



Course Number SOWK 640.01	SOWK S01	Classroom	Online
Course Name	Organizational Structures and Management		
Day(s)	Zoom sessions on January 13, 27; February 10; March 2, 16 and 30	Time	6-8pm Calgary time
Instructor	Jane Matheson	Office Hours/Location	Best reached by woodshomes.ca email. Office hours on request
E-mail	Jane.matheson@woodshomes.ca jemathes@ucalgary.ca	Phone	403-270-1704

SYLLABUS STATEMENT

Examines multiple theories, models and approaches of leadership in the human services. The historical, political, economic, social, and cultural influences impacting human service organizations are examined. Critical perspectives, contemporary issues, and research debates are discussed.

COURSE DESCRIPTION

In this course we will deconstruct organizational structures and management of human service, government, and other community based organizational contexts in which social work leaders operate and navigate diverse leadership practice issues. The major issues we will pursue and focus on are governance, strategic and business planning, risk management and operations, and organizational culture and diverse work places.

COURSE LEARNING OUTCOMES

There are 13 learning outcomes which will be covered across the four courses in the Leadership in Human Services specialization.

Upon completion of this course, students will be able to:

- Analyze and synthesize the historical, political, economic, legal, institutional, social and cultural forces and conditions influencing leadership in the human services. (L.1)
- Examine issues of diversity, culture, power, and oppression in organizational and community practice. (L.4)
- Assess the role and impact of organizational and institutional structures, processes and policies on performance, collaboration, and change within and between individuals, organizations and communities. (L.5)

Upon completion of this course students will have developed advanced skills and competencies to:

- Use evidence-based tools and strategies in assessment, evaluation, resourcing, funding, intervention, innovation, change, collaboration, and management in organizational and community practice. (L.8)
- Demonstrate leadership in facilitation, building trust, managing conflict, and fostering relationships in working with individuals, groups and communities. (L.9)
- Apply practice-based research to organizational and community leadership practice. (L.10)

Upon completion of this course students will have developed their professional identity as social workers to:

- Situate themselves and articulate their position within critical perspectives, contemporary issues, and current research debates in leadership and supervision. (L.11)

LEARNING RESOURCES

REQUIRED TEXTBOOK AND READINGS

Course Text

Seel, K. (2018). *Management of nonprofit and charitable organizations in Canada*. (4th edition). Toronto: Lexis Nexis.

Suggested Pre-readings - Read TWO of the following:

1. Bowpitt, G. (1998). Evangelical Christianity, secular humanism and the genesis of British social work. *British Journal of Social Work*, 28(5), 675-793. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/oxfordjournals.bjsw.a011385>

2. Jennisson, T., & Lundy, C. (2011). *100 years of social work. A history of the profession in English Canada*. Waterloo, ON: Wilfrid Laurier University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3275317> (Chapter 1)

3. Ehrenreich, J. (2014). *The altruistic imagination: A history of social work and social policy in America*. New York: Cornell University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3138562> (Choose any chapter)

4. Hasenfeld, Y. (2015). What exactly is human services management? *Human Service Organizations: Management, Leadership & Governance*, 39(1), 1-5. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2015.1007773>

5. Seel (2018) Chapters 1 & 2

Jan 13 Readings:

Elson, P. (2007) A short history of voluntary sector-government relations in Canada. *The Philanthropist*, 1 (21).

<https://thephilanthropist.ca/2007/07/a-short-history-of-voluntary-sector-government-relations-in-canada/>

Seel (2018) Chapter 5

Jan 27 Reading:

Seel (2018) Chapter 3

Feb 10 Reading:

1. Seel (2018) Chapter 8

2. Dart, Raymond (2004). Being “business-like” in a nonprofit organization: A grounded and inductive typology. *Nonprofit and Voluntary Sector Quarterly*, 33(2), 290-310.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0899764004263522>

3. How to write a great business plan

Sahlman, W. A. (1997). How to write a great business plan. *Harvard Business Review*, 75(4), 98-108.

McAllister J. P. (1997). How to write a great business plan. *Harvard Business Review*, 75(6), 180-181.

Note: Students can access these articles (and others noted elsewhere) via the EBSCOhost Business Source Complete. One can locate the article by date or even by title. The link is offered below:

https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01UCALG_ALMA21631360390004336&context=L&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

March 2 Readings:

Readings and documents to review will be posted on the D2L site.

March 16 Readings:

Seel (2018) Chapters 11 & 14

Others - TBD

March 30 Readings

Seel (2018) Chapters 4 & 12

Others TBD

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials.

A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L access and Zoom events.

RELATIONSHIP TO OTHER COURSES

In the Leadership in Human Services specialization, students will learn the practical skills, leadership knowledge, and theoretical grounding they will need to be effective social work leaders in human service, government and other community based organizational contexts. Through these leadership courses, students will integrate practice skills, leadership knowledge, and theory and principles of transformational leadership using a social work lens. Students will be able to engage in critical thinking, reflection, and deliberate conversations required by social work leaders to navigate major issues and difficult organizational situations that managers face in a variety of human service, government and other community based organizational contexts.

SOWK 640.01 is one of four courses that make up the specialization courses in the Leadership in Human Services specialization.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Monday, January 13, 2020	First Zoom session 6-8 pm MST Introductions to the course Review of course outline and assignments, the use of cases. Background on human service organizations. Development and structures of HSO's – government, profit and non-profit. Connections between the history of philanthropy and charity, human service organizations and the social work profession	See above for pre-reading and weekly reading. Other documents to be read can be found inside this week under Content and then under specific topics. Check discussion boards for required postings.
Monday January 27, 2020	Second Zoom Session Understanding governance and oversight	See above for weekly reading. Other documents to be read can be found inside this week under Content and then under specific topics. Check discussion boards for required postings.
Sunday February 2, 2020	Assignment 1 Due (Governance case study)	Due by 6pm MST
Monday February 10, 2020	Third Zoom Session Strategic planning and business or operational planning	See above for weekly reading. Other documents to be read can be found inside this week under Content and then under specific topics Check discussion boards for required postings
February 16 – 22	Winter Break	
Monday March 2, 2020	Fourth Zoom Session Balancing risk, safety, quality and innovation	See above for weekly reading.

		Other documents to be read can be found inside this week under Content and then under specific topics. Check discussion boards for required postings.
Sunday March 8, 2020	Assignment 2 Due (Group assignment – Strategic and business plan)	Due by 6pm MST
Monday March 16	Fifth Zoom Session Organizational culture and diversity in the workplace	See above for weekly reading. Other documents to be read can be found inside this week under Content and then under specific topics. Check discussion boards for required postings.
Monday March 30, 2020	Sixth Zoom Session Human resource issues	See above for weekly reading. Other documents to be read can be found inside this week under Content and then under specific topics. Check discussion boards for required postings.
Sunday April 5, 2020	Final Assignment Due (Case study) Discussion boards close today	Due by 6pm MST

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION
<p>Students are expected to post on all noted Discussion boards and read the material in the Content sections. Postings do not need to be lengthy but will be respectful and timely. Falling behind in the weekly work should not occur.</p> <p><u>CLASS RECORDINGS.</u></p> <p><u>Media recording for assessment of student learning</u> The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.</p> <p><u>Zoom recordings of online classes</u> The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.</p>

ASSESSMENT COMPONENTS				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Governance Case study	<p>Length: 750-1000 words (approx. 3-4 pages double spaced)</p> <p>Marks will be awarded based on one's ability to use theory and governance practices information to critically think the issue through and make suggestions for tackling the issues at hand. Grammar, references (with APA formatting) and length are also important factors.</p> <p>An assessment rubric will be posted on D2L.</p>	Feb 2 at 6pm	15%	5, 8, 10
Assignment 2: – done by group - Strategic and Business plan	<p>A Strategic Plan for a small organization (an imaginary one or one that exists but does NOT have a Strategic Plan already) + an operational or business plan for the first year of operation. Marks will be awarded for realistic goals, objectives and actions, all components included, critical thinking and connections throughout, the appearance of the plan as “real”, grammar and spelling, references, being on time and keeping to the length requested.</p> <p>Length 12-15 pages maximum.</p> <p>APA required only for references used.</p> <p>An assessment rubric will be posted on D2L.</p>	March 8 at 6 pm	30%	1, 11
Assignment 3 – Case study	<p>A case will be given that outlines a week in the life of a social work leader. Questions are asked throughout the case. Marks will be given for thoughtful and realistic, operational actions, good rationales for these described actions, completing all questions, references used judiciously (with APA formatting)</p> <p>Length: 2500 words (approx. 10-12 pages, double-spaced).</p> <p>An assessment rubric will be posted on D2L.</p>	April 5 at 6pm	30%	4, 5, 9
Participation	<p>Marks will be given for posting on all required discussion boards, participating in Zoom sessions and actively contributing to these sessions and to any group work requested.</p>	DBs will close at 6pm on April 5	25%	5, 9, 11

	<p>Students will be asked to submit a very short self-assessment of their participation which will be aligned with the Instructor's assessment.</p> <p>More tips on Participation are given on the D2L site.</p>			
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION
<p><u>ATTENDANCE AND PARTICIPATION EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Students are expected to pace themselves with the weekly work and Discussion Board postings – when required. Falling behind will affect the Participation mark. Being reminded more than 2 times to catch up will result in the loss of 5% of the Participation mark. • Students attend all Zoom sessions and be fully present and engaged in class activities and discussions. This is part of the participation grade, as outlined in the assessment components section above. • If a student cannot attend a Zoom meeting, the session will be recorded. Directions are outlined for reviewing the recording and then sending a précis to the instructor on D2L. <p><u>GUIDELINES FOR SUBMITTING ASSIGNMENTS</u></p> <ul style="list-style-type: none"> • Please submit all assignments electronically through the noted Dropbox in D2L. • Assignments can be submitted in Word or PDF format – unless a particular request is made by the Instructor for marking purposes. • Assignments are due by 6pm. • Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted. <p><u>LATE ASSIGNMENTS</u></p> <ul style="list-style-type: none"> • Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. • Assignments submitted after the deadline (without approval) may be penalized with a grade reduction. <p><u>EXPECTATIONS FOR WRITING</u></p> <ul style="list-style-type: none"> • All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. • The Strategic plan/Business Plan assignment will be created as a REAL plan, not an academic paper. • Sources used must be properly documented and referenced in APA format. • If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support •

ACADEMIC MISCONDUCT

- It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of "B-" or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

The Instructor welcomes feedback during the course and will periodically ask for suggestions. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**

