

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

YEAR/TERM	Fall, 2017 – 18, Term 1
COURSE TITLE	SOWK 524A (001) - Social Services Management and Leadership: Recognizing, Respecting, and Responding to Diversity
COURSE SCHEDULE	Wednesdays, 9 am – 12 pm
COURSE LOCATION	Room 223, Jack Bell Building, 2080 West Mall

Instructor:	Office Location:	Office Phone:	E-mail Address:
Elizabeth Jones, MSW, RSW	Jack Bell Building, Room 233	604-822-6220 604-738-0506 (H office)	Elizabeth.Jones@ubc.ca
Office Hours:	Wednesdays and Thursdays, 12 – 1, and by appointment		

COURSE DESCRIPTION:

Leadership and management skills, knowledge, values and practices shape organizations, programs, services, and outcomes for clients and communities. This course will provide students with knowledge and practical skills to assume leadership and management positions in public and nonprofit organizations. Students will learn how to shape and lead effective, humane, ethical, and responsive teams and organizations that value diversity, build capacity of staff and clients, and contribute to social justice. Students will review and critically analyze theories and research regarding leadership, management, systems, organizations, administration and supervision, and will integrate this knowledge with their practice realities.

LEARNING OUTCOMES:

By the end of the course, the students will:

- Demonstrate their own style of leadership and management;
- Analyze the continually changing context of human services and its implications for leadership and management;
- Describe and critique selected theories, research, and practice approaches relevant to social justice in leadership and management in human service organizations;
- Assess how managers and supervisors can promote responsiveness to differences through organizational change and individual practice;

- Specify how social work values and ethical responsibilities may guide practice in management, leadership, and supervision;
- See themselves as organizational change agents.

COURSE STRUCTURE:

The course consists of 10 modules related to areas of interest within the fields of leadership and management. Students will be expected to research the subject for the day, and to engage with colleagues and instructor through dialogue, discussion and debate during class and through journals. There will be lectures and guest speakers to augment the class work; as well, students will be invited to participate in a leadership challenge presented by a community leader.

REQUIRED COURSE TEXTS:

There are no required textbooks for this course. The instructor will discuss readings with the class on the first day.

COURSE POLICIES:

“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” (UBC Calendar)

Attendance is expected in Social Work courses. Unnecessary absences are a disservice to yourself, as much of the material covered in classes is not readily available elsewhere; to the profession, whose image is enhanced or diminished by the behavior and performance of its members; and to your future clients, who trust that you were conscientious in your studies in order to maximize your understanding of a professional response to their presenting human needs.

Students will attend all class sessions and actively participate by being prepared and engaging in the class material. Failure to attend classes or seminars may constitute a ground for the instructor to refuse to evaluate and grade final papers or other marked course assignment submissions. In this manner, the right to submit work for evaluation is conditional upon regular class attendance and participation in class discussions and/or exercises. An instructor has the authority to refuse to evaluate all or part of a student’s work where attendance has not been regular. Regular is defined as having no more than two absences from class.

If a student must be absent for whatever reason, it is expected that they contact the instructor and inform her of the absence before class if possible, or as soon as possible thereafter. This communication is the level of professional behavior expected of social workers in the workplace.

Marks are assigned using rubrics and UBC Grading Criteria.

Grades will be reduced by 1 numeric point for each day late without valid reason and medical certificate.

Requests for extensions due to factors beyond the control of the student must be made in writing.

Cell phones are not to be used in the classroom for any reason. Computers can be used for notes with permission of the instructor.

ACCOMMODATIONS:

The University accommodates students with disabilities who have registered with the Access and Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the due date.

ACADEMIC DISHONESTY:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

RETAIN STUDENT ASSIGNMENTS:

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

SUBMITTING ASSIGNMENTS:

Students are expected to post and/or complete their assignments as indicated by the class instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS:

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor marks it on-line (with track changes) and returns to the student on-line; c) the instructor returns the paper to the student by regular mail (the student provides a self-addressed, stamped envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor and shredded/deleted after 6 months if not claimed.

CLASS SCHEDULE:

September 13, 2017	Introduction to course & you as Leader	October 18, 2017	Human Resources Management
September 20, 2017	Leadership Supervision & Teams	October 25, 2017	Social Entrepreneurship
September 27, 2017	Systems Thinking & Complexity Theory	November 1, 2017	Governance and Boards
October 4, 2017	New Processes for Whole System Change (Appreciative Inquiry, The World Café, Open Space, Generative Dialogue)	November 8, 2017	Strategic Planning
October 11, 2017	Social Services Management	November 15, 2017	Different Ways of Leading & Managing
		November 22, 2017	The Leadership Challenge
		November 29, 2017	“Real teams”

CLASS ASSIGNMENTS AND EXPECTATIONS:

Several methods will be used to determine progress in the class and the achievement of learning outcomes.

1. Weekly Learning Activities: Leadership & Management Journal

Weight: Total 30% of final grade;

Due Dates:

Introduction the week of September 5, 2017 by Friday midnight of that week.

Weekly September 13, 20, 27, October 4, 11, 18, 25, and November 1, 8, 15 by Friday midnight of those weeks.

Final integrative summary due December 1, 2017 by midnight.

For 10 weeks, you will be expected to research the subject of the day according to your own interests. (September 13, 20, 27, October 4, 11, 18, 25, and November 1, 8, 15.) You can use a range of sources, including scholarly and popular articles, books, newspapers, current events, movies, plays, workshops, conferences, TED Talks, podcasts, meetings attended, experiences at work and practicum, readings/learning in other courses. Very occasionally, the instructor will direct your activities for the subject of the day.

You will report on one of the artifacts (articles/books/activities you've read/observed), at the beginning of every class, in small groups.

Then you will summarize each source weekly in your Leadership & Management Journal, on Connect. You can bring in experiences from this classroom and/or other courses in your postings if there are connections you are making in your learning about leadership and management. Your instructor will respond weekly.

Specifically you will,

- a. List the citation/source for the week at the top of each entry.
- b. Critically analyze the artifact and indicate its impact on your learning about Leadership/Management.
- c. Each entry will be a maximum 500 words – (12 font Times New Roman, 1 page single spaced or 2 pages double spaced.)

For scholarly articles, please use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at www.library.ubc.ca.

See course outline for a sample list of articles, as well as pertinent journals, books, movies, etc. Vary your entries (i.e., not all scholarly articles or books, and not all movies) and choose seminal, classic, theoretical, practice oriented entries, as well as contemporary sources and grey literature.

Please Note: Start the Journal with an introduction (500 words) of your intentions and hopes for the course, and your area of focus if you have one (e.g., child welfare, health care, community work, etc.). Write this during **the week of September 5, 2017**. Complete the Journals by concluding with a final 500 word summary analyzing the key connections you have made among your artifacts, your overall learning, and how these will impact your practice. **This summary is due December 1, 2017.**

Criteria for grading:

- A clear and coherent introduction to the document outlining your intentions in the source summaries.
- A range of scholarly and popular sources.
- Description of learning source and critical analysis clear, succinct and well written.
- A clear and coherent final integration and application to practice.
- No typing or syntax errors.
- Citations use APA, 6th edition

2. Paper on Leadership and/or Management**Weight:** 30% of final grade**Due Date:** Negotiated individually with instructor during the term; final date December 8, 2017.

Choose a topic covered in the course you want to explore in depth. Examples of appropriate topics include: specific leadership or management skills or activities (e.g., leading teams, coaching, team building, performance management); specific leadership or management theories or models; race/gender/cultural issues regarding leadership or management; ethical issues/dilemmas; managing organizational change. Then complete the following steps:

- Investigate this topic by reviewing and writing a short literature review about it (5 – 10 citations)
- Contact a leader in the social work/social service field to discuss the topic you have chosen to verify/challenge/go deeper into the topic. Develop a list of questions that you want to explore with the individual ahead of time. Complete at least a one-hour interview with this person. (If you are new to the province, or do not have access to individuals, the instructor will help you.)
- Write the paper in the following format: (a) literature review of the topic (4 – 6 pages); (b) a synthesis and analysis of the interview you have conducted and how that challenges/informs/confirms the literature (4 – 6 pages); (c) your self reflection on the literature and the interview, and how your practice will be affected by what you have learned (4 – 6 pages).
- Include your interview questions as an appendix to the paper.
- Length: 12 – 18 pages.

**PLEASE NOTE THAT STUDENTS CAN NEGOTIATE AN ONLINE PIECE OF WORK INSTEAD OF A PAPER
- SEE INSTRUCTOR FOR SPECIFICS.**

Criteria for grading :

Content (40%)

- description of the issue you are addressing and its organizational context.
- identification of how differences of gender, ethnicity, sexual orientation, etc., impact on this issue.
- presentation of the theoretical orientations from the literature which can be used to understand and address the issue.
- appropriate use of relevant current & classic literature.
- reliance on primary sources.
- evidence of personal involvement with topic.
- creation of appropriate questions for the interview.

Analysis (40%)

- relevance of issue to social work and human services established.
- critique of leadership and management practice in light of theory, interview, personal & professional experience.
- effective use of real person interview.
- issue related to literature and critical evaluation of literature.
- presentation of a clear, convincing argument/thesis.
- appropriate and insightful application of theory.
- clarity of implications for own practice.

Style (10%)

- clarity
- well organized; i.e., logical development and flow.
- continuity and smooth transitions in sentences and paragraphs.
- skillful use of language.
- use of headings.

Technical (10%)

- grammar, spelling.
- proper use of APA (6th ed.).

3. Leadership Challenge

Weight: 40% of final grade – 30% presentation and 10% team analysis

Due Date: November 22, 2017 for Leadership Challenge and November 29, 2017 for team presentation

A leader in the social service field will present a “Leadership Challenge” to the class which is real in their organizational setting. Students will work in teams to respond to the questions posed by the community leader. Your responses will be presented to the leader and her team on November 22, 2017. Fuller instructions and criteria will be identified during the term.

All group members will receive the same grade.

Additionally, the teams will track and then analyze their team process and will present their findings in the final class, November 29, 2017. Class members will evaluate each other’s presentations. More details will be discussed in class.

All group members will receive the same grade.

Please note: This Leadership Challenge is 'real' and therefore the leader presenting the challenge expects the same level of confidentiality that is outlined in the BC College of Social Workers' Code of Ethics between social workers and clients. Students are expected to conduct themselves accordingly.

SOME RELEVANT ARTICLES FOR THE WEEKLY SOURCES:

- Alcazar, F.M., Romero Fernandez, PMR., Sanchez Gardy, G. (2012). Workforce diversity in strategic human resource management models: A critical review of the literature and implications for future research. *Cross Cultural Management*. (20)1, 39 – 49.
- Anderson, S.G. (2004). Developing Contracted Social Service Initiatives in Small Nonprofit Agencies: Understanding Management Dilemmas in Uncertain Environments. *Families in Society: The Journal of Contemporary Social Services*. 85 (4): 454-462.
- Berzin, S.C. (2012). Where is Social Work in the Social Entrepreneurship Movement? *Social Work*, 57(2), 185 – 188.
- Bischoff-Turner, S. (2005). From Strategic Planning to Strategic Positioning. *Children's Voice*, May- June 2008, 30 – 34.
- Bitici, U.S., Mendibil, K. Nudurapati, S., Garengo, P., Turner, T. (2006). Dynamics of Performance Measurement and Organizational Culture. *International Journal of Operations and Production Management*. 26 (12): 1325 – 1380.
- Bridges, W. & Mitchell Bridges, S. (2000). Leading Transition: A New Model for Change, *Leader to Leader*, 16: 30 – 36.
- Bridgestock, R. Lettice, F. Ozbilgin, M., & Tatli, A. (2014). Diversity management for innovation in social enterprises in the UK. *Entrepreneurship & Regional Development: An International Journal*. 22 (6), 557 – 574.
- Brown, J. & Isaacs, D. (2001). The World Café: Living Knowledge through Conversations that Matter. *The Systems Thinker*. 12 (3): 1 – 6.
- Busche, G. (2001). Five Theories of Change Embedded in Appreciative Inquiry. In Cooperrider, D., Sorenson, P., Whitney, D. & Yeager, T. (eds.) *Appreciative Inquiry: An Emerging Direction for Organizational Development* (117 – 127). Champaign, IL: Stipes.
- Bushe, G.R. (2011) Appreciative inquiry: Theory and critique. In Boje, D., Burnes, B. and Hassard, J. (eds.) *The Routledge Companion To Organizational Change* (pp. 87-103).Oxford, UK: Routledge.
- Cavanaugh, N., & Cheney, K. S. W. D. (2002). Community collaboration – A weaving. *Journal of Public Health Management Practice*, 8(1), 13-20.
- Chernesky, R. H. (2003). Examining the glass ceiling: Gender influences on promotion decisions. *Administration in Social Work*, 27(2), 13-18.
- Chin, J. (2010). Introduction to the special issue on diversity and leadership. *American Psychologist*, 65 (3), 216 – 224.
- Cousins, C. (2004). Becoming a social work supervisor: A significant role transition. *Australian Social Work*, 57(2), 175-185.
- Daley, J. M. (2002). An action guide for nonprofit board diversity. *Journal of Community practice*, 10(1), 33-54.
- Dees, J. G. (2001). The Meaning of Social Entrepreneurship. www.caseatduke.org/documents/dees_sedef.pdf
- Densten, Iain L. & Gray, Judy (2001). Leadership Development and Reflection: What is the Connection? *The International Journal of Educational Management*, 15 (3): 119 – 124.
- Drushall, M. (2006). Strategic planning. In W. Fenwick (Ed.), *Encyclopedia of Educational Leadership and Administration* (pp. 963 – 965). Thousand Oaks: Sage Publications.
- DuBrow, A., Wocher, D. M., & Austin, M. J. (2001). Introducing organizational development (OD) practices into a county human service agency. *Administration in Social Work*, 25(4), 63-83.
- Due Billing, Y., & Alvesson, M. (2000). Questioning the notion of feminine leadership: A critical perspective

- on the gender labeling of leadership. *Gender, Work & Organization*, 7(3), 144-158.
- Fassinger, R.E., Shullman, S.L., & Stevenson, M.R. (2010). Towards an affirmative lesbian, gay, bisexual and transgender leadership paradigm. *The American Psychologist*, 65 (3), 201 – 215.
- Fitzgerald, Tanya (2003). "Changing the deafening silence of indigenous women's voices in educational leadership", *Journal of Educational Administration*, Vol. 41 Issue: 1, pp.9-23, <https://doi.org/10.1108/09578230310457402>
- Frederickson, H. G. (1999). Ethics and the new managerialism. *Public Administration and Management*, 4(2), 299-324.
- Germak, A. & Singh, K., & (2010). Social entrepreneurship: Changing the Way Social Workers do Business. *Administration in Social Work*, 34(1), 79-95.
- Gibelman, M. (1999). Helping clients, helping ourselves: A social work agenda for achieving occupational equity. *Affilia: Journal of Women and Social Work*, 14(4), 400-416.
- Gibelman, M. (2004). Reflections on boards and board membership. *Administration in Social Work*, 28(2), 49-62.
- Grisoni, L. & Beeby, M. (2007). Leadership, Gender and Sense-making. *Gender, Work, and Organization*, 14 (3): 191 – 207.
- Gummer, G. (2001). Notes from the management literature: Innovate or die: The necessity for change in contemporary organizations. *Administration in Social Work*, 25(3), 65-84.
- Harris, J. (1994). The Power of Boards in Service Providing Agencies: Three Models. *Administration in Social Work*, 18 (2): 1 – 15.
- Haravey Wingfield, A. H. (2007). The modern mammy and the angry Black man: African American Professionals' experiences with gendered racism in the workplace. *Race, Gender, Class*. 14 (1 -02), 196 – 212.
- Hopkins, K. M., & Hyde, C. (2002). The human service managerial dilemma: New expectations, chronic challenges and old solutions. *Administration in Social Work*, 26(3), 1-15.
- Hyde, C. A. (2004). Multicultural development in human services agencies: Challenges and solutions. *Social Work*, 49(1), 7-16.
- Jacobs, S., Rouse, P., & Parsons, M. (2014). Leading change within health services. *Leadership in Health Services*, 27(2), 72-86.
- Jaskyte, K., & Dressler, W. W. (2005). Organizational culture and innovation in nonprofit human service organizations. *Administration in Social Work*, 29(2), 23-41
- Jordan, P., & Troth, A. (2002). Emotional Intelligence and Conflict Resolution: Implications for Human Resource Development. *Advances in Developing Human Resources*, 4 (1): 62 – 79.
- Keefe, M., & Pesut, D. (2004). Appreciative Inquiry and Leadership Transitions. *Journal of Professional Nursing*. 29 *2(m 103 – 9.
- Lawler, J. (2007). Leadership in Social Work: A Case of Caveat Emptor? *British Journal of Social Work*, 37 (1): 123 – 141.
- Lewandowski, C. A., & BlenMaye, L. F. (2002). Teams in child welfare settings: Interprofessional and collaborative processes. *Families in Society: The Journal of Contemporary Human Services*, 83(3), 245-256.
- McLeod, M. (2002). Keeping the circle strong: Learning about Native American leadership. *Tribal College*, 13(4), 1-9.

- Mizrahi, T. & Rosenthal, B. (2001). Complexities of coalition buildings: Leaders' successes, strategies, struggles, and solutions. *Social Work*, 46 (1): 63 – 78.
- Molyneux, J. (2001). Interprofessional teamworking: What makes teams work well? *Journal of Interprofessional Care*, 15(1), 29-35.
- Mor Barak, M. (2000). The inclusive workplace: An ecosystems approach to diversity management. *National Association of Social Work*, 45 (4): 339 – 352.
- Netting, F. & O'Connor, M. (2005). Lady Boards of Managers: Subjugated Legacies of Governance and Administration. *Affilia*, 20 (4): 448 – 463.
- Osborne, S.P. (1997). Managing the Coordination of Social Services in the Mixed Economy of Welfare: Competition, Cooperation, or Common Cause? *British Journal of Management*, 8: 317 – 328.
- Poertner, J. (2006). Social Administration and Outcomes for Consumers: What Do We Know? *Administration in Social Work*, 30 (2): 11-24.
- Rank, J., & Hutchison, W. (2000). An analysis of leadership within the social work profession. *Journal of Social Work Education*, 36 (3): 487 – 502.
- Reynolds, V. (2011). Supervision of solidarity practices: Solidarity teams and people-ing-the-room. *Context*. Association for Family and Systemic Therapy, UK, 4-7.
- Rice, M. F. (2004). Organizational culture, social equity and diversity: Teaching public administration education in postmodern era. *Journal of Public Affairs Education*. 10(2), 143-154.
- Roper and Cheney (2005). Leadership, Learning and Human Resource Management: The Meanings of Social Entrepreneurship Today. *Corporate Governance*. 5(3), 95 – 104.
- Rosen, D. (1984). Leadership in World Cultures. IN B. Kellerman (ed.), *Leadership: Multidisciplinary Perspectives* (39- 62). Englewood Cliffs, NJ: Prentice Hall.
- Schmid, H. (2004). Organization-environment relationships: Theory for management practice in human service organizations. *Administration in Social Work*, 28(1), 97-113.
- Standards for Supervision of Social Work Practice. Newfoundland/Labrador Association of Social Workers.
- Stoker, G. Governance as Theory: Five Propositions. *International Social Science Journal*, 50 (155): 17 – 28.
- Tsui, M., Cheung, F. C. H., & Gellis, Z. D. (2004). In search of an optimal model for board-executive relationships in voluntary human service organizations. *International Social Work*, 47(2), 169-186.
- Wheatley, M. (2007) *Finding our way: Leadership for an uncertain time*. San Francisco: Berrett-Koehler Publishers.
- Zagorsek, H., Jaklic, M. & Stough, S. J. (2004) Comparing Leadership Practices Between the United States, Nigeria, and Slovenia: Does Culture Matter? *Cross Cultural Management*, 11 (2): 16 – 34.

SOME RELEVANT JOURNALS:

Administration and Society	Canadian Social Work Review	Harvard Business Review
Administration in Social Work	Group and Organizational Studies	Nonprofit and Voluntary Sector Quarterly
Administrative Science Quarterly	Journal of Community Practice	Nonprofit Management and Leadership
Canadian Public Administration	Journal of Management Studies	Social Enterprise Journal
Canadian Review of Social Policy	Journal of Multicultural Social Work	Social Service Review

SOME RELEVANT CLASSIC AND CURRENT BOOKS:

- Burghardt, S. and Tolliver, W. (2010) *Stories of Transformative Leadership in the Human Services*. Sage.
- Bushe, Gervais. *Clear Leadership*. (2001) Palo Alto. Davies-Black.
- Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*, (4th ed.). John Wiley & Sons.
- Dolgoff, R. (2005). *An introduction to supervisory practice in human services*. Boston, MA: Pearson Education.
- Gill, Stephen. (2010) *Developing a Learning Culture in Nonprofit Organizations*. Sage.
- Gladwell, M. *Outliers*. (2008) New York. Little Brown and Company.
- Gladwell, M. *The Tipping Point: How Little Things Can Make a Big Difference* (2000). New York. Little Brown and Company.
- Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*, (4th ed.). John Wiley & Sons.
- James, C. E. (Ed.) (1996). *Perspectives on racism and the human services sector*. Toronto: University of Toronto.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York: Columbia University Press.
- Kenny, Carolyn. & Fraser, Tina Ngaroimata (eds). (2012). *Living Indigenous Leadership: Native Narratives on Building Strong Communities*. Vancouver: UBC Press.
- Kettner, P. M. (2002). *Achieving excellence in the management of human service organizations*. Boston, MA: Pearson Education.
- Lewis, J. A., Packard, T. R., & Lewis, M. D. (2007). *Management of human service programs* (4th ed.). Belmont, CA: Thomson Books/Cole
- Northouse, Peter. (2011). *Introduction to Leadership: Concepts and Practice, 2nd Edition*. Sage.
- Patti, Rino. (2009). *The Handbook of Human Services Management*. Sage.
- Senge, Peter, et al. *The Fifth Discipline* (1990) and *The Fifth Discipline Fieldbook* (1994). Toronto. Currency-Doubleday.
- Wheatley, Margaret. (2006) *Leadership and the New Science Discovering Order in A Chaotic World*, San Francisco. Berrett-Koehler Publishers.

SOME RELEVANT CLASSIC AND CURRENT MOVIES

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Whale Rider

Braveheart

Elizabeth or Elizabeth: The Golden Age

A Beautiful Mind

Any of Shakespeare's tragedies: Richard III, King Lear, Henry V, etc.

Invictus

12 Angry Men

What about Bob?

North Country

Rabbit Proof Fence
Schindler's List
Ghandi
Erin Brockovitch
Daddy's Little Girls
The Imitation Game
Hacksaw Ridge
Hidden Figures
Moneyball
Coach Carter
Norma Rae
The Social Network
Lincoln

There are so many more.....have fun finding them!

SOME RELEVANT WEBSITES & LINKS

Ted Talks
Appreciative Inquiry Commons
Theworldcafe.com

UBC GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+	90 – 100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject, and shows personal engagement with the topic.
A	85 – 89	87	
A-	80 – 84	82	
B+	76 – 79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72 – 75	73.5	
B-	68 – 71	69.5	
C+	64 – 67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60 – 63	62.5	
C-	55 – 59	57	
D	50 – 54	52	Minimally adequate work, barely at passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0 - 49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.