

CD 525

Managing Organizations, Systems and Community Transformations
(Sponsored by the *Jean Monnet Chair in Innovative Governance*)**Course Outline**

Term: Summer 2019

Introduction to your instructor:

Emmanuel (Mane) Brunet-Jailly, LLB (Aix-en-Provence, 1983), MA, (Paris I - Sorbonne 1985, and Virginia Polytechnic and State University, 1988), Ph.D. (University of Western Ontario, 1999) - is a Professor in the School of Public Administration at the University of Victoria, British Columbia, Canada. He is also *Jean Monnet Chair in Innovative Governance*, and director of the *Jean Monnet Centre for Excellence* at UVic. Since January 2009, he is the editor of *Journal of Borderland Studies*, a Routledge publication.

His key research areas are comparative urban governance and the governance of cross-border regions; his research work has appeared or is forthcoming in one encyclopedia, 9 books and edited scholarly journals, and nearly 100 articles and book chapters in the following refereed journals and presses: *Canadian American Public Policy*, *Canadian Annual Review of Politics and Public Affair*, *Geopolitics*, *International Journal of Economic Development*, *Journal of Borderland Studies*, *Journal of Urban Affairs*, *the Eurasian Border Review*, *Region and Cohesion*, University of Toronto Press, University Of Ottawa Press, Institute of Public Administration of Canada, Rowan and Littlefield (Lanham, MD), P.I.E. Peter Lang, Commonwealth Local Government Forum (London, UK), Hassleholm; (Sweden), Queen's McGill University Press, Septentrion University Press, Lille, (France), and Katharla publishers, Paris, (France).

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Calendar Description:

Develops key competencies for personal, group, organizational and community leadership in: teamwork, facilitation, presentation skills, negotiation, conflict resolution, group dynamics and collaboration. Examines systemic factors that encourage and challenge innovation. Analysis of cases that demonstrate successful scaling, practices or particular innovations.

Course Schedule / Delivery Method:

This is a distance education course with all course materials and communication available through the CourseSpaces website combined with a one week on campus residency component. The online components will be available by noon of the first day of classes.

Course Objectives/Goals:

Explores leadership beliefs, values, and attitudes, and analyzes perspectives in shaping leadership in civil society, community development and the social economy. Introduces management, assessment, concepts and tools for developing strategic priorities and planning frameworks for organizations and communities. Includes scenario based exercises set in a variety of practice contexts relevant to students' experience and systems.

To force you to think critically about your own experience, a number of units of the course make references to the [European Union Guidance on Community-Led Local development for Local Actors](#) as a model for the leadership and organizational development of communities: this EU program on policy and guidance is to be contrasted with your own experience and brought into perspective to help you compare and contrast with your own work experience. Their toolkit booklet is particularly interesting and should allow you to compare and contrast with your own experience – see the [URBACT II](#) toolkit.

The two major concepts addressed in this course deal in depth with (1) the theory and practice of leadership and strategic planning in the design and evaluation of *comprehensive community initiatives* with a focus on complex environments, and (2) a detailed exploration of the leverage points available for intervention in such complex programs.

On successful completion of the course you will be able to:

- Explain the main concepts underlying systems theory and identify the implications of systems theory for capacity development.
- Explain with examples how different leadership theories can be applied to community development
- Describe the main characteristics of needs-based and asset-based community development and how each approach may have different implications for successful development.
- Defend your own assessments and concurrent community development and leadership strategy

Course Readings & Materials:

- Online course materials, available via CourseSpaces, which will include the course notes, online communication tools, and readings.

Course Schedule: see detailed course schedule on the web board – this course runs from May 06 to July 26. It requires weekly online meeting, presence and posting commentary is mandatory, and a residency period of two weeks in June 18th to June 29th.



Assignments: see detailed course assignment on the web board – this course requires you to complete four assignments of equal weight – 25% each – You are expected to attend online meetings weekly, to produce two papers and to give presentations during the residency weeks.

You are required to complete at least two written posts in each of the first few weeks of the course as part of your online-presence and in-class participation in the course discussions. The online contributions posted to the discussion forums combined are worth 25% of your grade. Original online posts should be approximately 200 words (and should rarely be over 300 words). Longer posts are acceptable but please consider other participants' time and effort when writing longer posts. Also, it is harder to write good and to the point, posts.

Assignment #1 is made up of your contributions towards the online discussion posts before the residency period and is worth 25% of your grade. After the Residency, some online participation may be required in the last weeks of class – *this will be discussed and agreed upon during residency.*

Assignment #2 is a short paper (1000 words) posted to the drop box providing a comprehensive synthesis of literature reviewed to date and presenting a personal philosophy of leadership and strategic community planning in a complex environment. Assignment 2 is worth 25% of your grade. It is a short assignment that allows you then to focus on your course project the CCI or Comprehensive Community Initiative.

In the week preceding the residency, online discussions are directed at identifying a Comprehensive Community Initiative (CCI), a multifaceted, large-scale, long-term project with which you can ground your learning and apply theory to practice –which you should have in mind as soon as your start working on the course material.

Assignment #3 is focused on exploring systemic and interpersonal aspects of leadership, and complexity in community development. The focus of the week will be to enhance learning focused on addressing the CCI. During the week of residency the emphasis will be placed not on reading, but on the value of dialogue, and exploring concepts and perspectives in class and whenever the opportunity presents. Directly relevant material, as well as peripheral material, often as valuable or even more valuable, will be explored during the residency. Participation and contributions during the week before the residency and the residency itself will constitute Assignment 3. Assignment 3 is worth 25% of your grade.

Assignment #4 is your final paper. It is due at the end of the last weeks of term: Working with the Comprehensive Community Initiative you identified and explored during the weeks before residency and primarily during residency, or another initiative with similar levels of complexity. Assignment 4 will provide you with an opportunity to integrate all of the relevant learning gained through the course in a final integrated paper focused on

addressing the CCI. Online contributions and participation are expected during the final two weeks. Assignment 4 is worth 25% of your grade.

Assignment 1: An exploration of strategy and complexity

Description:

The first weeks of class focus our attention on the literature on leadership and community development. The following is a short overview of some of the readings.

In his article entitled *Complexity Chaos Collapse Community Creativity Compassion: Why We Need New Ways of Thinking*, Barry Boyce (2008), explores the perspectives of four thought leaders in the area of complex issues facing the organizations, human systems, and communities of the world. Specific recommendations emerging from the paper emphasize the importance of adopting new mental models and patterns of thought to address increasingly complex issues. Taleb, Goldstein, and Spitznagel (2009) introduce the notion of “*Black Swan events*” and the inherent unpredictability of the future as a consideration in strategic planning. Taleb, in his work, *Antifragile: Things that Gain from Disorder*, suggested that systems often have the potential of becoming stronger and more robust through such seemingly chaotic shifts. Based on a related principle, on p. 230 of his paper *Patterns, Principles and Practices in Social Innovation*, Stephen Huddart (2010) recommends that minimum specifications be set “*when working at multiple sites and multiple levels of scale, allowing partners freedom to adapt*”. Assuming that a particular CCI will span five to seven years and based on what you understand these different authors have to say about the level of specification of strategies in comprehensive community initiatives, in your online discussions, explore the advantages and disadvantages of keeping the specifications to a minimum.

From a slightly different angle, Ferdig (2007) introduces the notion of sustainability leadership, and suggested that addressing the challenges in today’s communities and human systems is a responsibility we all share. Broadening the scope of the discussion even further, Bolman and Deal’s (2008) four-frame model might help us understand complex systems and inform effective leadership action.

All in all, the first few weeks of class engage you in a series of forum-discussions synthesizing, evaluating, comparing, and contrasting the literature, and applying theory to practice. The goal is to develop a comprehensive understanding of complexity in leadership and strategic planning that extends beyond linear and perhaps limiting models.

Initial, original posts for each week are due by Wednesday and posts responding to others are due by Saturday of each week.

Assignment 2: Personal Community Leadership Philosophy

Description:



For this assignment, you are invited to integrate the most relevant literature you have read in the course so far, (as well as other related literature from other courses and personal reading) and include European Union documents, and, the Bolman and Deal's (2008) *Reframing Organizations: Artistry, Choice, and Leadership*.

The goal of this short paper is to articulate a personal theory of community leadership and strategic planning in an increasingly complex environment. Please feel free to include relevant personal experience, but make sure any statement of fact is clearly presented and supported with literature when appropriate. Papers are to be approximately 1,000 words and presented in APA format.

Assignment 3: Systemic and Interpersonal Implications

Description:

For this assignment, you will be encouraged to identify a multifaceted, large scale, long term project that qualifies as a Comprehensive Community Initiative (you'll know by then that the European Union calls those differently (i.e. *Community Led Local Development*) but that they are inherently similar exercises of community development). You are free to select any of the projects you are working on at work today, or in the past or in other courses, or are otherwise familiar with. You may also download a project from the Internet. You may even share projects with other students as long as you carry out the assignment independently.

Assignment three will integrate your CCI and the readings and your research and explorations to date, and through the online dialogue and residency seminars, activities and discussions, enhance a broader understanding of different considerations in advancing a CCI.

Be prepared to discuss your ideas online with your colleagues and during the week before residency beginning and obviously during residency.

Assignment 4: Integration towards Effective Strategic Planning

Description:

The rationale for this exercise is based on constructivism, an adult learning theory that emphasizes the context of real-life situations and problems. It allows learners to move from being passive observers to active learners who “*construct knowledge by integrating new information and experiences into what they previously came to understand, revising and reinterpreting old knowledge in order to reconcile it with the new*” (Billet, as cited by Kerka, 1997, Constructivism: A Matter of Interpretation section, para. 1).



This assignment requires that you build on the work you have done in the course so far and apply it to the CCI you selected for Assignment 3. If you wish, you are free to change CCI and identify a new CCI should you find one more suitable for the purposes of this course or your interests.

Using the information contained in the project you should:

1. *Describe (in your own words) the long-term goal of the project*
2. *Describe (in your own words) four different strategies contemplated by the project*
3. *Explore with your colleagues, online and through the residency period, the implications of various elements of leadership and human systems in meaningful community development.*

Since you are the only person who has access to the original project document it is important that you frame the components in your assignment very clearly.

To build on the work you've done and to begin the process and discipline of strategic community planning, and integrating the work you have done so far, you should also:

1. *Situate the work within the broad scope of your understanding of community and considerations in advancing community perhaps using points from the notes or optional reading in Unit 4*
2. *Identify and describe two different leverage points selected from the 12 leverage points contained in the Meadows paper. Your may describe leverage points that have been used, are being used or are being contemplated in the project.*
3. *Identify an opportunity for leverage and a particular part (place, moment in time) in the existing project*
4. *Describe the potential leverage point (which you must select from the 12 leverage points contained in the Meadows paper).*
5. *Set out a strategy for realizing the leverage point.*

You are expected to be able to support your choices and perspectives/views, thanks to references to course materials as well as your own favourite relevant literatures. While writing up for the assignment is important, you should also be prepared to discuss your ideas online, and then during residency, with your colleagues in order to more fully develop your conceptual framework and CCI.

Explore leadership beliefs, values, and attitudes, and analyzes perspectives in shaping leadership in civil society, community development and the social economy. Introduces management, assessment, concepts and tools for developing strategic priorities and planning frameworks for organizations and communities. Includes scenario based exercises set in a variety of practice contexts relevant to students' experience and systems.

To force you to think critically about your own experience, each unit of the course makes references to the *European Union Guidance on Community-Led Local development for*

Local Actors as a model for the leadership and organizational development of communities: http://ec.europa.eu/regional_policy/sources/docgener/informat/2014/guidance_clld_local_actors.pdf - this EU program on policy and guidance is to be contrasted with your own experience and brought in perspectives to help you compare and contrast with your own work experience.

Grading Criteria

ASSESSMENT CRITERIA	Weighting of Criteria in this Assignment
<p>Demonstrates knowledge of subject matter Includes:</p> <ul style="list-style-type: none"> • Reflection of readings and course material: <ul style="list-style-type: none"> ○ Understands the issues and challenges for community enterprises, and can describe their importance in today's societies with appropriate references to the readings; ○ Identifies and focuses on main (and subsidiary issues) and challenges in community enterprise development as identified in readings (and personal/professional experience) • Critical reading of source material: Demonstrates the ability to address these challenges in development of the hypothetical model community enterprise. 	20%
<p>Analysis Includes:</p> <ul style="list-style-type: none"> • Weighing evidence: Identifies and considers the influence of context, assumptions, and biases that can effect community enterprise development. 	20%



<ul style="list-style-type: none"> • Thoroughness of assessment: Position/argument demonstrates evidence of critical questioning of source material. Argument goes significantly beyond materials discussed in course. • Demonstration of critical assessment of material: <ul style="list-style-type: none"> ○ Analyzes issues within applicable contexts (e.g., social, cultural, economic, political, educational, historical), recognizes and questions assumptions and biases as needed; ○ Demonstrates rational thinking, and makes references as needed to research and readings; ○ Questions accuracy, completeness, relevance, and biases when these occur 	
<p>Synthesis / Integration Includes:</p> <ul style="list-style-type: none"> • Connecting course content with practice and prior learning: Integrates objective analysis and personal/professional knowledge. • Relevance of material presented: Position/argument demonstrates integration of multiple perspectives and sources and takes into account practical considerations. 	20%
<p>Application of Knowledge Includes:</p> <ul style="list-style-type: none"> • Making appropriate recommendations: <ul style="list-style-type: none"> ○ Demonstrates a practical approach to SE development and management; ○ Identifies conclusions and/or consequences—both long and short-term • Establishing new knowledge or perspective: Develops own ideas based on learning & thinking • Justifying perspective: Qualifies assertions made; provides as appropriate rational explanation for position when needed 	20%



<p>Communication Includes:</p> <ul style="list-style-type: none"> • Clarity in conveying message and ideas: <ul style="list-style-type: none"> ○ Writing is clear, interesting and easy to follow, creating a logical flow of thought ○ Uses language that clearly communicates ideas ○ Writing includes an introduction, body and conclusion ○ Writing contains a clear thesis statement that will guide the material in the paper • Professionally presented and formatted: <ul style="list-style-type: none"> ○ Meets all course expectations regarding formatting ○ Few if any errors ○ Uses APA guidelines accurately and consistently to cite sources 	20%
TOTAL	100%

A Note on Participation and Contribution

Online and face-to-face participation and contributions are expected throughout the course. In particular, assignments 1 and 3 are dependent on ongoing dialogue and engagement. Between them, these two assignments are worth 50% of your grade so participation is both expected and necessary.

For the online portions of the course, the instructor will usually begin a discussion by making a posting to the forum on Monday morning of each week. Please participate by replying to the instructor's post or to subsequent replies by other students as part of that thread. You are expected to both begin threads and respond to others.

Evaluation Criteria for participation

Your participation grade will be determined by the quantity and quality of your interventions during discussions. The following factors will be considered when determining your participation marks; in particular, assignments one and two:

1. how often you contribute (though if you simply comment frequently without demonstrating that you have thought about the readings and questions, this may count against your grade);
2. the extent to which you demonstrate that you have completed the readings and attempted to understand the arguments;
3. your ability to offer a critical perspective on the arguments and readings; and
4. your capacity to engage in a productive conversation about the course material with the instructor and your peers.

In other words, contributions will be assessed on the basis of your ability to:

- explain concepts
- construct questions



- raise pertinent issues
- organize ideas
- advance evidence and arguments
- evaluate, and
- suggest ways forward

Please note that no grade will be affected by the position which you take on an issue being discussed. Assessment will focus on your ability to make clear, logical statements and arguments backed by evidence that other people can understand and respond to with counter statements and arguments. The focus is on the effectiveness of your analysis, not your position.

Important University Dates: (note in particular course drop dates)

See: <http://web.uvic.ca/calendar/GI/2AYeID.html>

Course Policies:

- [Undergraduate Grading Scale](#)
- **Assignment Formatting Requirements:** when you are asked to submit an assignment, you are required to follow these formatting guidelines:
 - Submit your assignment as a Word document (.doc or.docx).
 - Use either space and half or double spacing for all your assignments (space and a half for Assignment 2)
 - Use either 11 or 12 point fonts
 - Use at least one inch margins (preferably 1.5 inches)
 - Include your last name in the assignment filename: LastName_Assignment_1.docx
 - Include your first and last names and your preferred email address in the upper right corner of each page of the assignment
 - Include page numbers in your assignments
 - Be sure to proof your assignments well for spelling mistakes and other editorial errors
- **Academic Ethics:** working in an academic setting is often different from working in the public or the non-profit sectors in terms of the ways that materials are attributed. Reports or presentations that are done in work settings are often the joint product of several persons, and may include information that is compiled from previous reports, the Web, and other sources. Often, there are no explicit expectations about how others' works are to be cited or referenced.

In universities, including the University of Victoria, there are explicit expectations about acknowledging other's work (their written work in particular) in your own papers, reports and presentations. All students at UVic are expected to observe the standards of scholarly integrity that are summarized in the UVic Calendar:

<http://web.uvic.ca/calendar/FACS/UnIn/UARe/PoAcI.html>

Read the UVic calendar entry on plagiarism. If you have any questions contact the

instructor. DO NOT make an assumption about whether a given situation is or is not an instance of plagiarism – check. And do so well before the deadline for a paper or project report.

- **Meeting Your Deadlines:** Please stay on schedule as you work through your course materials and assignments. Give yourself adequate work time to complete the readings and undertake the activities and discussions. It is possible (but unlikely) that you will do your best work at the last minute.

If you have any questions or concerns about the academic content of the course, please contact your instructors. We expect you to fully participate in the discussions and submit your assignments by the deadlines noted in the current Schedule.

If for some reason (such as a family emergency or ill health) you require an extension of a deadline, you must contact the instructors before the deadline. If you are ill, a medical certificate from your doctor may be required.

- **Penalties for Late Assignments:** deadlines are important in school and work life. We have set the following course policy on the submission of assignments:

Assignments are mandatory and due at 11:59 PM on the dates specified. Late work will not be accepted and will receive a grade of 0 (zero) unless a student has documented extenuating circumstances (health, family emergency) and has made arrangements with the instructor. Do NOT e-mail assignments. Post assignments to the CourseSpace website. Please note that it is incumbent on the student to be familiar with the online setup of the course (including the procedure for uploading assignments and the required format for assignments).

Please keep a copy of all work - including material you hand in - until final marks have been posted.

Course Experience Survey

The School of Public Administration values your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience. The survey is vital to providing feedback to our school regarding the course and our teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage (<http://uvic.ca/mypage>). If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your Netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. We will remind you and provide you with more detailed information nearer the time.



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