presentations and activities.
	* Details and expectations will be discussed in class and provided via A2L.
	* Students may submit reflections on 3 different dates during the course: May 17, 2021; June 3, 2021 and Last Class – feedback will be provided approximately 2 weeks after submission. Students may elect not to submit on multiple dates - but reflections not submitted by the last class of the term will receive a grade of “0” (zero).
3. **Assignment 3: A) Digital Story or B) Integration Essay**
	* **Complete A *or* B**
	* **50% of Grade (10% outline/storyboard (Friday May 21st, 2021), 40% final paper/digital story June 25th, 2021)**
	* **Overview of A/B:**
		+ **Students are asked to present an integrated representation of learning through either a paper or a digital story**
		+ **Students are to emphasize the following elements in their assignment regardless of the medium:**
			1. **Your definition of leadership** based on your experience within the field placement, your own life and work experience (beyond the placement but not necessarily paid employment) and the academic literature considered over the past year in the program (use 2-3 sources assigned in this course, 2-3 sources assigned in other courses and as many other sources as you choose)
			2. **Advice** to future students entering the program after you leave – for p.t. students if you have not yet completed a placement or project consider exploring how this might address your hopes.
			3. New **hopes and aspirations** resulting from your learning in the course/program
	* **Option A:**
		+ **Create a digital story 5 minutes in length: (length is firm)**
			1. 10% storyboard outlining their digital story plan – DUE DATE Friday May 21st, 2021 @4pm.
				- Additional details and information will be presented in class and available on Avenue
			2. 40% digital story Due Date: June 25th **@ 4pm.**
			3. Students are asked to present their DS or essay in brief presentation and Q & A session (about 15 mins)
		+ The digital story should be saved as an MP4 file and submitted via A2L.
		+ Digital stories should not exceed **5 minutes** in length.
		+ \*\*If any person other than a student appears in the digital story, you are required to use a McMaster Photo Consent/Release to indicate their willingness to participant and their awareness of the purpose and use of the video/photo/images. Release forms will be available on Avenue to Learn. Please do not use service users of clients’ images in the digital story.
		+ **There are many online materials to support your creation of a digital story. The following resources are available for you on Avenue**
			1. La Rose, Detlor and Mule. (2017). Social Work Digital Storytelling Manual.
			2. Harris, J. and Barnes, B.K. (2006). Leadership storytelling. Industrial and Commercial Training 38(7), pg. 530 – 538. ACCESS VIA THE INTERNET:
				- <https://www.researchgate.net/profile/B_Barnes/publication/235297975_Leadership_storytelling/links/560203a308ae42bbd541f5e2/Leadership-storytelling.pdf>
			3. Other resources will be shared throughout the course.
	* **Option B:**
		+ 10% paper outline including references to be used - DUE DATE: Thursday May 27th, 2021.
			1. Additional details and information will be presented in class and available on Avenue
		+ 40% digital story - due date: June 25th **@ 4pm. (final version)**
		+ In class brief presentation and Q & A (about 15 mins) – present a draft for feedback June 17, 20.
		+ Write an essay presenting your definition of leadership based on your experience and the academic literature considered over the past year in the program (3-4 sources). Reflect on your hopes and expectations entering the program and assess whether and how (or how not) these hopes and expectations were met (or challenged) – if you have not yet completed a placement or project - consider exploring how this might address your hopes. Explore possibilities for improvement based on the personal, systemic and organization elements and consider what types of leadership might support these changes. Consider new hopes and aspirations resulting from your learning in the course.
		+ Students will be asked to complete a paper proposal outline the focus of their story and selected source materials.
		+ The paper should not exceed 8-10 pages (2400-3500 words). Please use APA format.
	* **Submission Instructions:**
		+ **Option A:**
			1. Digital stories must be submitted to Avenue.
			2. Please include your first name in the file name used to save the digital story
			3. Please do not submit these files via **GoogleDrive or other remote digital means please submit your assignment via upload to A2L.**
		+ **Option B:**
			1. Essays submitted via **Avenue to Learn/TurnItIn**.

# 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 New 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 spare copy of your assignments.
* The final assignment in the course will be submitted via A2L/TurnItIn.

## Avenue to Learn or Courses with an On-line Element (choose title)

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

Most assignments will be submitted to the instructor via email and marks and feedback will be returned to students via email. **Students’ @mcmaster.ca email must be used.**

## 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. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. 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.

# 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, students and faculty have found 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 in the classroom without permission of the instructor is strictly prohibited.

## Attendance

Students are strongly encouraged to attend all class. Students are responsible for participation in the online discussion assignment even if they did not attend class.

## 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

## Class 1: Monday May 3, 2021

### Introduction to the Course

Required Readings/Materials:

* Course Outline/Course Overview
* Group work coordination

## Class 2: Thursday May 6, 2021

### Moral Licensing and Leadership

**Guest Speaker:** Dr. Patrina Duhaney Morris, University of Calgary

Required Readings/Materials:

* Blanken, van de Ven, & Zeelenberg (2015). A Meta-Analytic Review of Moral Licensing. <https://doi.org/10.1177/0146167215572134>
* Duhaney, P. (2010). Why is our educational system still guilty of whiteness? *Social Work Review*, <https://www.jstor.org/stable/41669924>

**Listen:** Malcolm Gladstone – Revisionist History Episode 1: The Lady Vanishes: ([link to podcast](http://revisionisthistory.com/episodes/01-the-lady-vanishes))

**Watch:** Moral Licensing and Social Work Mini Lecture via A2L

## Class 3: Monday May 10, 2021.

### Leadership and Alternative Framings of Organizational Structures

**Guest Speakers:** Liv and Gretchen, University of Northern British Columbia

Required Readings/Materials

* Barrington Bush:
	+ **Chapter 6** (pg. 145-172): The Kind of Ownership that Can’t be Bought and Sold
	+ **Chapter 7** (pg. 173-186): It is Up to Us: From Individual Change to Culture Change
* **Select 1-2 chapters of your choice from:**
	+ Kaser, L. and Halpert, J. (2009). Leadership mindsets. Innovation and learning in the transformation of schools. Routledge. (available on A2L)

## Class 4: Thursday May 13, 2021.

### Indigenous Perspectives on Leadership in Organizations and Communities

**Guest Speakers:** Randy Jackson and Doris Pelltier - CAAN/GIPA Homefire

Required Readings/Materials

* Monchalin et al (2016). When you follow your heart. <https://doi.org/10.3138/ijih.v11i1.29062>
* Ngunjiri (2016). I Am Because We Are <https://doi.org/10.1177/1523422316641416>
* Oliver et al (2015). Women are supposed to be the leaders. <https://doi.org/10.1080/13691058.2015.1009170>

## Class 5: Monday May 17, 2021.

### Digital Storytelling

**Guest Speakers:** Trish Van Katwyk and Bonnie Freeman – 2Row Wampum Project

Required Readings/Materials

* La Rose, Detlor & Mule (2018). The Social Work Digital Storytelling Manual.
* La Rose, T., & Detlor, B. (2021). Social Work Digital Storytelling Project: Digital Literacy, Digital Storytelling, and the Makerspace. <https://doi.org/10.1177/1049731521992427>
* <https://journals-sagepub-com.libaccess.lib.mcmaster.ca/doi/pdf/10.1177/1049731521992427>
* La Rose (2017). Reflection as Resistance: YouTube, Digital Stories & Reflexivity. Donna Baines (eds.). Doing Anti-Oppressive Practice (3rd ed.). Halifax: Fernwood. <https://www.academia.edu/38441722/La_Rose_Reflection_as_Resistance_Baines_ed_pg321_copy_pdf>

## Class 6: Thursday May 20, 2021.

### Self Leadership

**Guest Speaker:** Sonia Yung

Required Readings/Materials

* La Rose, T. (2016). AFSCME’s *‘Social Worker Overload’*: Digital Media Stories, Union Advocacy and Neo-liberalism. Special Issue: Underpaid, Unpaid, Unseen, Unheard and Unhappy? Care Work in the Context of Constraint. *Journal of Industrial Relations, 58*(4), pg. 527-542.
* La Rose, T. (2009). One small revolution: Unionization, Community Practice, and Workload in Child Welfare. *Journal of Community Practice,* *17*(1), pg. 223-246.
* Anderson (2017). Self-leadership in social work. <https://doi.org/10.1080/13691457.2016.1164807>
* Smolović, Smolović, Winchester, & Grint, (2016). Putting the discourse to work. <https://doi.org/10.1177/1350507616631926>

## Monday May 24, 2021 – Victoria Day Holiday

**NO CLASS**

## Class 7: Thursday May 27, 2021.

### Meta Ethics

Required Readings/Materials

* Spivak (2004). Righting Wrongs.
* Weinberg (2010). The Social Construction of Social Work Ethics. <https://doi.org/10.1080/10428231003781774>
* Busby (2016). Why Risk is Recursive

## Class 8: Monday May 31, 2021.

### Governance

**Guest Speaker:** Tracy Gibb - Governance

Required Readings/Materials

* Taylor, B., & Campbell, B. (2011). Quality, risk and governance: social workers' perspectives. *International Journal of Leadership in Public Service,* 7(4).
* Ybera & Horves (2017). Resistance through Compliance <https://journals-sagepub-com.libaccess.lib.mcmaster.ca/doi/pdf/10.1177/0170840617709305>
* Barrington Bush, (2013). Anarchists in the Boardroom:
	+ Chapter 8 (187- 199): Complexity Doesn’t Strategize: Learning to Embrace Unforeseen Circumstances.

## Class 9: Thursday June 3, 2021.

### Identity, Authenticity and Leadership

Required Readings/Materials

* Sheridan, McKenzie, & Still (2011). Complex and Contradictory: The doing of gender on regional development boards. <https://doi.org/10.1111/j.1468-0432.2010.00530.x>
* Jourain (2014). Trans\*Forming Authentic Leadership
* Isik. (2017). Organizational Trauma.

## Class 10: Monday June 7, 2021.

### Student Presentations: x 2 groups

**Peer Readings:**

* **To Be Assigned**

## Class 11: Thursday June 10, 2021.

### Student Presentations: x 2 groups

**Peer Readings**

* **To Be Assigned**

***Collaborative Leadership***

## Class 12: Monday June 14, 2021.

**Student Presentation (if required due to class cancellation or illness)**

### Building a Workplace

Required Readings/Materials

* Willem (2015). Building shared mental models of organizational effectiveness.
* Hoanaker (2003). True Colours: New Implications for Convergent Validity Research.

**Listen:**

* Podcast[s]
* CBC Ideas: Debunking the Science of Personality Types.
* CBC the Current: Myers Briggs and the Making of Personality Types.

## Class 13: Thursday June 17, 2021.

### Digital Storytelling Assignment Presentations

Presentations via Zoom

Required Readings/Materials

* Harris & Barners (2006). Leadership Storytelling.
* La Rose, Detlor & Mule (2018). The Social Work Digital Storytelling Manual
* La Rose & Detlor (2020). The Social Work Digital Storytelling Project: Digital Literacy, Digital Storytelling and the Makerspace.

## Additional Resources

Supplemental materials will be posted on Avenue.