

**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.**

<b>YEAR/TERM</b>	Fall and Winter, 2015 - 16
<b>COURSE TITLE</b>	<b>SOWK 524A.001 – Social Services Management and Leadership: Recognizing, Respecting, and Responding to Diversity (3 credits)</b>
<b>COURSE SCHEDULE</b>	Wednesdays, 1:00 – 4 :00 pm (Term 2)
<b>COURSE LOCATION</b>	Room 224 - Jack Bell Building (School of Social Work)

<b>Instructor:</b>	<b>Office Location:</b>	<b>Office Phone:</b>	<b>E-mail Address:</b>
Elizabeth Jones, MSW, RSW	Jack Bell Building, Room 233	604-822-6220 604-738-0506 (H office)	Elizabeth.Jones@ubc.ca
<b>Office Hours:</b>	Wednesdays and Fridays, 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, organizations, administration and supervision, and will integrate this knowledge with their practice realities.

**LEARNING OUTCOMES:**

By the end of the course, the students will:

- Understand their own style of leadership and management;
- Demonstrate awareness of 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.

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**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 the instructor through dialogue, discussion and debate during class. 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.

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**REQUIRED COURSE TEXTS:**

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

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**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)

- Students are expected to attend all classes on time.
  - Students are expected to participate in classroom activities and to be prepared for each class.
  - Marks are assigned using UBC Grading Criteria.
  - Grades will be reduced by 1 point for each day late without valid reason and medical certificate.
  - Requests for extensions due to factors beyond the control of the student should be made in writing, in advance, as much as possible.
  - Cell phones are not to be used in the classroom for any reason.
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**ACCOMMODATIONS:**

The University accommodates students with disabilities who have registered with the 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.

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**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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

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**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.

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**SUBMITTING ASSIGNMENTS:**

Students are expected to hand their assignments in at the beginning of the class at the time specified in the course outline unless otherwise indicated by the class instructor.

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**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 return 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 after 6 months if not claimed.

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**LATE ASSIGNMENTS:**

Late assignments must be negotiated individually with the instructor and must be accompanied by a medical certificate.

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**CLASS SCHEDULE:**

January 6, 2016	Introduction to course	February 24, 2016	Human Resources Management
January 13, 2016	You as Leader		
January 20, 2016	Leadership and Teams	March 2, 2016	Social Entrepreneurship
January 27, 2016	Systems Thinking and Complexity Theory	March 9, 2016	Governance and Boards
		March 16, 2016	Strategic Planning
February 3, 2016	New Processes for Whole System Change (Appreciative Inquiry, The World Café, Open Space, Generative Dialogue)	March 23, 2016	Different Ways of Leading & Managing
		March 30, 2016	The Leadership Challenge
February 10, 2016	Social Services Management	April 6, 2016	"Real teams"

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## 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: Source Summaries**      **Weight:** 30% of final grade

**Dates of Grading:** February 10, 2016 (introduction and four or five entries) and April 6, 2016 (five or six additional entries and summary)

For 10 weeks, you will be expected to research the subject of the day according to your own interests. (January 13, 20, 27, February 3, 10, 24, March 2, 9, 16, 23.) 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. You will report on one of the articles/books/activities you've read/observed, at the beginning of every class, in small groups.

Then you will summarize each source weekly, in a "Source Summary Paper" on Connect. Specifically, the content should include:

- a. Concisely and accurately summarize the main themes and arguments of your chosen entry. (250 – 500 words)
- b. Critically analyze the entry, your learning and the impact on your practice. ( 250 – 500 words)
- c. List the citation for the week at the top of each entry.

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](http://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, as well as contemporary sources and grey literature.

**Please Note:** Start the Source Summaries with an introductory page of your intentions and your area of focus. Complete the Source Summaries by concluding with a final 500 word summary analyzing the key connections you have made among your sources, your overall learning, and how these will impact your practice.

#### **Criteria for grading:**

- A clear and coherent introduction to the document outlining why subject was chosen
- 10 weekly entries from January 14 to March 25 inclusive.
- 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, 6<sup>th</sup> edition

### 2. **Paper on Leadership and/or Management**

**Weight:** 30% of final grade

**Due Date:** Negotiated individually with instructor

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).

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- 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 :**

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.

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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.

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Style (10%)

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

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Technical (10%)

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

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**3. Leadership Challenge Weight: 40% of final grade – 30% presentation and 10% team analysis**

**Due Date:** March 30, 2016 for Challenge and April 6, 2016 for team analysis

You will work in teams on a leadership challenge provided by a leader in the social service field. Fuller instructions and criteria will be handed out during the term. You will work together to develop a response to the challenge and will present your response in class to the community leader on March 30, 2016. All group members will receive the same grade. Teams will analyze their team process and will present their findings in the final class through a variety of techniques.

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## 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](http://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., Woche, 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.
- 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*. August 2011. Association for Family and Systemic Therapy, UK, 4-7.
- Rice, M. F. (2004). Organizational culture, social equity and diversity: Teaching public administration education in the 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.

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### **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

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### **SOME RELEVANT CLASSIC AND CURRENT BOOKS:**

Babiak, Paul and Hare, Robert. (2006) *Snakes in Suits*. Toronto: HarperCollins.

Burghardt, S. and Tolliver, W. (2010) *Stories of Transformative Leadership in the Human Services*. Sage.

Bushe, Gervais. *Clear Leadership*. (2001) Palo Alto. Davies-Black.

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.

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.

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* (4<sup>th</sup> ed.). Belmont, CA: Thomson Books/Cole

Northouse, Peter. (2011). *Introduction to Leadership: Concepts and Practice, 2<sup>nd</sup> 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.

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### **SOME RELEVANT MOVIES**

Remember the Titans

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Whale Rider

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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

There are so many more.....

### **SOME RELEVANT WEBSITES & LINKS**

Ted Talks  
Appreciative Inquiry Commons

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**UBC GRADING CRITERIA:**

<b>Letter Grade</b>	<b>Percent Range</b>	<b>Mid-Point</b>	
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.