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 able to:

- 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 a number of 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.

NAMES AND GENDER PRONOUNS:

Class rosters are generally provided to the instructor/teaching assistants with students’ legal names; however, we are happy to honour your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise us of this as soon as possible so we can ensure use of your correct name and pronouns in this space.

If you need general support around this issue, please also be aware that Trans and Gender Diversity at UBC can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. ([https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity](https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity)).

A special word about **Electronic Devices in the Classroom**:

Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student is found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are “on call” and have cleared this with the instructor prior to class.
REQUIRED COURSE TEXTS:

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

RETAINING 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.

COURSE SCHEDULE:

| SESSION 1: | September 4, 2019 |
| TOPIC:     | Introduction to course: Setting learning goals |
| SESSION 2: | September 11, 2019 |
| TOPIC:     | Understanding the basics of management |
| SESSION 3: | September 18, 2019 |
| TOPIC:     | Understanding the basics of supervision |
| SESSION 4: | September 25, 2019 |
| TOPIC:     | Leadership, supervision and teams |
| SESSION 5: | October 2, 2019 |
| TOPIC:     | Creating and managing change |
### 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 60% of final grade

   Due Dates:
   
   a) 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 (5%).
   
   b) Complete weekly journals for September 11, 18, 25, October 2, 9, 16, 23, 30 and November 6, 13, by Friday midnight of those weeks (5% each).
   
   c) Provide a final integrative summary of 500 words due November 30, 2019 by midnight analyzing the key connections you have made among your overall learning, and how these will impact your practice (5%).

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<tr>
<th>SESSION 6:</th>
<th>October 9, 2019</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Systems thinking</td>
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<tr>
<th>SESSION 7:</th>
<th>October 16, 2019</th>
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<tr>
<td>TOPIC:</td>
<td>Social services and human services management</td>
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<tr>
<th>SESSION 8:</th>
<th>October 23, 2019</th>
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<tr>
<td>TOPIC:</td>
<td>Connecting with communities</td>
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<tr>
<th>SESSION 9:</th>
<th>October 30, 2019</th>
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<tr>
<td>TOPIC:</td>
<td>Governance, boards and strategic planning</td>
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<tr>
<th>SESSION 10:</th>
<th>November 6, 2019</th>
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<tr>
<td>TOPIC:</td>
<td>Case Study</td>
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<tr>
<th>SESSION 11:</th>
<th>November 13, 2019</th>
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<tr>
<td>TOPIC:</td>
<td>Case Study</td>
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<tr>
<th>SESSION 12:</th>
<th>November 20, 2019</th>
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<tr>
<td>TOPIC:</td>
<td>Accountability and evaluation</td>
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<tr>
<th>SESSION 13:</th>
<th>November 27, 2019</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Case Presentations</td>
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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 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 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 piece chosen and indicate its impact on your learning about Leadership/Management.

c. Each entry will be a maximum 500 words – (12 font Times New Roman, 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.
- A clear and coherent conclusion to the document summarizing your analysis.
- 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. Presentation on Leadership and/or Management

Weight: 40% of final grade

Students will be assigned to small groups during the second class. Each group will present on a topic negotiated with the instructor that deals with a management/leadership issue common to human services organizations that is found in the readings. The purpose of the 40 minute presentation will be to provide an integrated overview of a leadership or management practice and include the following:

- A statement of relevance of issue to social work and human services established.
- A critique of the leadership and management practice in light of theory, interview, personal and professional experience.
- A review and critique of the relevant literature.
- The presentation of a clear, convincing argument/thesis.
- A discussion of an appropriate and insightful application of theory.
- The facilitation of a large group discussion with the class on the topic being presented.
ARTICLES:


**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/)


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


**TED Talks:**

What is 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)

How to speak up for yourself
(https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself)

SCHOOL/COURSE POLICIES:

Attendance

The attendance policy is in the student handbook on page 11: https://socialwork.ubc.ca/current-students/.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

LEARNING RESOURCES:

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. https://learningcommons.ubc.ca/

UNIVERSITY POLICIES:

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at https://senate.ubc.ca/policies-resources-support-student-success
LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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UBC GRADING CRITERIA:

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<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
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<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
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<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
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<tr>
<td>B</td>
<td>72-75</td>
<td>73.5</td>
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<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
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<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
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<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td></td>
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<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
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<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>Minimally adequate work, barely at a 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.</td>
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<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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