

<b>Course Number</b>	<b>SOWK 642.01 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Transformational Leadership and Supervision in Human Services</b>		
<b>Day(s) &amp; Time</b>	Zoom sessions from 6:00 – 8:00 pm MST on selected Tuesdays (January 1 to April 12, 2021)		
<b>Instructor</b>	<b>Dr. Peter Gabor</b>		
<b>U of C E-mail</b>	<a href="mailto:gabor@ucalgary.ca">gabor@ucalgary.ca</a>	<b>Phone</b>	<b>403.329.2386</b>

#### 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 study a variety of leadership theories and supervisory practice models in order to examine and explore how these concepts are operationalized in human service workplaces with both employees and clients. We will attend to leadership theories, human resource practices, social work supervision, and ethics and ethical dilemmas.

#### COURSE LEARNING OUTCOMES

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

1. Explain and assess multiple theories, models and approaches of leadership and supervision (L.2).
2. Examine critical perspectives, contemporary issues, and research debates in leadership and supervision (L.3).
3. Situate themselves and articulate their position within critical perspectives, contemporary issues, and current research debates in leadership and supervision (L.11).
4. Evaluate their own personal professional leadership styles, skills and abilities and develop own evidence-based leadership model grounded in theory, research, and best/promising practices (L.12).

#### LEARNING RESOURCES

##### REQUIRED TEXTBOOKS AND/OR READINGS

Northhouse, P. (2019). *Leadership: Theory and practice* (8<sup>th</sup> ed.). Sage.

O'Donoghue, K., Wong Yuh Ju, P., & Tsui, M. (2018). Constructing an evidence-informed social work supervision model. *European Journal of Social Work*, 21 (3), 348-358.

Mor Barak, M. E., Travis, D. J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Service Review*, 83, 3-32.

## 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, microphone and speaker is required for D2L and Zoom access.

## **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 642.01 is one of four courses that make up the specialization courses in the Leadership in Human Services specialization.

<b>CLASS SCHEDULE</b>		
<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
Tue. Jan 19	Leadership definitions, descriptions and approaches	<b>Read:</b> Northhouse (2019) – Ch. 1-5 <b>Prepare to share:</b> leadership approach that most fits for you
Tue. Feb 2	Leadership Theories Path-Goal Leader-Member Exchange <ul style="list-style-type: none"> <li>• Transformational</li> <li>• Authentic</li> <li>• Servant</li> <li>• Adaptive</li> </ul>	<b>Read:</b> Northhouse (2019) – Ch. 6-11 <b>Prepare to share:</b> leadership theory that most resonates with your leadership style
Tue. Feb 9	Ethics in Leadership and Supervision <ul style="list-style-type: none"> <li>• Definitions and Principles</li> </ul>	<b>Read:</b> Northhouse (2019) – Ch. 13 <b>Prepare to share:</b> Use of self in leadership
Mon. Feb 15	WINTER BREAK – NO CLASS	
Tue. Mar 2	Foundations of Supervision <ul style="list-style-type: none"> <li>• Models</li> <li>• Functions</li> <li>• Tasks</li> </ul>	<b>Read:</b> O'Donoghue, et al. (2018); Mor-Barak et al. (2009) <b>Prepare to share:</b> a memorable or meaningful moment in supervision
Tue. Mar 16	Skills and Strategies in Supervision, <ul style="list-style-type: none"> <li>• Motivating people</li> <li>• Cross-generational issues</li> <li>• Gender issues</li> <li>• Racism and anti-racism</li> <li>• Diversity issues</li> </ul>	<b>Read:</b> One peer reviewed journal article related to this week's topic and post on D2L for peers, and one peer reviewed journal article posted by peer <b>Prepare to share:</b> Half of the class, be prepared to present one article on one of this week's issues

	<ul style="list-style-type: none"> <li>• Boundaries</li> </ul>	
Tue Mar 30	Skills and Strategies in Supervision, <ul style="list-style-type: none"> <li>• Maintaining a safe workplace</li> <li>• Promoting wellness</li> <li>• Stress</li> <li>• Conflict and resolution</li> </ul>	<b>Read:</b> One peer reviewed journal article related to this week’s topic and post on D2L for peers, and one peer reviewed journal article posted by peer <b>Prepare to share:</b> Half of the class, be prepared to present one article on one of this week’s issues

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**EQUITY, DIVERSITY AND INCLUSION**

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Except for good reasons, discussed with the instructor, students are expected to keep their video on at all times. The zoom classroom is considered a professional space and students are expected to behave accordingly during sessions.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

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.

**ZOOM RECORDINGS OF ONLINE CLASSES**

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 and will not be shared or used for any other purpose.

<b>ASSESSMENT COMPONENTS</b>				
	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
<b>Assignment #1:</b> The Role of Self in Leadership	As a developing leader, write a 5-page paper (excluding title page and references) that identifies and describes how you understand the purpose of leadership. What theories and approaches attract you and why? Describe how you are integrating theory, ethics and research to become a leader/supervisor whose practice is congruent with the features that attract you. Further description of the assignment and a rubric will be posted on D2L.	Feb 23	40%	CLO 3, 4
<b>Assignment #2:</b> Article presentation	With a colleague in the course, identify and post on D2L one peer-reviewed journal article related to a topic listed for March 16 or 30. In a 10-minute presentation, describe and critique the article and clearly identify implications for leadership and supervisory practice.	Mar 16 or March 30 (TBD) during class time	20%	CLO 1, 2
<b>Assignment #3:</b> Me as a Leader and Supervisor	Create a poster that represents your learning from this course. In your poster: (1) identify theories and models that have influenced you; (2) situate yourself as a leader and supervisor, highlighting your main beliefs, behaviors and commitments; (3) Identify objectives for short and long-term development, with a plan to achieve these objectives.  Further instructions and a rubric will be posted on D2L.	April 10	40%	CLO 3, 4

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Should you need to miss a class, please notify the instructor prior to the beginning of class, complete the class preparation and check in with a peer to catch up on any missed material.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments need to be submitted should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. 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."

### **LATE ASSIGNMENTS**

Late assignments will be accepted only at the discretion of the instructor and may be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only grammar, punctuation, sentence structure, etc. but also general clarity and organization. Sources used must be properly documented and referenced, using APA 7<sup>th</sup> edition 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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage</b>
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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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. Students are welcome to discuss the process and content of the course at any time with the instructor.

### ADDITIONAL SUGGESTED READINGS

Peters, S.C. (2018). Defining social work leadership: A theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32 (1), 31-44. DOI:10.1080/02650533.2017.1300877

Tsui, Ming-sum. (2005). *Social Work Supervision: Contexts and Concepts*. Sage

One electronic copy of this book is also available through the U of C library, up to 58 pages can be downloaded at one time. As well, an electronic version of the book can be purchased or rented through the publisher's agent, VitalSource:

<https://www.vitalsource.com/products/social-work-supervision-contexts-and-concepts-ming-sum-tsui-v9781452238579>

### 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.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/](http://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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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 (Calgary)**
- **Safewalk (Calgary)**