



FACULTY OF MEDICINE | UNIVERSITY OF CALGARY

SAH March 2/2010

Community Health Sciences
Community Rehabilitation and Disability Studies

CORE 603.13

(Half 3.0)

Leadership and Innovation In Disability & Community Studies

Instructor and Course Information

COURSE: CORE 603.13

INSTRUCTORS: Dr. Susan Cran & Dr. Gregor Wolbring

TERM: Spring/Summer 2010

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SECTION:

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DATE/TIME: TBA

LOCATION: FCJ Conference Centre/Web-based

Course Description

The changing personal, organizational, and societal leadership role and its importance for innovation in the field of disability and community studies

Prerequisites

None

Resources

- Andriopoulos, C., & Dawson, P. (2009). *Managing change, creativity, and innovation*. Thousand Oaks: SAGE.
- Beck, T.E., Lengnick-Hall, C.A., & Lengnick-Hall, M.L. (2008). Solutions out of context: Examining the transfer of business concepts to nonprofit organizations. *Nonprofit management & Leadership* 19(2), 153-171.
- Bolman, L.G., & Deal, T.E. (2008). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass.
- Brooks, J. S., & Normore A.H. (2010) Educational leadership and globalization: Literacy for a glocal perspective *Educational Policy*, 24, 52-82
- CERF: Glocalization: Research Study and Policy Recommendations
Edited by CERFE in cooperation with the Glocal Forum and the Think Tank on Glocalization
<http://www.cpi.hr/download/links/en/4297.pdf>
- Foster-Fishman, Pennie, Tiffeny Jimenez a; Maria Valenti a; Tasha Kelley; (2007) Building the next generation of leaders in the disabilities movement *Disability & Society*, 22(4), June, 341-356.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: CA: Jossey-Bass.
- Hesselbein, F., Goldsmith, M. & Somerville, I. (Eds.). (2002). *Leading for innovation*. NY: Jossey-Bass.
- James, C.R. (2002). Designing learning organizations. *Organizational Dynamics*. 32(1), 46-61.
- Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in nonprofit organizations. *Nonprofit Management & Leadership*, 15(2), 153-168.
- Johnson, J. L. (2009). The nonprofit leadership deficit: A case for more optimism. *Nonprofit management & Leadership*, 19(3), 285-304.
- Khanin, D. (2007). Contrasting Burns and Bass: Does the transactional-transformational paradigm live up to Burn's philosophy of transforming leadership? *Journal of Leadership Studies*, 1(3), 7-25.
- Kezar, A. Understanding and facilitating organizational change in the 21st century. *ASHE-ERIC High Education Report*, 28(4), 1-153.
- Kezar, A.J., Carducci, R., & Contreras-McGavin, M. (2006). Rethinking the "L" word in higher education: The

revolution in research on leadership. *ASHE-ERIC Higher Education Report*, 31(6), 1-218.

Liasidou, A. (2005). Cross-Cultural perspective on human rights and inclusive education policies: The case of Cyprus Mediterranean. *Journal of Educational Studies*, 10(2), 97-115.
http://www.um.edu.mt/data/assets/pdf_file/0008/39383/20_MJES_1022005.pdf#page=97

McDonald, R.E. (2007). An investigation of innovation in nonprofit organizations: The role of organizational mission. *Nonprofit and Voluntary Sector Quarterly*, 36(2), 256-281.

Medley, B.C., & Akan, O.H. (2008). Creating positive change in community organizations: A case for rediscovering Lewin, *Nonprofit Management & Leadership*, 18(4) 485-496.

Mulroy, E.A. (2003). Community as a factor in implementing interorganizational partnerships: issues, constraints, and adaptations. *Nonprofit Management & Leadership*, 14(1), 47-66.

Northouse, P.G. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: SAGE

Northouse, P.G. (2009). *Introduction to leadership: Concepts and practice*. Thousand Oaks, CA: SAGE

Osborne, S.P. (2005). Managing change and innovation in public service organizations. NY: Routledge

Perri 6. (1993). Innovation by nonprofit organizations: Policy and research issues. *Nonprofit management & Leadership*, 3(4), 397-414.

Poole, M.S., Van de Ven, A.H., Dooley, K. & Holmes, M.E. (2000). *Organizational change and innovation processes: Theory and methods*. Oxford, NY: Oxford University.

Poole, M.S., Van de Ven, A.H. (Eds.). (2004). *Handbook of organizational change and innovation*. Oxford, NY: Oxford University Press.

Schein, E.H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.

Schmid, H. (2006). Leadership styles and leadership change in human and community service organizations. *Nonprofit Management Leadership*, 17(2), 179-194.

Shelton, R.D. & Holdridge, G. M. (2004). The US-EU race for leadership of science and technology: Qualitative and quantitative indicators. *Scientometrics*, 60(3), 353-363.

Shafritz, J., Ott, J.S., & Jang, V.S. (2005). *Classics of organization change*. Belmont, CA: Thomson/Wadsworth

TSTIMONY House Committee on Science and Technology Hearing "Science and Technology Leadership in the 21st Century Global Economy." March 13, 2007
http://www.ucar.edu/oga/pdf/lane_testimony%203-07.pdf
http://sciencedems.house.gov/Media/File/Reports/natacad_compete_exsum_6feb06.pdf

Suggested Textbooks

Demers, C. (2007). *Organizational change theories: A synthesis*. Thousand Oaks, CA: SAGE

Rogers, E. (2003). *Diffusion of innovations* (5th Ed.). NY: Simons & Schuster.

Course Goals

Historical overview of organizational change models/theories (evolutionary, teleological, lifecycle, dialectical, socio-cognitive, cultural) and their relevance to our field

Historical overview of the paradigms –social constructivism, postmodern, and critical theory that have shaped leadership research

New theories/models of leadership – transformational, complexity and chaos, cognitive (mental models and organizational learning), cultural and symbolic, team or relational

Examining the emergence of new leadership concepts: ethics and spirituality, collaboration and networking, empowerment, social change, emotions, globalization, entrepreneurialism, and accountability.

Examining leadership from the local to the global level

Examining the leadership role played so far by marginalized groups (within their group cross groups)

Examination of the principles of innovation

Examination of the sustainability (recruitment, mentorship, resources, succession planning) of leadership in an organization

Examining the impact of science and technology advances on leadership concepts and forms

Identification of issues that need a new way of leadership especially in regards to marginalized people

Learner Objectives

Analysis of "self" in the leadership role

Analysis of the student's professional identity and the intersection with leadership roles

Understands the change process as a driver of innovative practice

Understands how organizational culture impacts on leadership roles
 Understands the nature of innovation and the culture required for innovation
 Demonstrates knowledge of major change models and integrates them with leadership roles and innovation
 Understands how changes in science and technology impacts changes in social dynamics which in turn impacts changes in leaderships.
 Understands the role marginalized groups have played and should play within the leadership discourse
 Is able to identify issues that need a new way of leadership especially in regards to marginalized people

Academic Integrity

The Department of Community Health Sciences expects **intellectual honesty** from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Faculty Regulations in the Faculty of Graduate Studies Calendar, or at www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm.

Cut Points For Grades

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Percentage/letter-grade conversions are standard for courses in the Department of Community Health Sciences.

<i>Grade</i>	<i>Course %</i>	<i>Grade Point Value*</i>	<i>Graduate Description*</i>
A+	97-100	4.0	Outstanding
A	90-96.5	4.0	Excellent
A-	85-89.5	3.7	Very good performance
B+	77-84.5	3.3	Good performance
B	72-76.5	3.0	Satisfactory performance
B-	68-71.5	2.7	Minimum pass for students in the Faculty of Grad Studies
C+	63-67.5	2.3	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	60-62.5	2.0	

Late Assignments

- Assignments are due on the specified date by 9 AM. Students who hand in assignments late will be penalized 5% per day for handing in late. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.
- Students may hand in assignments late without penalty under the following circumstances:
 - The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension
 - There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. Students may be required to provide the Course Coordinator with such documentation related to illness and/or emergency as is discussed and required in the University regulations pertaining to deferral of final examinations. This information can be found in the University Calendar.

Evaluation Plan

Assignment 1
Discussion Board Postings:

Each week students' will be responsible to read the article 's) identified, review websites (as applicable) and answer the guiding questions using the challenge framework/lens identified. Students will provide one new piece of literature and two new web pages that adds to the discussion for the weekly module. APA referencing required.

Each week commences on a Sunday by midnight to the following Sunday by midnight
Students are expected to **complete the above**, and post to the discussion board by **Wednesday at midnight** of that given week. This is the **MAJOR posting**.

Students then **respond to two (2) different postings** of their fellow students after Wed and by the following Sunday.

Value 50%

*Assignment 2.
Part A*

Due Date: June 7th, 2010

Reflection paper :

Is an opportunity to reflect on the face to face part of the class your goals, dreams and visions related to your future work and the kind of personal leadership you think is required and the challenges you might encounter in the future:

- b) the organizational and societal framework you have to deal with, work in, to fulfill your vision, and what kind of leadership you feel is required from the organization (or the societal structure), and what challenges the organization and society might encounter in the future related to the work area you identified.
- c) In regards to the topics of week 4-7, comment on the challenges that these present for you.

The paper should be 15-20 (max) pages, typed, double-spaced, 12 point font, APA format. Support your work with relevant literature.

Value 20%

Part B

Due date: July 2, 2010

Analysis paper: Choose one of the following options or discuss an idea with the instructors (for approval) for this next paper.

- a) Develop a model that represents for you the concepts of leadership and innovation and how you might apply it in an organization. Explain the rationale for the model and integrate the literature.
- b) Outline an innovation (case study) that you were involved in, apply the concepts important to you discussed in this course and give recommendations
- c) Take one (or more) of the challenges identified from the topics of week 4-7 and explore in depth by further developing an analysis and discussion of it.

The paper should be 15-20 (max) pages, typed, double-spaced, 12 point font, APA format. Support your work with relevant literature.

Value 30%

Course Timetable

April 15 – 17th session (FCJ Centre)

Session 1 April 15th

Introduction and framework of course

Defining Innovation

Overview of: Kezar, A.J., Carducci, R., & Contreras-McGavin, M. (2006). "Rethinking the "L" word in Higher Education: The revolution in research on leadership. *ASHE Higher Education Report*, 31(6), 1-218.

Session 2 April, 16th – Continuation of above. Panel of Community Leaders

Session 3 April 17th – Challenges & Future speculations: Providing the lens to review the following modules/topic areas

Day three sets the stage for interpreting and evaluating the weeks to come. You are asked to position and interpret yourself on two levels. One level is about yourself, your goals, your visions, your dreams related to your future work and the kind of leadership that might be required, and the challenges you might encounter in the future. The second level is about the organization: the societal framework you have to deal with, work in, to fulfill your vision, and what kind of leadership you feel is required from the organization (or the societal structure), and what challenges the organization might encounter in the future.

The guiding question that helps you to deepen your thoughts in regards to your positioning and interpretation on these two levels will be determined on Saturday, April 17th, 2010.

Blackboard Schedule

Session 4 April 18th – April 25th

Science & Technology

Article ‘(s)

Shelton, R. D. & Holdridge, G. M (2004).The US-EU race for leadership of science and technology: Qualitative and quantitative indicators, *Scientometrics*, 60,(3), 353.363

TESTIMONY House Committee on Science and Technology Hearing “Science and Technology Leadership in the 21st Century Global Economy.”March 13, 2007

http://www.ucar.edu/oga/pdf/lane_testimony%203-07.pdf

http://sciencedems.house.gov/Media/File/Reports/natacad_compete_exsum_6feb06.pdf

Session 5 April 25th – May 2nd

Social Group Leadership roles & dynamics

Global & Local level of leadership (glocalization)

Article ‘(s)

CERF: Glocalization: Research Study and Policy Recommendations

Edited by CERFE in cooperation with the Glocal Forum and the Think Tank on Glocalization

<http://www.cpi.hr/download/links/en/4297.pdf>

Liasidou,A. (2005). Cross-Cultural perspective on human rights and inclusive education policies: The case of Cyprus Mediterranean, *Journal of Educational Studies*, 10(2), 97-115.

http://www.um.edu.mt/_data/assets/pdf_file/0008/39383/20_MJES_1022005.pdf#page=97

Brooks, J & Normore, A.H. Educational leadership and globalization: Literacy for a glocal perspective, *Educational Policy*, 24, 52-82.

Session 6 May 2nd – May 9th

Leadership in non profit organizations

Johnson, J. (2009). The nonprofit leadership deficit: A case for more optimism. *Nonprofit Management & Leadership*, 19(3), 285 – 304.

Foster-Fishman, P., Jimenez, T., Valenti, M., & Kelley, T. (2007). Building the next generation of leaders in the disabilities movement. *Disability & Society*, 22(4), 341 – 356

Schmid, H. (2006). Leadership styles and leadership change in human and community service organizations. *Nonprofit management & Leadership* 17(2), 179 – 194.

Session 7 May 9th – May 16th

Social innovation, leadership and change

McDonald, R. (2007). An investigation of innovation in nonprofit organizations: The role of organization mission. *Nonprofit & Voluntary Sector Quarterly*, 36(2), 256 – 281.

Perri 6. (1993). Innovation by nonprofit organizations: Policy and research issues. *Nonprofit Management and Leadership*, 3(4), 397 – 414.

Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in nonprofit organizations. *Nonprofit Management & Leadership*, 15(2), 153 – 168.

Session 8 May 16th – May 23rd

Post a brief synopsis of what you have learned during these past weeks and would like to share with your colleagues (eg: A “eureka” moment, personal reflection, thoughts and recommendations for the future). It is anticipated that this synopsis will be incorporated into Part A – Assignment #2 due June 7th, 2010

Details for current course offerings are available at: www.crd.s.org