



Course & Session Number	SOWK 643 - S01	Classroom	Online
Course Name	Organizational Structures and Management		
Dates and Time	Start of Classes: February 26, 2024 End of Classes: April 9, 2024 Dates and Times: <u>Zoom Sessions - Mondays & Wednesdays, 5:30 – 8:30 pm</u> Mondays: February 26, March 4, 11, 18, 25 and April 8 Wednesdays: February 28, March 6, 13, 20, 27 and April 3 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Jackie Sieppert, PhD, RSW	Office Hours	As requested.
UCalgary E-mail	sieppert@ucalgary.ca	UCalgary Phone	403-220-6983

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Theories, models and approaches to leadership in the human services. Historical, political, economic, social, and cultural influences impacting human service organizations are examined.

COURSE DESCRIPTION

In this course students will learn about organizational structures and management of human service, government, and other community based organizations. This includes understanding the complex contexts in which social work leaders operate and navigate diverse leadership practice issues. The major issues we will pursue and focus on are the nature of nonprofit organizations, governance, strategic and business planning, risk management and operations, finance and resource development, organizational culture, creating diverse workplaces and social innovation.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in both asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. Asynchronous learning tasks include, for example, participation in online discussion boards, watching videos and developing group projects.

When unable to participate in live synchronous sessions due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). Successful learning will depend upon both the asynchronous and synchronous tasks.

COURSE LEARNING OUTCOMES

Upon completion of this course students will be able to:

1. Analyze and synthesize the historical, political, economic, legal, institutional, social, and cultural forces and conditions influencing leadership in the human services.
2. Examine issues of diversity, culture, power, and oppression in organizational and community practice.
3. 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.
4. Use evidence-based tools and strategies in assessment, evaluation, resourcing, funding, intervention, innovation, change, collaboration, and management in organizational and community practice.
5. Demonstrate leadership in facilitation, building trust, managing conflict, and fostering relationships in working with individuals, groups and communities.
6. Apply practice-based research to organizational and community leadership practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND READINGS

Seel, K. & Knutsen, W. (2023). *Management of nonprofit and charitable organizations in Canada*. (5th edition). Lexis Nexis.

In addition to the course text, other readings will be made available by the instructor. Three specific papers are required reading and are listed below.

Ashley E. Nickels & Kirk A. Leach (2021) Toward a more just nonprofit sector: Leveraging a critical approach to disrupt and dismantle white masculine space, *Public Integrity*, 23:5, 515-530, DOI: 10.1080/10999922.2020.1870833

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10999922.2020.1870833>

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>

Little Bear, L. (2000). Jagged worldviews colliding. In M. Battiste (Ed.). *Reclaiming Indigenous Voice and Vision*. Vancouver: University of British Columbia Press.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.59962/9780774853170-009>

All other readings provided by the instructor are made available only as recommended readings intended to supplement student learning. All readings, other than the textbook, will be available through links provided on the course D2L site.

LEARNING TECHNOLOGIES AND REQUIREMENTS

As mentioned, 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.

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RELATIONSHIP TO OTHER COURSES

In the Leadership in Human Services certificate, students 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 643.01 is the last of four courses that make up the course sequence in the Leadership in Human Services certificate. It builds on previous learning by offering models and concrete skills required to effectively lead and manage organizations.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Monday, February 26	<p>First Zoom session 6-8 pm MST Introduction to the course Review of course outline and assignments, the use of cases Background on human service organizations Development and structures of human service organizations – government, profit and non-profit</p>	<p>Seel, Chapter 1 & 2 Hasenfeld, Y. (2015). What exactly is human services management? <i>Human Service Organizations: Management, Leadership & Governance</i>, 39(1), 1-5. Asynchronous activities required. Check discussion boards for required postings.</p>
Wednesday, February 28	<p>Understanding governance and oversight</p>	<p>Seel, Chapter 3 Asynchronous activities required. Check discussion boards for required postings.</p>
Monday, March 4	<p>The governance/management relationship</p>	<p>Seel, Chapter 4 Asynchronous activities required. Check discussion boards for required postings.</p>
Wednesday, March 6	<p>Looking at non-profit organizations through a critical lens Building organizational culture and diversity in the workplace Jagged worldviews in management</p>	<p>Ashley E. Nickels & Kirk A. Leach (2021) Toward a more just non-profit sector: Leveraging a critical approach to disrupt and dismantle white masculine space, <i>Public Integrity</i>, 23:5, 515-530. Little Bear, L. (2000). Jagged worldviews colliding. In M. Battiste (Ed.). <i>Reclaiming Indigenous Voice and Vision</i>. Vancouver: University of British Columbia Press. Asynchronous activities required. Check discussion boards for required postings.</p>
Monday, March 11	<p>Positioning your organization – government and community relations & collaboration</p>	<p>Seel, Chapter 6 Asynchronous activities required. Check discussion boards for required postings.</p>

Date	Topic	Readings/Assignments Due
Wednesday, March 13	Strategic and business planning	Seel, Chapter 8 Asynchronous activities required. Check discussion boards for required postings. Assignment 1 Due by 11:59 PM
Monday, March 18	Strategic and business planning continued	Asynchronous activities required. Check discussion boards for required postings.
Wednesday, March 20	Financial management	Seel, Chapter 11 Asynchronous activities required. Check discussion boards for required postings.
Monday, March 25	Philanthropy and advancement	Seel, Chapter 7 Asynchronous activities required. Check discussion boards for required postings.
Wednesday, March 27	Understanding and managing human resources	Seel, Chapter 12 Asynchronous activities required. Check discussion boards for required postings.
Monday, April 1	Easter Monday – No Class!	
Wednesday, April 3	Looking ahead - social innovation, technology, and societal change	Seel, Chapter 15 Asynchronous activities required. Check discussion boards for required postings.
Monday, April 8	Last Day of Regular Classes Zoom session to wrap up course	Assignment 2 Due by 11:59 PM Discussion Boards close at 11:00 PM Participation Self-Assessment due by 11:59 PM

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor will record online Zoom class sessions for the purposes of supporting student learning in this class, for example 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.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Governance Case Study (30%) – Due Wednesday, March 13 by 11:59 PM

Aligned Course Learning Outcomes: 3, 4, 6

Assignment Description: A brief 4-5 page (double spaced) paper examining nonprofit governance challenges. 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.

Assessment Criteria: An assessment rubric will be posted on D2L.

Assignment 2: Strategic and Business Plan (50%) – Due Monday, April 8 by 11:59 PM

Aligned Course Learning Outcomes: 1, 4

Assignment Description: A group project to develop a 12-15 page business plan for a small nonprofit organization. The paper can focus on an organization you would like to create or an existing organization that does not have an existing plan in place. The plan must include both a strategic outlook and a business plan for the first year of operation. Details regarding group formation and use of class time for this assignment will be posted on D2L.

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.

Assessment Criteria: An assessment rubric will be posted on D2L.

Assignment 3: Active Participation (20%) – Ongoing, Self-Assessment due Monday April 8 by 11:59 PM

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description: Students are expected to be fully present, engaged, and active participants in this course. 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 short 1-2 page self-assessment of their participation, which will inform the instructor’s final assessment of your participation.

Assessment Criteria: An assessment rubric will be posted on D2L.

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 Dropbox in D2L. Assignments may be submitted in either Word or PDF format. All written assignments must clearly identify student names and the assignment number. Assignments are due by 11:59 PM 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

In the profession of social work missed deadlines can have serious consequences for our organizations and the people we serve. Attention to deadlines should therefore be considered a core part of your professional practice. 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 7th 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. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	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. 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 of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit:

<https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional online readings and learning resources are available through the course D2L site. Review of these materials is not mandatory for successful completion of the course. Rather, they are provided for students to explore and pursue further knowledge in particular topics of interest. At the discretion of the instructor, additional supplemental materials may be added throughout the course - once copyright clearance is provided for posting. No added materials will be considered as required reading for the course.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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](#) and requirements of the [Copyright Act](#) 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 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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