

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, 2018 – 19, 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	Jack Bell Building, Room 223

Instructor:	Office Location:	Office Phone:	E-mail Address:
Dr. Grant Charles PhD, RSW	Jack Bell Building, Room 337	604-822-3804	grant.charles@ubc.ca
Office Hours:	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 8 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 participate in a number of leadership challenges presented by community leaders.

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.

Please note that anyone absent from a leadership will not receive a grade for that part of the assignment.

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.

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.

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 5, 2018	Introduction to course: Setting learning goals	October 17, 2018	Leadership challenge
September 12, 2018	Leadership challenge	October 24, 2018	Social services management
September 19, 2018	Leadership, supervision and teams	October 31, 2018	Human resources management
September 26, 2018	Leadership challenge	November 7, 2018	Governance, boards and strategic planning
October 3, 2018	Creating and managing change	November 14, 2018	Leadership challenge
October 10, 2018	Systems thinking	November 21, 2018	Accountability and evaluation
		November 28, 2018	Leading into the future

CLASS ASSIGNMENTS AND EXPECTATIONS:

The following 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:

- 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 first week of class.
- Complete weekly journals for September 12, 19, 26, October 3, 10, 17, 24, 31 and November 7, 14, by Friday midnight of those weeks.
- Provide a final integrative summary of 500 words due November 30, 2018 by midnight analyzing the key connections you have made among your artifacts, your overall learning, and how these will impact your practice

You will be expected to research the subject of the day according to your own interests. The material can be found in the

list of articles, websites and Ted Talks. Very occasionally, the instructor will direct your activities for the subject of the day.

You will report on one of the artifacts at the beginning of every class, in small groups. You will summarize each source weekly in your Leadership & Management Journal. You can bring in experiences from this classroom and/or other courses in your journal if there are connections you are making in your learning about leadership and management. Your instructor will respond weekly. You will complete your journal 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.

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.)

See the course outline for a list of articles. Vary your entries. At least one but not more than two can be from Ted Talks. One must be from the listed websites.

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
- The assignments should be submitted to the instructor electronically at grant.charles@ubc.ca.

2. Paper on Leadership and/or Management

Weight: 30% of final grade

Each student will write a paper on a leadership/management topic of interest to them. The topic of the paper will be negotiated with the instructor. The paper will be 10-15 pages in length, double spaced using a 12 point font and properly referenced with at least 15 works.

Due Date: December 7, 2018.

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 Challenges

Weight: 40% of final grade – 20% presentation (5% per challenge) and 20% team analysis (5% per challenge).

Due Date: During each class when there is a leadership challenge.

A number of leadership challenges will be held throughout the course. In each, a leader in the field will present a leadership challenge case 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. Each team will present their responses during the class. Fuller instructions and criteria will be identified during the term.

All group members will receive the same grade.

Please note: This Leadership Challenges are real and therefore the leaders 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.

ARTICLES:

Akesson, B. & Canavera, M. (2018). Expert understandings of supervision as a means to strengthen the social service workforce: Results from a global Delphi study, *European Journal of Social Work*, 21(3), 333-347.

Armstrong, M.I., McCrae, J.S., Graef, M.I., Richards, T., Lambert, D., Bright, C.L. & Sowell, C. (2014) Development and initial findings of an implementation process measure for child welfare system change. *Journal of Public Child Welfare*, 8(1), 94-177.

Berger, R. & Quiros, L. (2016). Best Practices for Training Trauma-Informed Practitioners: Supervisors' Voice. *Traumatology*, 22(2), 145–154.

Bunger, A.C., Doogan, N., Rochelle F. Hanson, R.F. & Birken, S.A. (2018). Advice-seeking during implementation: a network study of clinicians participating in a learning collaborative. *Implementation Science*, 13(101), 1-13.

Cabassa, L.J. (2016). Implementation science: Why it matters for the future of social work. *Journal of Social Work Education*, 52(S1), S38-S50.

Carbajal, J. (2018) Women and work: Ascending to leadership positions. *Journal of Human Behavior in the Social Environment*, 28(1), 12-27.

Cooksey-Campbell, K., Folaron, G. & Williamson Sullenberger, S. (2013) Supervision during child welfare system reform: Qualitative study of factors influencing case manager implementation of a new practice model. *Journal of Public Child Welfare*, 7(2), 123-141.

- Davis, T.D. (2017) Practice evaluation strategies among social workers: Why an evidence-informed dual-process theory still matters. *Journal of Evidence-Informed Social Work*, 14(6), 389-408.
- Deveau, R. & McGill, P. (2016). Impact of practice leadership management style on staff experience in services for people with intellectual disability and challenging behaviour: A further examination and partial replication. *Research in Developmental Disabilities*, 56, 160-164.
- Dugmore, P., Partridge, K., Sethi, I. & Krupa-Flasinska, M. (2018) Systemic supervision in statutory social work in the UK: Systemic rucksacks and bells that ring, *European Journal of Social Work*, 21(3), 400-414.
- Egan, R., Maidment, J. & Connolly, M. (2018). Supporting quality supervision: Insights for organisational practice. *International Social Work*, 61(3) 353–367.
- Fantus, S., Greenberg, R.A., Muskat, B. & Katz, D. (2017). Exploring moral distress for hospital social workers. *British Journal of Social Work*, 47, 2273–2290.
- Giauque, D. (2016) Stress among public middle managers dealing with reforms. *Journal of Health Organization and Management*, 30(8), 1259-1283.
- Groessl, J. (2017). Leadership in the field: Fostering moral courage *The Journal of Social Work Values and Ethics*, 14(1), 72-79.
- Guerrero, E.G., Padwa, H., Fenwick, K., Harris, L.M. & Aarons, G.A. (2016). Identifying and ranking implicit leadership strategies to promote evidence-based practice implementation in addiction health services. *Implementation Science* 11(69) 1-14.
- Hafford-Letchfield, T. & Engelbrecht, L. (2018). Contemporary practices in social work supervision: time for new paradigms? *European Journal of Social Work*, 21(3), 329-332.
- Hanna, M.D. & Potter, C.C. (2012) The effective child welfare unit supervisor. *Administration in Social Work*, 36(4), 409-425.
- Jasper, C. & Field, P. (2016). 'An active conversation each week in supervision': Practice educator experiences of the professional capabilities framework and holistic assessment. *British Journal of Social Work*, 46, 1636–1653.
- Jones-Schenk, J. (2017). Fostering personal power during change. 343-344. *The Journal of Continuing Education in Nursing*, 48(8), 343-344.
- Kim, J., Park, T., Pierce, B. & Hall, J.A. (2018). Child welfare workers' perceptions of supervisory support: A curvilinear interaction of work experience and educational background. *Human Service Organizations: Management, Leadership & Governance*, 42(3), 285-299.
- Kjellström, S., Avby, G., Areskoug-Josefsson, K., Andersson Gäre, B. & Andersson Bäck, M. (2017). Work motivation among healthcare professionals: A study of well-functioning primary healthcare centers in Sweden. *Journal of Health Organization and Management*, 31(4), 487-502.
- Krohn, J. (2015). Beyond outcome measures in child protection: Using feedback to direct and evaluate social work practice. *Practice*, 27(2), 79-95.
- Lusk, M., Terrazas, S. & Salcido, R. (2017). Critical cultural competence in social work supervision. *Human Service Organizations: Management, Leadership & Governance*, 41(5), 464-476.
- Lynch-Cerullo, K. & Cooney, K. (2011) Moving from outputs to outcomes: A review of the evolution of performance measurement in the human service nonprofit sector, *Administration in Social Work*, 35(4), 364-388.
- Mancini, M.A. & Miner, C.S. (2013) Learning and change in a community mental health setting, *Journal of Evidence-Based Social Work*, 10(5), 494-504.

- Marmo, S. & Berkman, C. (2018) Social workers' perceptions of job satisfaction, interdisciplinary collaboration, and organizational leadership. *Journal of Social Work in End-of-Life & Palliative Care*, 14, 8-27.
- McDermott, F. & Bawden, G. (2017) New ways of seeing: Health social work leadership and research capacity building. *Social Work in Health Care*, 56(10), 897-913.
- Mosson, R., von Thiele Schwarz, U., Richter, A. & Hasson, H. (2018). The impact of inner and outer context on line managers' implementation leadership. *British Journal of Social Work*, 48, 1447-1468.
- O'Donoghue, K., Ju, P.W.Y. & Tsui, M. (2018) Constructing an evidence-informed social work supervision model. *European Journal of Social Work*, 21(3), 348-358.
- Packard, T. (2013) Organizational change: A conceptual framework to advance the evidence base. *Journal of Human Behavior in the Social Environment*, 23(1), 75-90.
- Packard, T. & Shih, A. (2014) Organizational change tactics: The evidence base in the literature. *Journal of Evidence-Based Social Work*, 11(5), 498-510.
- Peters, S. C. (2017) Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership & Governance*, 41(4), 336-345.
- Ramsundarsingh, S. & Shier, M.L. (2017). Anti-oppressive organisational dynamics in the social services: A literature review. *British Journal of Social Work*, 47, 2308-2327.
- Rankine, M., Beddoe, L., O'Brien, M. & Fouché, C. (2018) What's your agenda? Reflective supervision in community-based child welfare services. *European Journal of Social Work*, 21(3), 428-440.
- Revell, L. & Burton, V. (2016). Supervision and the dynamics of collusion: A rule of optimism? *British Journal of Social Work*, 46, 1587-1601.
- Saltiel, D. (2017). Supervision: A contested space for learning and decision making *Qualitative Social Work*, 16(4) 533-549.
- Samuel, S. & Thompson, H. (2018). Critical reflection: a general practice support group experience. *Australian Journal of Primary Health*, 24, 204-207.
- Shanks, E., Lundstro, T. & Wiklund, S. (2015). Middle managers in social work: Professional identity and management in a marketised welfare state. *British Journal of Social Work* 45, 1871-1887.
- Shier, M.L. & Handy, F. (2016). Executive leadership and social innovation in direct-service nonprofits: Shaping the organizational culture to create social change. *Journal of Progressive Human Services*, 27(2), 111-130.
- Siobhan E Laird, S.E., Morris, K., Archard, P. & Clawson, R. (2018). Changing practice: The possibilities and limits for reshaping social work practice. *Qualitative Social Work*, 17(4) 577-593.
- Smylie, J., Kirst, M., McShane, K., Firestone, M., Wolfe, S. & O'Campo, P. (2016). Understanding the role of Indigenous community participation in Indigenous prenatal and infant-toddler health promotion programs in Canada: A realist review. *Social Science & Medicine* 150, 128-143.
- Spielfogel, J.E., Leather, S.J. & Christian, E. (2016) Agency culture and climate in child welfare: Do perceptions vary by exposure to the child welfare system? *Human Service Organizations: Management, Leadership & Governance*, 40(4), 382-396.
- Stanley, T. & Lincoln, H. (2016) Improving organisational culture: The practice gains, *Practice*, 28(3), 199-212.
- Tafvelin, S., Hyvönen, U. & Westerberg, K. (2014). Transformational leadership in the social work context: The importance of leader continuity and co-worker support. *British Journal of Social Work*, 44, 886-904.

Tafvelin, S., Isaksson, & Westerberg, K. (2018). The first year of service: A longitudinal study of organisational antecedents of transformational leadership in the social service organisations. *British Journal of Social Work*, 48, 430–448.

Tsui, M., O'Donoghue, K., Jennifer Boddy, J. & Chui-man Pak, C. (2017). From supervision to organizational learning: A typology to integrate supervision, mentorship, consultation and coaching. *British Journal of Social Work* 47, 2406–2420.

Turner-Daly, B. & Jack, G. (2017). Rhetoric vs. reality in social work supervision: The experiences of a group of child care social workers in England. *Child and Family Social Work*, 22, 36–46.

Turney, D. & Ruch, G. (2018) What makes it so hard to look and to listen? Exploring the use of the Cognitive and Affective Supervisory Approach with children's social work managers. *Journal of Social Work Practice*, 32(2). 125-138.

Urwin, J. (2018). Imposter phenomena and experience levels in social work: An initial investigation. *British Journal of Social Work*, 48, 1432–1446.

Varghese, R., Quiros, L. & Berger, R. (2018) Reflective practices for engaging in trauma-informed culturally competent supervision. *Smith College Studies in Social Work*, 88(2), 135-151.

Vito, R. (2017) The impact of service system transformation on human service agencies: Competing ministry directives and strategic innovative leadership adaptations. *Human Service Organizations: Management, Leadership & Governance*, 41(5), 477-491.

Walter, A.W., Ruiz, Y., Welch, R., Tourse, C., Kress, H., Morningstar, B., MacArthur, B. & Daniels, A. (2017). Leadership matters: How hidden biases perpetuate institutional racism in organizations. *Human Service Organizations: Management, Leadership & Governance*, 41(3), 213-221.

SEARCH ARTICLE Open Access

Waterman, H., Boaden, R., LBurey, L., Howell, B., Harvey, G., Humphreys, J., Rothwell, K. & Spence, M. (2015). Facilitating large-scale implementation of evidence based health care: insider accounts from a co-operative inquiry. *BMC Health Services Research*, 15(60), 1-14.

Wilkins, D., Forrester, D. & Grant, L. (2017). What happens in child and family social work supervision? *Child and Family Social Work*, 22, 942–951.

Xenakis, N. (2018) Creating a professional development platform to transform social work clinical practice in health care. *Social Work in Health Care*, 57(6), 440-464.

Websites:

Board Building – Recruiting and Developing Effective Board Members for Not-for-Profit Organizations (<https://www.alberta.ca/assets/documents/board-development-program-recruiting-development.pdf>)

Intergenerational Leadership (<https://thephilanthropist.ca/2018/05/effective-intergenerational-leadership-transfer-requires-a-sector-wide-culture-check/pdf/>)

Indigenous Youth Leadership (<https://thephilanthropist.ca/2018/02/centring-indigenous-youth-leadership-in-reconciliation-philanthropy-promising-practices-at-the-laidlaw-foundation/>)

Policy Advocacy (<https://thephilanthropist.ca/2016/08/the-moral-imperative-for-policy-advocacy-part-3-reflections-on-the-consultations/>)

Creating Positive Change (<https://www.muttart.org/wp-content/uploads/2013/12/Prepare-Your-Non-Profit-Organization-to-Help-Create-a-Wave-of-Positive-Change2013.pdf>)

TED Talks:

What it takes to make a great leader.

https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader/discussion

Why good leaders make you feel safe.

https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe

Five ways to lead in an era of constant change.

https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change

How great leaders inspire change.

<https://www.youtube.com/watch?v=qp0HIF3SfI4>

The power of believing you can improve.

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/discussion

Got a wicked problem? First tell me how you make toast.

https://www.ted.com/talks/tom_wujec_got_a_wicked_problem_first_tell_me_how_you_make_toast

Why the secret of success is setting the right goals.

https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goals

In praise of conflict.

https://www.ted.com/talks/jonathan_marks_in_praise_of_conflict

How to speak up for yourself

https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself

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.