



<b>Course &amp; Session Number</b>	<i>SOWK 640.01 S01</i>	<b>Classroom</b>	<i>Online</i>
<b>Course Name</b>	<i>Organizational Structures and Management</i>		
<b>Day(s) &amp; Time</b>	<i>Zoom sessions are on Tuesdays: January 18; February 1, 15; March 8, 22 and April 5 from 6-8 pm Alberta time</i> <b><i>The course is organized into bi-weekly portions – alternating with SOWK 642.01</i></b>		
<b>Instructor</b>	<i>Jane Matheson PhD RCSW</i>	<b>Office Hours</b>	<i>Best reached by email</i>
<b>UCalgary E-mail</b>	<i>jmathes@ucalgary.ca</i>	<b>Other email</b>	<i>jem@woodshomes.ca</i>

#### **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**

This online course is offered using D2L (Desire to Learn) and Zoom and is part of the Leadership MSW. It is offered on a biweekly schedule.

In the classes, we will deconstruct organizational structures and management of human services in government, and other community based organizational contexts in which social work leaders operate and navigate diverse leadership practice issues. The major issues of focus are: governance, strategic and business planning, risk management and operations, organizational culture and diverse workplaces. Students will engage with topics on discussion boards organized by week, in a group assignment and in Zoom sessions every other week. If a student is unable to participate in one of the 5 Zoom sessions, the Instructor should be informed in advance and plans made to review the recording and submit a short review within a week

#### **COURSE LEARNING OUTCOMES**

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.
- Examine issues of diversity, culture, power, and oppression in organizational and community practice.
- 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.
- Use evidence-based tools and strategies in assessment, evaluation, resourcing, funding, intervention, innovation, change, collaboration, and management in organizational and community practice.
- Demonstrate leadership in facilitation, building trust, managing conflict, and fostering relationships in working with individuals, groups and communities.
- Apply practice-based research to organizational and community leadership practice.

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.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

#### **Course Text**

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

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#### **Required Pre-readings - Read TWO of the following prior to beginning the Bi-weekly work and attending the first Zoom session on the 17th:**

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*. 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*. 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

**Required Readings for Weeks - Jan 17 and 31:**

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

Seel (2018) Chapter 3

A review of governance models:

[https://imaginecanada.ca/en/360/board-governance-models-which-one-right-you?gclid=CjwKCAiAnIT9BRAMeIwANaoE1SFvL7ZMA2cRk3X9P5hQXo27l8Pwl0iic\\_AgbD2c7Shz5PVxQGW5YRoCqxAQAvD\\_BwE](https://imaginecanada.ca/en/360/board-governance-models-which-one-right-you?gclid=CjwKCAiAnIT9BRAMeIwANaoE1SFvL7ZMA2cRk3X9P5hQXo27l8Pwl0iic_AgbD2c7Shz5PVxQGW5YRoCqxAQAvD_BwE)

<https://www.fasken.com/well-governed-non-profit> - This is a very good Canadian guide to the particulars of non-profit governance/management

**Required Readings for Weeks - February 14 and 28th**

1. Seel (2018) Chapter 8

2. Dart, R. (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.

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

And one other format that has been updated for 2020:

<https://articles.bplans.com/how-to-write-a-nonprofit-business-plan/>

**February (Sunday) 20 – (Saturday ) 26 - Break**

**Required Readings for Weeks of March 7, 28 and April 11 (2 days)**

Seel (2018) Chapters 11 & 14

Chapter 13 could be considered – not required.  
 Other suggested readings are posted on this week’s site.

**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 640.01 is one of four courses that make up the specialization courses in the Leadership in Human Services specialization. This course is offered in tandem, on alternate weeks during the Winter 2022 term with SOWK 642.01 – Transformational Leadership and Supervision in Human Services. Zoom sessions in that course are offered on Thursdays.

**CLASS SCHEDULE**

As noted above, this course runs in tandem with Transformational Leadership and Supervision which begins its weeks on the 10<sup>th</sup> of January. This course begins on January 17<sup>th</sup>. It is suggested that students do the pre-reading for this course during the week all classes start and familiarize themselves with how the course is organized prior to the Zoom session on the 18<sup>th</sup> of January.

For each week, the Discussion Boards are filled with information that will assist with assignments and Discussion Board required postings. Please ensure you post on all Discussion boards as noted as well as attending Zoom sessions.

CLASS SCHEDULE		
Date	Topic	Readings/Assignments Due
January 3- 7, 2022	Block Week	
Monday January 10, 2022	Classes begin	

<p><b>Tuesday January 18, 2022</b></p>	<p><b>First Zoom session 6-8 pm MST</b>  <b>Introductions to the course.</b>  <b>Review of course outline and assignments, the use of cases and creating actual documents.</b>  <b>Background on human service organizations.</b>  <b>Development and structures of HSO's – government, profit and non-profit.</b>  <b>Connections between the history of philanthropy and charity, human service organizations and the social work profession</b>  <b>Beginning discussion about governance</b></p>	<p>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.</p>
<p>Thursday January 20, 2022  Friday January 21, 2022  Friday January 28, 2022  Tuesday April 12, 2022</p>	<p>Last Day to drop a class  Last day to swap or add a class  Fee deadline  Last day to withdraw from a course</p>	
<p><b>Tuesday February 1, 2022</b></p>	<p><b>Second Zoom Session 6-8 pm MST</b>  <b>Understanding governance and oversight</b></p>	<p>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.</p>
<p>Friday February 6, 2022</p>	<p><b>Assignment 1 Due (Governance cases)</b></p>	<p><b>Due by 6pm MST</b></p>
<p><b>Tuesday February 15, 2022</b></p>	<p><b>Third Zoom Session 6-8 pm MST</b>  <b>Strategic Planning and Business Plan creation</b></p>	<p>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.</p>
<p><b>February 21 – 27, 2022</b></p>	<p><b>Winter Break</b></p>	<p><b>(Sunday to Sunday) – no classes, assignments or course activities</b></p>
<p><b>Tuesday March 8, 2022</b></p>	<p><b>Fourth Zoom Session 6-8 pm MST</b>  <b>Strategic planning and business or operational planning.</b>  <b>Balancing risk, safety, quality and innovation</b></p>	<p>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</p>

<b>Monday March 14, 2022</b>	<b>Assignment 2 Due (Group assignment – Strategic and business plan)</b>	<b>Due by 6pm MST</b>
<b>Tuesday March 22, 2022</b>	<b>Fifth Zoom Session - Organizational culture and diversity in the workplace</b>	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.
<b>Tuesday April 5, 2022</b>	<b>Sixth Zoom session</b>	Organizational culture continued Questions about the case study.
<b>Friday April 8, 2022</b>	<b>Final Assignment Due (Case study) Discussion boards close today</b>	<b>Due by 6pm MST Discussion Boards close at 11pm</b>
<b>Tuesday April 12, 2022</b>	Last day of Regular Classes	
Friday April 29, 2022	End of Term	

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

**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) for your best learning experiences. 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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

## ASSESSMENT COMPONENTS

### **Assignment 1: Governance Case study Length: 750-1000 words (approx. 3-4 pages double spaced)**

Students will choose one of a selection of cases to analyze with questions to be answered. 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. An assessment rubric will be posted on D2L.  
Due – Sunday Feb 6 at 6pm Weight - 20%  
Aligned Course Learning Outcomes: 5, 8, 10

### **Assignment 2: Completed in a group - Strategic and Business plan**

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 the organization's operation will be created. 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. Length - 12-15 pages maximum. APA (7th ed) is required only for references used. An assessment rubric will be posted on D2L.  
Due - Tuesday March 11 at 6 pm Weight - 30%  
Aligned Course Learning Outcomes: 1, 11

### **Assignment 3 – Case study**

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, creative thinking where required, completing all questions, references used judiciously with APA (7th ed) formatting. Length: 2500 words (approx. 10-12 pages, double-spaced). An assessment rubric will be posted on D2L.  
Due - Friday April 8, 2022 at 6pm Weight - 30%  
Aligned Course Learning outcomes: 4, 5, 9

## **Participation:**

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.

Students will be asked to submit a very short self-assessment of their participation which will be aligned with the instructor's assessment.

More tips on Participation are given on the D2L site.

DBs will close at 11:00pm on April 10 (Sunday)

Weight - 20%

Aligned Course Learning Outcomes: 5, 9, 11

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

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 will 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. These can be found on D2L.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- 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 should have a file name as a footer on each page as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2), unless otherwise directed. Page numbers are also required.
- Assignments are due by 6pm unless otherwise noted.
- 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 in exceptional circumstances and at the discretion of the instructor.
- Assignments submitted after the deadline (without approval) may be penalized with a grade reduction.
- Group assignments are given one grade. If any components of the assignment are required to be completed by individuals and submitted separately and are late, marks will be deducted.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed 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.

The final case study assignment can be written in a form that suits the material and is still readable and understandable to the Instructor.

Sources for all assignments must be properly documented and referenced in APA format (7<sup>th</sup> edition).

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 Range</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	75-79

		withdraw from the programme regardless of the grade point average.	
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**

Feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. As well, the Instructor asks for completion of a pre and a post-test at the beginning and end of the class. These questionnaires assist with the delivering of the course as well as improving the course for coming years.

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.

**ADDITIONAL SUGGESTED READINGS**

The Instructor may suggest other readings during the course. These will not be required reading.

**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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **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