**Class Syllabus**



# JSGS 885.3  Co-operative Governance and Leadership in Action

A course option for the [Graduate Certificate in the Social Economy and Co-operatives](#)

| | UNIVERSITY OF SASKATCHEWAN CAMPUS |
|---|---|
| **INSTRUCTORS:** | **Dr. Isobel M. Findlay**<br>Fellow in Co-operatives, Diversity, and Sustainable Development<br>findlay@edwards.usask.ca<br><br>**Dr. Lou Hammond Ketilson**<br>Fellow in Co-operative Management<br>E-mail: hammondk@edwards.usask.ca<br>Telephone: (306) 966-5844<br>Office: Diefenbaker Canada Centre 188 |
| **OFFICE HOURS:** | We will be available by e-mail, telephone, or by appointment in our office.<br><br>You may expect a response to e-mail inquiries within 36 hours Monday to Friday. Any changes in course content or schedule will be communicated by e-mail. |
| **OFFICE LOCATION:** | Room 188 Diefenbaker Canada Centre |
| **TERM:** | Fall and Winter 2016-2017 |

## CALENDAR DESCRIPTION

This course offers students the ability to work on a governance or policy issue relevant to co-operatives and the social economy and to critically reflect on this work. For some students, their work may take the form of a project/report directed at a specific issue that a co-operative, credit union, or social economy organization is facing. For other students, their work may take the form of a written case study of a co-operative, credit union, or social economy organization. In all cases, the result will be an experiential learning opportunity for students and new knowledge and expertise for co-operative and social economy organizations. Students must have completed JSGS 846 Co-operatives in the New Economy: Institutions, Governance and Policy in order to register for this course.

**Restriction:** Restricted to students in the College of Graduate Studies and Research.

**Prerequisite:** JSGS 846.3

## LEARNING OUTCOMES

By the end of this class, students should be able to:

1. Assess the policy, governance, or leadership issues facing a co-operative or social economy organization.
2. Outline a framework for examining policy, governance, or leadership issues.
3. Gather data and undertake the analysis for dealing with policy, governance, or leadership issues.
4. Recommend strategies for dealing with policy, governance, or leadership issues.
5. Demonstrate professional skills in conducting research, writing proposals and reports, and making presentations.
6. Reflect on often-competing interests in real-life decision making and critical thinking.
7. Demonstrate individual initiative, accountability, and project management skills.

## Instructor Profiles

### Dr. Isobel M. Findlay

I have been associated with the Centre for the Study of Co-operatives since 2001, was a professor of management and marketing, and am now professor emerita, Edwards School of Business. I teach and publish widely on co-operative studies; Indigenous economic development, education, and justice; business communications, and law and culture. Special research interests include communications, cultures, and communities; equity and diversity in the workplace; sustainability; partnerships and governance; and corporate social responsibility, performance indicators, and reporting standards. My community-based research has been increasingly collaborative, interdisciplinary, and intercultural in its efforts to build networks and capacity and to advance Indigenous and non-Indigenous ways of knowing in organizations and institutions.

I have a passion for teaching, for research, and for learning from and collaborating with students, engaging with diverse student aptitudes and experience, while encouraging independent and active participation in the enhancement and application of knowledge. My practice is shaped by University of Saskatchewan Students' Union (USSU) measures of effectiveness in teaching: enthusiasm, organization, fairness of evaluation. For me, these criteria mean an "open door" policy to get to know students, to foster connections between instructor and students; between classroom experience and students' prior knowledge; between what happens inside and outside the classroom.

### Dr. Lou Hammond Ketilson

I have been teaching and conducting research in association with the Centre for the Study of Co-operatives since 1984. My current academic position is in the Johnson-Shoyama Graduate School of Public Policy, but prior to this I was an Associate Professor in the Edwards School of Business (1981 – 2012).  My interest in co-operatives began in my youth when I attended what was then known as "Co-op School", and has continued to my current interest in management and governance practice in retail and financial co-operatives, Aboriginal co-operative development, and gender, diversity, and leadership in co-operatives. My work has always had a strong policy focus, specifically the role that co-operatives play in achieving sustainable economic and social development. My collaborative leadership style and personal commitment to creating effective partnerships with community is the foundation for my approach to community-engaged scholarship.

Similarly, my approach to teaching is collaborative. I welcome discussion and debate, and expect to

learn from my students as much as they might learn from me, acknowledging that student experience and perspective is essential to an effective learning environment. As with Professor Findlay, I endorse and endeavor to uphold the University of Saskatchewan Students' Union (USSU) measures of effectiveness in teaching: enthusiasm, organization, and fairness of evaluation.

## COURSE CONTENT AND APPROACH

This experiential course focuses on the completion of a project or case study on a selected co-operative or social economy organization. Students will be required to grapple with the often-competing interests at play in real-life decision-making. Because of its experiential learning emphasis, the course uses a non-standard schedule and has no final exam.

The project allows you to make a difference in the local social economy community, supplementing course learning with community service while enhancing networking, project & client management skills. Evaluation components contribute directly or indirectly to the final project report, establishing timelines and organizing work into manageable parts.

### In-Class Sessions

The first session will occur during the in-person sessions in September and will provide an introduction to the course as well as the online platform that will be used (e.g., Blackboard); discuss the basics of research design and/or project management; outline the roles and responsibilities of students and faculty; discuss the options for completing the major project; and ensure students understand ethical research responsibilities. An initial, non-graded discussion board post will be completed.

### Online

The majority of the course will occur online. As such, the vast majority of the course will be self-directed and highly focused on the particular project each student is working on.

This class operates on the assumption that learning is most effective when it is active, interactive, experiential, and reflective. It requires active and engaged skills in listening, reading, writing, thinking, responding, and engaging ideas. You are expected to read and reflect on the required readings and be prepared to participate in online class discussion.

Your ability to link, connect, and synthesize different elements of the course is crucial. Your work and participation should reflect a willingness to incorporate and build upon feedback from your peers as well as your instructors.

You are responsible for understanding the concepts presented in readings and other materials. If you are unsure of any of the course concepts, ideas, or themes, please take the initiative to ask the instructors.

Important information for JSGS 885 is posted in Course Tools (Blackboard) in PAWS. Students are expected to check the Announcements of Blackboard for updates.

The *JSGS Student Participation Guidelines* (see the Class Schedule – Required Resources in this syllabus) offer good advice that adapts readily to the online environment.

**Project Presentations**

An e-PowerPoint presentation of your project proposal (based on findings from your environmental scan) will be your first opportunity to share your project in presentation format for feedback from instructors and peers. This will help you refine your written proposal.

The final session will consist of an in-person presentation of the projects in April. This session will provide students an opportunity to discuss and receive feedback on their projects.

## REQUIRED RESOURCES

### Readings/Textbooks

*Co-operative Canada: Empowering Communities and Sustainable Businesses*. 2014. Brett Fairbairn & Nora Russell, (eds.). Vancouver: University of British Columbia Press. ISBN: 978-0-7748-2789-8  (PAPERBACK version)

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

### Other Required Materials

Other readings and resources will be available in your Blackboard course.

## SUPPLEMENTARY READINGS

Sousa, Jorge, and Roger Herman. 2012. *A Co-operative Dilemma: Converting Organizational Form.* Saskatoon: Centre for the Study of Co-operatives.

## MOBILE ACCESS

Blackboard Mobile Learn™ is an app that is available on many devices including iOS® and Android™ for those occasional times when you may want mobile access. It is still recommended that you use a laptop or desktop computer for the majority of your online studies.

## CLASS SCHEDULE AND ASSIGNMENTS

| Dates | Module | Topics | Learning Objectives | Required Readings / Resources | Evaluation Due Date |
|---|---|---|---|---|---|
| Sept 8<br><br>Face-to-face in September, approx. 1 hr. | | Introduction to Blackboard, the course online learning platform (DEU will provide orientation) | 1. Participate in training on the Blackboard Learning Management System. | JSGS 885 Class Syllabus<br><br>JSGS Student Participation Guidelines. http://www.schoolofpublicpolicy.sk.ca/documents/student-resources/student-participation-guidelines-2014.pdf<br><br>JSGS Referencing Quick Guide. http://www.schoolofpublicpolicy.sk.ca/documents/student-resources/JSGS%20Referencing%20Quick%20Guide.pdf<br><br>**Note:** Other Required Resources including detailed research ethics instructions and videos may be added to Blackboard as the course progresses. | **Due: September 8 midnight:** Discussion Post (**200-250 words**) in Bbd: Introductory post (not graded)<br><br>**Note:** See the Description of Assignments section in this syllabus for details about evaluation. |
| Sept 8-23<br><br>Face-Face in September, approx. 5.5 hrs. | **Module 1:**<br><br>**Introduction to Co-operative Governance and Leadership** | Introduction to Course Objectives and Methods<br><br>Basics of research design and/or project management<br><br>Review Ethics requirements and | 1. Discuss any current faculty projects the students may be interested in being part of for their organizational or sector-based report for the major project.<br><br>2. Review the basics of research design. | Fairbairn, Brett. 2014. "Appendix: The Enterprise with Many Names." In *Co-operative Canada: Empowering Communities and Sustainable Businesses*, edited by Brett Fairbairn and Nora Russell, 254-72. Vancouver: University of British Columbia Press. **[Textbook]**<br><br>Bijman, Jos, George Hendrikse, and Aswin van Oijen. 2013. "Accommodating Two Worlds in One Organization: Changing Board | **Due: September 15 midnight:** Discussion Post (**200-250 words**) in Bbd<br><br>**Due: September 20 midnight:** Response Post (**100 words**) |

| | | | TCPS 2 CORE principles<br><br>Outline roles and responsibilities<br>• Student<br>• Faculty<br><br>Introduction to Co-operative Governance and Leadership Identify key trends and issues, theories and methods, in the literature and practice | 3. Outline the roles and responsibilities of the student and the faculty.<br><br>4. Review ethics training and approvals as needed for the research.<br><br>5. Review resources on Research Ethics Website<br><br>6. Review literature on co-operative governance and leadership.<br><br>7. Discuss trends and issues, theories and methods. | Models in Agricultural Cooperatives." *Managerial and Decision Economics* 34: 204-217. Doi: 10.1002/mde.2584. **[PDF in Blackboard]**<br><br>Birchall, Johnston. 2014. *The Governance of Large Co-operative Businesses: A Research Study for Co-operatives UK.* Manchester: Co-operatives UK. http://www.uk.coop/sites/default/files/uploads/legacy-files/downloads/the_governance_of_large_cooperatives_0.pdf<br><br>Fairbairn, Report to ACCA on Member Engagement Sessions http://usaskstudies.coop/documents/pdfs/Report%20to%20ACCA%20on%20Member%20Engagement%20Sessions.pdf<br><br>Fairbairn, Brett, Murray Fulton, and Dionne Pohler. 2015. *Governance as a Determinant of Success and Failure: What Other Co-ops Can Learn from Co-op Atlantic.* Saskatoon: Centre for the Study of Co-operatives. http://usaskstudies.coop/documents/books,-booklets,-proceedings/Co-op%20Atlantic%20final.pdf<br><br>Fulton, Murray, and Jean-Pierre Girard. 2015. *Demutualization of Co-operatives and Mutuals.* http://canada.coop/sites/canada.coop/file | |

s/files/documents/en/2015_coop-dcm_report_eng_final_web.pdf

Hammond Ketilson, Lou, and Kim Brown. 2011. *Models for Effective Credit Union Governance: Maintaining Community Connections after a Merger.* Occasional Paper Series. Saskatoon: Centre for the Study of Co-operatives, University of Saskatchewan. http://usaskstudies.coop/documents/occasional-papers/Models%20for%20Effective%20CU%20Governance%20pdf.pdf

Heit, Jason, Murray Fulton, and Brett Fairbairn. 2014. "Chapter 4: Autonomy and Identity: Constraints and Possibilities in Western Canada's Co-operative Retailing System." **[Textbook]**

Plumptre, Tim, and John Graham. 1999. *Governance and Good Governance: International and Aboriginal Perspectives.* Institute on Governance. http://iog.ca/wp-content/uploads/2012/12/1999_December_govgoodgov.pdf

| Dates | Module | Topics | Learning Objectives | Required Readings / Resources | Evaluation Due Date |
|---|---|---|---|---|---|
| September 26-Oct 8<br><br>**October 10:**<br>Thanksgiving—no classes | **Module 2:**<br><br>**Environmental Scan** | Choose a co-operative, social economy organization, or social enterprise on which to conduct an environmental scan.<br><br>Identify trends, events and emerging issues<br><br>Follow format and include the 5 components in SK Dept. of Finance guidelines<br><br>Each section 300 words, total 1500 words<br>Mainly a descriptive exercise<br><br>Identify the key issues of | 1. Conduct an environmental scan for a co-operative, social economy organization, or social enterprise.<br><br>2. Write an Environmental Scan Report based on the components in the Sask Dept of Finance guidelines: External trends, unique trends, analysis, strategy, and synopsis.<br><br>3. Format the report according to the Saskatchewan Dept of Finance guidelines. | Saskatchewan Department of Finance. 2007. Planning Guidelines for Environmental Scan 2008-09. http://www.finance.gov.sk.ca/performance-planning/2008-09/ENVIRONMENTAL%20SCAN%20GUIDELINES.pdf<br><br>Alvesson, Mats, and André Spicer.  2012. "A Stupidity-based Theory of Organizations." *Journal of Management Studies* 49 (7): 1194-1220. Doi: 10.1111/j.1467-6486.2012.01072.x  **[PDF in Blackboard]**<br><br>Birchall, Johnston. 2013. *Good Governance in Minority Investor-owned Co-operatives.* Manchester: Co-operatives UK. http://www.uk.coop/sites/default/files/uploads/attachments/good_governance.pdf<br><br>Borda-Rodriguez, Alexander, and Sara Vicari. 2015. "Coffee Co-operatives in Malawi: Building Resilience through Innovation." *Annals of Public and Cooperative Economics* 86 (2): 317-328. **[PDF in Blackboard]**<br><br>Craddock, Trent, and Naila Vayid. 2004. *Health Care Co-operatives in Canada*. Ottawa: Co-operatives Secretariat, Government of Canada.   http://www5.agr.gc.ca/resources | **15%**<br>**Due: Oct 8 midnight**<br>Environmental Scan Report (1500 words)<br><br>Discussion and Response Posts (every 2 weeks from **September 29 midnight)** |

<table>
<tr><td></td><td></td><td>governance, leadership and/or policy.

There will be online discussion</td><td></td><td>/prod/coop/doc/healthcare_coopsincan2004_e.pdf

Girard, Jean-Pierre. 2005. *Implementation of a Health Services Co-operative: Factors for Success and Failure.* Ottawa: Co-operatives Secretariat, Government of Canada. http://www3.carleton.ca/cedtap/whatsnew/_files/Health_Study.pdf

Girard, Jean-Pierre, and Geneviève Langlois. 2014. "Chapter 8: Co-operation Reinvented: New Partnerships in Multi-Stakeholder Co-operatives." **[Textbook]**

Leviten-Reid, Catherine, and Brett Fairbairn. 2011. "Multi-stakeholder Governance in Cooperative Organizations: Toward a New Framework for Research?" *ANSERJ: Canadian Journal of Nonprofit and Social Economy Research* 2 (2): 25-36. **[PDF in Blackboard]**

Morris, Victoria. 2016. *Youth Involvement in Irish Credit Unions: A Case Study*. Saskatoon: Centre for the Study of Co-operatives. [pending]

Public Policy Forum 2014. *At the Vanguard of Canadian Innovation: A Compilation of Co-operative Case Studies*. Ottawa: Public Policy Forum. http://www.ppforum.ca/sites/default/files/PPF%20Coop%20Report%20-%20Final.pdf</td><td></td></tr>
</table>

| Dates | Module | Topics | Learning Objectives | Required Readings / Resources | Evaluation Due Date |
|---|---|---|---|---|---|
| October 11-December 8 (last day of classes in term 1)<br><br>**Nov 7-11: Midterm break: NO classes**<br><br>Jan 3: Term 2 classes begin-March 31<br><br>**Feb 20-24 Midterm break** | **Module 3:**<br><br>**Major Project Proposal** | In consultation with faculty, the student will craft a plan that includes a clearly defined research topic, timelines for deliverables, meeting schedule, final deliverable/ report<br>1. What is the interesting problem? | 1. Write a proposal for an organizational or sector-based study report.<br><br>2. Clearly define the research topic.<br><br>3. Outline timelines for deliverables.<br><br>4. Plan a meeting schedule if appropriate.<br><br>5. Outline the final deliverable. | Brown, Leslie H. 2014. "Chapter 5: Social Cohesion in Times of Crisis: Atlantic Canada's Consumers' Community Co-operative." **[Textbook]**<br><br>Diamantopoulos, Mitch, and Jorge Sousa. 2014. "Chapter 7: Rebuilding 'Home' in a Transient World: Globalization, Social Exclusion, and Innovations in Co-operative Housing." **[Textbook]**<br><br>Findlay, Isobel M., and Wanda Wuttunee. 2007. "Aboriginal Women's Community Economic Development: Measuring and Promoting Success." *IRPP Choices* 13 (4): 1-26. http://irpp.org/wp-content/uploads/assets/research/aboriginal-quality-of-life/aboriginal-womens-community-economic-development/vol13no4.pdf<br><br>Fulton, Murray, and Brent Hueth (eds.). 2009. *Cooperative Conversions, Failures and Restructurings: Case Studies and Lessons from U.S. and Canadian Agriculture.* Saskatoon: Centre for the Study of Co-operatives. http://www.kis.usask.ca/COOPSBOOK/CoopConversions_Book_Sep09.pdf | **15%**<br>**Due: Nov 3 midnight**<br>Proposal electronic PowerPoint presentation (5-6 slides) for feedback (**due Nov 4 midnight**)<br><br>**Due: Nov 24 midnight**<br>Written Project Proposal (1500 words)<br><br>Discussion (and Response) Posts **(every 2 weeks: Oct 14, 27; Nov 17; Dec. 1; Jan 6, 19; Feb 2, 16; Mar 2, 16, 30)** |

| | | | | Hammond Ketilson, Lou. 2014. "Chapter 9: 'To See Our Communities Come Alive Again with Pride': (Re)inventing Co-operatives for First Nations' Needs." **[Textbook]** | |
| | | | | Holm, Petter. 1995. "The Dynamics of Institutionalization: Transformation Processes in Norwegian Fisheries." *Administrative Science Quarterly* 40 (3): 398-422. **[PDF in Blackboard]** | |
| | | | | Lake, Alicia, and Catherine Leviten-Reid. 2014. "Conventional Consumer Cooperatives and Local Foods: A Case Study from Cape Breton, Canada." *Journal of Entrepreneurial and Organizational Diversity, 4 (1*): 11-27. Doi: http//dx.doi.org/10.5947/jeod.2015.002 **[PDF in Blackboard]** | |
| | | | | MacLeod, Greg, and Darryl Reed. 2009. "Mondragon's Response to the Challenge of Globalization: A Multi-Localization Strategy." In *Co-operatives in a Global Economy: The Challenges of Co-operation across Borders, edited by* Darryl Reed and J. J. McMurtry, 111-140 (Chapter 4). Newcastle upon Tyne: Cambridge Scholars Publishing. **[PDF in Blackboard]** | |
| | | | | Sousa, Jorge 2015. "Realizing the Cooperative Advantage at the Atkinson Housing Co-operative: The Role of Community | |

| Dates | Module | Topics | Learning Objectives | Required Readings / Resources | Evaluation Due Date |
|---|---|---|---|---|---|
| | | | | Development to Improve Public Housing." *Journal of Entrepreneurial and Organizational Diversity* 4 (1): 52-74. **[PDF in Blackboard]** | |
| April 3-6 (last day of classes) April 14 Good Friday Face-to-face in April, approx. 4 hrs. | **Module 4:** **Major Project Presentation and Draft Report** | Student must have a draft of the final organizational or sector-based report Student presents results or progress thus far to the group An opportunity to get feedback so that it can be integrated into the final report | 1. Present project results to the class and the faculty. 2. Obtain feedback on presentation to incorporate into organizational or sector-based report. 3. Consider comments to be incorporated into organizational or sector-based report. | Slides on presentations and feedback form posted on Blackboard | **10%** **Due: April 6** Project Presentation (**6-10 slides**) Discussion Feedback on Presentations Participation marks (5%) from feedback on presentations |
| **April 24-25** | **Module 5:** **Final Project Organizational or Sector-Based Report** | A written report where the audience is an organizational or sector 'expert'. Include an overview of the co-operative, | 1. Write a Final Report on the organizational or sector-based issue relating to governance, leadership or policy. | Information on writing non-academic reports; sample reports on Blackboard | **30%** **Due: April 24 midnight** Final Report (10-12 pages Arial, Calibri, or Times New Roman 11 point and 1.5 line spacing) |

| | | social economy organization or topic in question, the problem examined, the chosen theory, an analysis of the problem using this theory, and a discussion of the insights obtained into the problem.<br><br>Emphasize the importance of the co-operative structure in the problem and in the solution that is proposed. | 2. Incorporate presentation feedback in the Final Report.<br><br>3. Reflect critically on the process for this class research. | | **(5,000 words max)**<br><br>**Due: April 27 midnight**<br>Final Discussion – Reflection on Course Process and Learning |

*Note: If for any reason the Class Syllabus Reading List does not match the Module Reading List, the Class Syllabus shall be taken as correct*

.

# EVALUATION

| | | |
|---|---|---|
| Discussions | | 30% |
| Environmental Scan | | 15% |
| Major Project: | | 55% |
| • Project Proposal | 15% | |
| • Project Presentation | 10% | |
| • Final Report | 30% | |
| | | |
| Total | | 100% |

# DESCRIPTION OF ASSIGNMENTS

## DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://www.distanceeducation.usask.ca/support/writing-centre.php.

## Discussions

**Value**:         30% of final grade

**Due Dates**:     **Every two weeks beginning Thursday, September 15**.  The first post (not graded) on **September 8** might focus on the experience you bring to the class and your expectations of it based on the course outline. Thereafter, one posting, by Thursdays (see Class Schedule), will be a response to an article/chapter you read (see instructions below). You will also **post commentaries/reflections by Tuesday**, as a response to Thursday's postings written by your peers regarding the articles/chapter they read.

**Purpose**:       To engage with the course readings and resources and with peer and instructor commentary to deepen understanding of co-operative governance and leadership trends and issues. Through the online postings, students will create an active online community of learners and demonstrate their critical interrogation of themes and concepts.

**Description**:     Discussion boards provide an opportunity to engage with each other with a focus on the course materials. Grades are given for substantive and critical input, and not for simply posting comments. Discussion questions or prompts will be provided on a regular basis.

1. **Leadership:** Each student will be asked on September 8 to sign up for and lead discussion on one of the Module 2 readings, facilitating questions and guiding discussion. Choose a reading you find interesting. Your post summary and questions (**200-250 words**) is due **September 15**. Include two key quotes (use Chicago style to cite) that captured your attention, your reflection on their significance, and 1-2 questions to activate discussion.

2. **Comments:** In other cases, after receiving the discussion prompt or questions from the instructors, you will be expected to craft and post an in-depth and thoughtful response based on the course readings and your experiences (**200-250 words**).

3. **Peer Responses:** Once you have provided a comment, you will be able to see and respond to the comments your peers have made. You are expected to make at least one response (**up to 100 words**) to a peer per discussion question.

4. **Tips:** For each reading, begin with a brief summary of the key arguments and contributions that stand out as important or provocative. Explain how or why these points are important for understanding co-operative governance and leadership. What assumptions are involved? What counterarguments are addressed (or not)? How does the article(s) add to our understanding of the issues (or not)? Reframe issues or not? Give useful (conceptual and/or practical) tools? Try to relate these key points to your experiences or to other readings, theories, or courses.

5. **5%** will be assigned for your feedback on peer report presentations (see below under Project Proposal and Project Presentation).

6. **Final discussion** due April 27 is an opportunity to reflect on the course process as well as outcomes. It allows you to take responsibility for, reflect on, and evaluate your participation (such as active and constructive contributions, interactive learning, researching, writing).

**Rubric for Discussions**

| 90%+ | 80% - 89% | 70% - 79% | Unacceptable |
|---|---|---|---|
| • Postings are self-initiated, timely, clear, and concise and are shared every two weeks in accordance with length/time requirements.<br>• An exceptional ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts fluently.<br>• An exceptional capacity for original, creative and/or logical thinking.<br>• Demonstrates critical analysis of key concepts when drawing upon class readings, personal experience, and supplemental materials; balances analytical and creative responses, respectfully challenges the work of others; provides multiple modes of supporting evidence.<br>• Outstanding ability to communicate clearly, concisely, and correctly. | • Student generally keeps up with discussions and participates across the modules.<br>• An excellent capacity for original and creative thinking; writing is interesting and makes strong connections.<br>• Shows evidence of understanding the majority of key concepts; needs prompting to balance creative and analytical responses; provides some evidence for ideas presented and offers an occasional divergent viewpoint.<br>• An excellent understanding of relevant issues and a very good familiarity with the relevant literature.<br>• Language, grammar, and documentation choices support the effective communication of the student's ideas. | • Postings are mostly on time, 1-2 postings missed or uneven.<br>• A general familiarity with the relevant literature.<br>• Attempts to solve moderately difficult problems; attempts to examine the material in a critical and analytical manner are only partially successful.<br>• Some capacity for original and creative thinking.<br>• A fair understanding of the relevant issues, but does not draw reflective connections.<br>• A good ability to organize, to analyze, and to examine the material in a critical and constructive manner.<br>• Good ability to communicate clearly, concisely, and correctly; few mechanical errors. | • Postings are generally late; more than 4 postings are missed or prompts are regularly needed. Participation is irregular; perfunctory, little initiative.<br>• Postings too short to make sense or too long to be succinct.<br>• Has mostly a superficial grasp of the material; rarely takes a stand on issues; offers inadequate levels of support.<br>• A familiarity with the subject material, but does not explore or use properly in the context of writing.<br>• Poor use of language distorts much of the message; only an occasional idea surfaces clearly and concisely.<br>• Many errors of punctuation, spelling, grammar, and documentation. |

## Environmental Scan

**Value**: 15% of final grade

**Due Date**: See Class Schedule

**Purpose:** To review the internal and external environmental factors—social, political, economic, technological, etc.—that impact your organization and help or hinder opportunities. Identifying significant trends and issues will help in evaluating organizational strengths and weaknesses and inform decision making.

**Description**:

Choose a co-operative or social organization on which to conduct an environmental scan. Please follow the format and include the components found in the Saskatchewan Ministry of Finance guidelines (see below). Each section should be no more than 300 words for a **maximum total of 1500 words.**

To conduct an effective environmental scan, it is necessary to focus on trends, events and emerging issues **of concern** to the co-operative or social economy organization you have chosen. For the purposes of this course, identifying the key issues of governance, leadership and/or policy for the co-operative or social organization is imperative.

*Readings*

Saskatchewan Ministry of Finance. Environmental Scan Guidelines [see the Class Schedule – Required Resources earlier in this syllabus].

There are also many examples of environmental scans available online. For assessment, **see the discussion rubrics** (with the exception of those focused on the timeliness of the postings) and grade descriptors at end.

## Major Project

**Value**: 55% of final grade

**Due Dates**: See Class Schedule

**Purpose**: To deepen understanding of governance and leadership issues and frameworks, integrating learning from multiple sources throughout the course.

**Description**:

The project you choose is to be directed at a specific issue relating to governance, leadership or policy that a co-operative, credit union, or social economy organization is facing. It is recommended that you work on the same organization for both your Environmental Scan and your Major Project, or a different organization in the same sector.

Most projects will take the form of an organizational or sector-based study report. The report will be based on publicly available documents and records, and will involve an in-depth examination of the relationship between an issue and the effect it has on a specific sector, or on a co-operative or social economy organization within a sector. Ultimately you will be producing a report that not only clearly explains both the sector/organization and the issue it faces, but also provides practical recommendations for the sector/organization to address the identified issue. There should be particular

attention paid to the importance of the co-operative structure in both the problem and the recommendations that are proposed.

In some cases, students may be able to work with a faculty member on a research project that the faculty member is undertaking. In this case, the report will focus on addressing the research question that the faculty member is exploring.

## Project Proposal

**Value**:  15% of final grade

**Due Date**:  See Class Schedule

**Purpose**:  The intent is to identify the primary question you are pursuing and a tentative outline of your approach.

**Description**:

In consultation with faculty, you will craft a plan that includes a clearly defined topic and the research framework you will use when examining the topic, interview guide, timelines for deliverables, the agreed upon feedback mechanism, meeting schedule (if appropriate) and the final deliverable/report.

To get feedback to help you refine your proposal, you will submit on Blackboard an e-PowerPoint presentation of **5-6 slides** outlining your proposal. Peer feedback due within 24 hours will count toward Discussion Board Participation.

Proposal Checklist (**1500 words**):

- ☐ Cover identifying title, prepared for/ prepared by, date

- ☐ Introduction: topic, purpose, benefits, overview

- ☐ Problem history/background and industry context (environmental scan)

- ☐ Research question; rationale

- ☐ Methods

- ☐ Work schedule

- ☐ Conclusions

- ☐ References

## Project Presentation

**Value**:  10% of final grade

**Due Date**:  See Class Schedule

**Purpose**:  To help clarify the parts of the report and to receive feedback from peers and instructors to help refine the final report.

**Description**:

The project presentation will be a **six-ten slide, fifteen-minute** maximum, presentation explaining both your topic/framework, as well as key variables/factors and recommendations for the sector/organization to address the issue you have been exploring. You will submit a draft copy of your final report prior to the presentation to allow time for students and faculty to review it and provide feedback.

Students will provide feedback on each of the presentations, as will the faculty. This will allow for revisions to your final report based on the feedback from your peers and faculty. Your feedback to your peers will be evaluated as part of the Discussion Board Participation.

---

**JSGS 885 Presentation Feedback**          Evaluator: _____

*Insert the number that most closely represents the presenter performance. Write comments in the space provided. Be honest, respectful, and helpful.*

**Scoring Key:  1 = Unacceptable; 2 = Acceptable; 3 = Good; 4 = Excellent; 5 = EXCEPTIONAL**

Presenter Name: _____   Presentation: _____

1. _____     **Quality of Delivery** (non-verbal and verbal: dress, eye contact, bearing, voice, tone, energy, projection, phrasing, pacing, quality and appropriateness of visual aids)

2. _____     **Organization** (engaging opener and compelling closer, forecasting, transitions, logical connections, signposts, repetition and summary)

3. _____     **Argument/Persuasion** (clear purpose, claims supported by strong evidence, logical order)

4. _____     **Overall Impression** (originality, energy, engagement, creativity, professionalism, responsiveness to audience and questions)

Other Comments or Suggestions:

---

**Final Report**

**Value**: 30% of final grade

**Due Date**: See Class Schedule

**Purpose**: To examine a real-world governance or leadership issue that is facing a co-operative or social economy organization and to analyze it using one or more of the theories or concepts discussed in the course materials.

**Description**:

The draft final report will be due before the presentation of your report. The final report will take the form of a written report where the audience is assumed to be sector or organizational 'experts' that would be interested in the case you have chosen. The final report should contain the following:

- Overview of the sector/organization in question
- Overview of the issue that is being examined
- A description of the theory or analytical framework that has been chosen
- An analysis of the problem using the theory
- A discussion of the insights that were obtained into the issue
- A series of recommendations, or way forward

The final version of the final report will be max. 5,000 words in Arial, Calibri, or Times New Roman 11 point and 1.5 line spacing.

**Report Checklist:**

☐ Title page with title and subtitle, prepared for/prepared by, and date of submission

☐ Table of contents

☐ Executive summary

☐ Introduction (purpose, scope, and methods)

☐ Background or history of the problem

☐ Body (Findings and discussion)

☐ Conclusions & Recommendations

☐ References

**Report Rubric**

| | Exceptional 90-100 | Excellent 80-89 | Good 70-79 |
|---|---|---|---|
| **Design and Usability**<br><br>Generic conventions, white space, font, enhanced text, bullets, paragraphing, headings, and subheadings | Exceptional use of design to enhance readability, usability, credibility, and persuasiveness | Excellent use of design to enhance readability, usability, credibility, and persuasiveness | Good use of design<br><br>Missed opportunities to highlight points and enhance usability |
| **Argument**<br><br>Clear purpose; valid, reliable, and current research; evidence introduced and integrated; counter-arguments addressed; accurate documentation of research sources | Unusual insight in articulating purpose, introducing and integrating research, and addressing counter-arguments<br><br>Exemplary documentation of sources<br><br>Superb rationale, outstanding creativity, and critical thinking | Excellent insight in articulating purpose, introducing and integrating research, and addressing counter-arguments<br><br>Research sources accurately documented<br><br>Excellent rationale, creativity, and critical thinking | Clear purpose and good use of research<br><br>Accurate and effective rebuttal of some counter-arguments<br><br>Most research sources accurately documented<br><br>Good rationale |
| **Organization**<br><br>Attention-getter, context, and overview<br><br>Organization strategy in support of argument<br><br>Transitions<br>Summary of key points and closure | Exceptional ability to organize to persuade<br><br>Outstanding pattern of development<br><br>A joy to read | Excellent ability to organize to persuade<br><br>Strong pattern of development<br><br>Thoroughly readable | Good ability to organize to persuade.<br><br>Some good use of transitions and effective closure<br><br>A fairly good read |
| **Expression**<br><br>Language appropriate to audience, topic, and objectives<br><br>Tone of voice, level of formality, active or strategic passives, bias<br>Punctuation, spelling, grammar, documentation | Outstanding ability to monitor bias in courteous and constructive phrasing<br><br>Appropriate tone and an unusually engaging, flawless, and interesting style<br><br>Outstanding ability to communicate clearly, concisely, and correctly<br><br>Exceptional editing: no typographical/ citation errors | Excellent use of language appropriate to audience and objectives<br><br>Excellent ability to monitor bias in courteous and constructive phrasing<br><br>Appropriate tone; engaging and interesting style.<br><br>Excellent ability to communicate clearly, concisely, and correctly<br><br>Occasional typographical or citation errors | Good ability to use language appropriate to audience, topic, and objectives<br><br>Occasional lapses in tone; interesting style.<br><br>Usually concise, clear, and concrete<br><br>Few errors of punctuation, spelling, and grammar<br><br>Only occasional typographical and citation errors |

## SUBMITTING ASSIGNMENTS

- Electronically to your instructor by midnight on due date on the Blackboard Learning Management System.

**Note: You should keep a personal copy of all assignments submitted.**

## FAILURE TO COMPLETE

Students must complete all assignments in order to receive credit for the course.

## LATE ASSIGNMENTS

All assignments must be submitted by the due dates specified on each assignment. Please see the instructor if your assignment is going to be late. Assignments are not accepted after 7 late days except for documented medical reasons. Penalties will be assessed as follows:

**Penalties**

| 1 day | 5% |
|-------|-----|
| 2-4 days | 15% |
| 5-7 days | 25% |

## STUDENTS WITH SPECIAL NEEDS

**U of R:** Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

**U OF S:** Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

## STUDENTS EXPERIENCING STRESS

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: http://www.uregina.ca/student/counselling/contact.html, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

## ACADEMIC INTEGRITY AND CONDUCT

**U of R:** Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you

acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

**U OF S:** Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

## GRADE DESCRIPTORS

For all students who were admitted to the JSGS beginning January 2011 or later, the passing grade for any course taken in any JSGS program is 70 per cent.

### 85+ excellent
*An excellent superior performance with consistent strong evidence of:*
- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

### 80-85 very good
*A superior performance with strong evidence of:*
- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

### 75-80 good
*A good performance with evidence of:*
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

**70-75 satisfactory**

*A generally satisfactory and intellectually adequate performance with evidence of:*
- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

## Acknowledgements

### Class Authors

Dr. Isobel M. Findlay and Dr. Lou Hammond Ketilson.

We gratefully acknowledge contributions to the course design by the following:

- Dr. Murray Fulton, Director, Centre for the Study of Co-operatives
- Dr. Brett Fairbairn, Fellow in Co-operative Thought and Ideas, Centre for the Study of Co-operatives
- Audra Kreuger, former Education and Liaison Officer, Centre for the Study of Co-operatives
- Darcy Overland, Research Manager, Centre for the Study of Co-operatives

### Instructional Design and Class Development

Jeanette McKee, M. Ed., Instructional Designer, Distance Education Unit, University of Saskatchewan