

**CORE 603.13**  
**Leadership & Innovation in Disability and Community Studies**

*Handwritten signature and date: 7/25/11*

**Course Instructor:** **Drs. Susan Cran & Gregor Wolbring**  
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**Course Dates:** **April 14, 15, (8:30am – 4:30pm) April 16<sup>th</sup> (9am-Noon)**  
**Face-to-face sessions**  
**April 24<sup>th</sup> – May 29<sup>th</sup> on-line modules**

**Location:** FCJ Conference Centre (Face-to-Face sessions)

**On-Line Modules:** April 24<sup>th</sup> – May 1  
May 1 – May 8<sup>th</sup>  
May 8<sup>th</sup> – May 15<sup>th</sup>  
May 15<sup>th</sup> – May 22<sup>nd</sup>  
May 22<sup>nd</sup> – May 29<sup>th</sup>

**Course Description**

This is a blended course (face-to-face sessions and web-based modules). The course description is the changing personal, organizational, and societal leadership role and its importance for innovation in the field of disability and community studies.

Students participate in discussions using Blackboard. Students are expected to be confident users of computer and Internet technology and routinely use these resources.

The course assignments include contributing to online discussions, 2 critiques of proposed or existing evaluation activities and an evaluation plan that is both presented and written. Graduate students are the intended audience.

**Prerequisite**

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>
- Demers, C. (2007). *Organizational change theories: A synthesis*. Thousand Oaks, CA: SAGE.
- 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. (2001). Understanding and facilitating organizational change in the 21<sup>st</sup> 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](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 (4<sup>th</sup> 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.

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

Schein, E.H. (2004). *Organizational culture and leadership* (3<sup>rd</sup> 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://www.ucar.edu/oga/pdf/lane_testimony%203-07.pdf)

[http://sciencedems.house.gov/Media/File/Reports/natacad\\_compete\\_exsum\\_6feb06.pdf](http://sciencedems.house.gov/Media/File/Reports/natacad_compete_exsum_6feb06.pdf)

### **Reading Required**

Please locate this article, read and bring a copy of it to the first day of class.

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.

### **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](http://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.

Grade	Course %	Grade Point Value*	Graduate Description*
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

Course contributions include discussion board postings and 2 individual papers.

Due Dates	% of Final Mark	Evaluation Method
#1: April 24 <sup>th</sup> – May 29 <sup>th</sup>	50%	<p>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.</p> <p>Each week commences on a Sunday by midnight to the following Sunday by midnight Students are expected to <b>complete the above</b>, and post to the discussion board by <b>Wednesday at midnight</b> of that given week. This is considered the <b>MAJOR posting</b>. Students then <b>respond to two (2) different postings</b> of their fellow students after Wed and by the following Sunday.</p>
#2 June 20 <sup>th</sup>	20%	<p><b>Individual Paper:</b> 15-20 (max) pages, typed, double-spaced, 12 point font, APA format. Support your work with relevant literature.</p> <p><b>Topic: Reflection</b> This paper is an opportunity to reflect on the face to face part of the course you attended. Using your journal notes:</p> <p>a) Reflect on your goals, dreams and visions related to your future work and the <b>kind of personal leadership</b> you think is required and the challenges you might encounter in the future: b) Reflect on 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) Reflect on the topics of week 4-7, comment on the challenges that any of these topics presented for you.</p>
#3 July 11 <sup>th</sup>	30%	<p><b>Individual Paper:</b> 15-20 (max) pages, typed, double-spaced, 12 point font, APA format. Support your work with relevant literature.</p> <p><b>Topic: Analysis</b> Choose one of the following options or discuss an idea with the instructors (for</p>

		<p>approval) for this next paper.</p> <ul style="list-style-type: none"><li><i>a)</i> 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.</li><li><i>b)</i> Outline an innovation (case study) that you were involved in, apply the concepts important to you discussed in this course and give recommendations</li><li><i>c)</i> 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 in relation to the course content.</li></ul>
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Grading Criteria

Assignment 1

Participation in discussion: consistent participation, responds to postings, poses reflective questions, and respectfully challenges peers, instructors and guests	12.5 marks
Quality of on-line postings: understands the concepts and integrates information, displays an understanding of different positions, incorporates reflection and critical thought	12.5 marks
Analysis of Content: contributes new ideas based on analysis or readings and prior discussion	12.5 marks
Application to professional practice: demonstrates the ability to apply concepts to practice	12.5 marks
<b>Total</b>	<b>50 marks</b>

Assignment 2

<b>Introduction and framing of the topic</b>	<b>2 marks</b>
1) Reflect on your goals, dreams and visions related to your future work	3
2) Reflect on the <b>kind of personal leadership</b> you think is required and the challenges you might encounter in the future	3
3) ) Reflect on the organizational and societal framework you have to deal with, work in, to fulfill your vision	3
4) Reflect on 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.	3
5) Reflect on the topics of week 4-7, comment on the challenges that any of these topics presented for you	3
6) Right usage of the terms disability, impairment, variability	1
7) Transhumanist implication	1
8) Global implications	1
For all 1-8 we look for clarity and quality of content and how much you provide us with new content thoughts	
<b>Total</b>	<b>20 marks</b>

**Assignment 3**

Introduction and framing of ideas	2 marks
Major context of paper	14 marks
a) Expansion of ideas in introduction	2
b) Review and critique current literature	2
c) Right usage of the term disability and impairment/variability	2
d) Transhumanist implication	2
e) Global implications	2
f) Use and critique of leadership and innovation theories	2
g) Use and critique of appropriate theories	2
Clarity of idea	2
Novelty of content	2
Conclusion	3 mark
Presentation/Style	5 marks
a) Organization (e.g. use of headings)	
b) Flow of ideas	
c) Grammar	
Adherence to APA	2 marks
Total	30 marks

## COURSE TIMETABLE – Spring/Summer 2011

<b>Week 1</b>	April 14th	<p>Introduction and framework of course Defining Leadership &amp; Innovation Overview of: Kezar, A.J., Carducci, R., &amp; Contreras-McGavin, M. (2006). "Rethinking the "L" word in Higher Education: The revolution in research on leadership. <i>ASHE Higher Education Report</i>, 31(6), 1-218. Guest Speakers: 1 pm –Dr. Keith Seele, Director of Institute of Non-profit Studies, Mount Royal University 2:30 pm –Ms. Wendy Lowe, Generational Leadership</p>
	April 15 <sup>th</sup>	<p>Innovation Guest Speakers: 1pm -Dr. Patricia Brown, Women and Leadership 2:30pm-Community Panel on Leadership</p>
	April 16 <sup>th</sup>	<p>Challenges &amp; 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.</p>
<b>Week 2</b>	April 24 <sup>th</sup> – May 1	<p>Science &amp; Technology Article '(s) Shelton, R. D. &amp; Holdridge, G. M (2004).The US-EU race for leadership of science and technology: Qualitative and quantitative indicators, <i>Scientometrics</i>, 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 <a href="http://www.ucar.edu/oga/pdf/lane_testimony%203-07.pdf">http://www.ucar.edu/oga/pdf/lane_testimony%203-07.pdf</a> <a href="http://sciencedems.house.gov/Media/File/Reports/natacad_compete_exsum_6feb06.pdf">http://sciencedems.house.gov/Media/File/Reports/natacad_compete_exsum_6feb06.pdf</a></p>
<b>Week 3</b>	May 1 – May 8 <sup>th</sup>	<p>Social Group Leadership roles &amp; dynamics Global &amp; 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 <a href="http://www.cpi.hr/download/links/en/4297.pdf">http://www.cpi.hr/download/links/en/4297.pdf</a></p>

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](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 global perspective, *Educational Policy*, 24, 52-82.

<b>Week 4</b>	May 8 <sup>th</sup> – May 15 <sup>th</sup>	<p><b>Leadership in non-profit organizations</b></p> <p>Johnson, J. (2009). The nonprofit leadership deficit: A case for more optimism. <i>Nonprofit Management &amp; Leadership</i>, 19(3), 285 – 304.</p> <p>Foster-Fishman, P., Jimenez, T., Valenti, M., &amp; Kelley, T. (2007). Building the next generation of leaders in the disabilities movement. <i>Disability &amp; Society</i>, 22(4), 341 – 356</p> <p>Schmid, H. (2006). Leadership styles and leadership change in human and community service organizations. <i>Nonprofit management &amp; Leadership</i> 17(2), 179 – 194.</p>
<b>Week 5</b>	May 15 <sup>th</sup> – May 22 <sup>nd</sup>	<p><b>Social innovation, leadership and change</b></p> <p>McDonald, R. (2007). An investigation of innovation in non-profit organizations: The role of organization mission. <i>Nonprofit &amp; Voluntary Sector Quarterly</i>, 36(2), 256 – 281.</p> <p>Perri 6. (1993). Innovation by non-profit organizations: Policy and research issues. <i>Nonprofit Management and Leadership</i>, 3(4), 397 – 414.</p> <p>Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in non-profit organizations. <i>Nonprofit Management &amp; Leadership</i>, 15(2), 153 – 168.</p>
<b>Week 6</b>	May 22 – May 29 <sup>th</sup>	<p>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/or recommendations for the future). It is anticipated that this synopsis will be incorporated into Assignment #2 due <b>June 30<sup>th</sup>, 2011</b></p>



Department of Community Health Sciences  
Faculty of Medicine

Academic Year 2011  
(Spring/Summer) SESSION