UNIVERSITY OF MINNESOTA
School of Public Health

PubH 6727
Health Leadership and Effecting Change
Course Syllabus
Spring Semester 2017

Credits:	2
Meeting Days & Times:	Mondays, 10:10 a.m. -12:05 p.m., January 23 – May 8, 2015
Meeting Place:	**Mayo A-110**
Instructor:	Katie M. White, EdD, MBA
Office Address:	Division of Health Policy and Management Mayo Building D361 420 Delaware St. SE, MMC 729 Minneapolis, MN 55455
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I. Course Description

PubH 6727, Health Leadership and Effecting Change, is designed for students who aspire to leadership roles especially that of becoming an effective Public Health change leader in cross-sector contexts. The health care sector organizations discussed will include a variety of public health settings and care delivery organizations.

Students discuss the core theory and concepts of leadership and the principles of organizational change. They use a self-assessment instrument to understand their own strengths and areas for improvement as a leader and use the results of that assessment to develop a plan for their own leadership development. The readings are books and articles from the general leadership literature, and from the organizational change management literature. The last several weeks of the course are devoted to readings and discussion of ethical leadership and organizational politics.

Small group discussions and class discussions focus on applying concepts from the readings to a variety of health care settings today. Students participate in small discussion groups and each small group has an opportunity to lead a class discussion on the assigned reading materials and their application to leadership in health care settings. Students post reflection notes at intervals of about every three weeks of the course to critique, to comment on relationships between concepts, and to provide personal reflections on the material as the course progresses. Small groups of students conduct field projects to observe and learn about how change is accomplished in the field and about the role of leaders in health care settings during major change. Their findings are reported orally to the class and in writing in a final group paper in which the student groups compare, contrast and critically analyze what they have learned about change from studying a change process in the field setting to what they have learned from the course readings and other literature.

II. Course Prerequisites

Students must be enrolled in the School of Public Health. Alternatively, students may take the course with consent of the instructor.

III. Course Goals & Objectives

After taking this course, students will have improved their abilities to:

1) identify and discuss the behavioral practices (patterns of action) of effective leaders;
2) identify and explain their own personal leadership values, strengths and weaknesses;
3) articulate their personal leadership style and a leadership development plan;
4) identify and discuss effective practices for leading organizational change;
5) discuss theories of leadership and their application in day-to-day practices;
6) identify the competencies of effective public health change leaders;
7) identify and discuss the behavioral practices used by effective change leaders in multiple contexts (organizational, community, political, social/movement, and global);
8) articulate and explain the purpose for leading change in each of the above major contexts;
9) identify a leader's role in change and how leaders evaluate the need for change, plan for change, initiate change, communicate the need for change, gain support of others for change, and sustain change.
10) connect the relevant theoretical concepts of leadership and change practices from multiple disciplines for public health purposes;
11) describe alternative models, methodologies, tools of change practices and change evaluation in use and how these may be adapted to meet public health purposes.
12) explore collaborative and partnering methods for working with leaders in multiple contexts to achieve shared goals;
13) understand how change may be effected in more than one setting in intersecting contexts;
14) explore other philosophical approaches and change movements (such as that of social entrepreneurship) in order to determine relevancy and practical lessons for public health change leaders; and
15) to critically analyze organizational change practices and leadership in case studies from the field.

IV. Methods of Instruction and Work Expectations

Sessions will consist of lectures and discussions led by the instructor with some presentations and discussions led by students. Guest speaker lectures with Q&A sessions supplement the course material. PowerPoint slides and other materials will be posted on the course Moodle site. (For instructions on how to set up your computer for Moodle access, go to: http://webct.umn.edu/students/.)

Students are expected to attend all classes, complete the reading assignments prior to class, participate actively in class discussions (without dominating the discussions), and lead discussions as requested. Please let the instructor and TA know in advance if you will need to miss a class.

Students will be required to: complete one individual written assignment, upload biweekly reading/reflection notes to Moodle site, participate in one reading group class presentation and lead the class discussion, present the field group project in an oral presentation, and complete one field group project written assignment. Students are expected to turn in the written assignments on time and to deliver the oral presentations as scheduled.

The criteria that will be used in evaluating the individual written assignment, the group oral presentation, the group written assignment, and class preparation and contribution are included in the appendix.

V.   List of Course Textbooks and Other Readings

There are three required textbooks. All three books are available from the University of Minnesota Bookstore, Amazon.com, and BarnesandNoble.com. They also may be available from other sources.

Hickman, GR. (2010). *Leading Change in Multiple contexts: Concepts and Practices in Organizational, Community, Political, social, and Global Change Settings.* Thousand Oaks, CA: Sage. ISBN: 978-1-4129-2678-2.

Kotter, JP. (1996). *Leading Change.* Boston: Harvard Business School Press. ISBN 0-87584-747-1.

Kouzes, JM, & Posner BZ. *The Leadership Challenge.* 5th ed. San Francisco: Jossey-Bass, 2012. ISBN 978-0-470-65172.

In addition, the following articles are required reading (these are accessible via the CoursePack link to the UMN library resources.) Please note that some resources (such as for Harvard Business Review articles) require that the University of Minnesota library collect a nominal fee per copy as these journals require for educational usage. Please refer to the Moodle course site for the relevant readings for each week.

Ancona, D, Malone, TW, Orlikowski, WJ, & Senge PM. In praise of the incomplete leader. Harvard Business Review. 2007 Feb; 85(2):92-100.

Beaglehole, R., Bonita, R., Horton, R., Adams, O., & McKee, M. (2004). Public health in the new era: improving health through collective action. *Lancet.* 363: 2084-86.

Bornstein, D. (2011, July 28). Treating the cause, not the illness. Retrieved November 8, 2011, from http://opinionator.blogs.nytimes.com/ The *New York Times* Fixes: Opinionator Online Commentary.

Center for Disease Control and Prevention (2011, 2nd ed.) Principles of Community Engagement. Public Health Practice Program Office: Atlanta, Georgia. (http://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_Chapter_1_SHEF.pdf).

Collins, J. Level 5 leadership: the triumph of humility and fierce resolve. Harvard Business Review. 2005 Jul-Aug; 83(7/8):136-46.

Dye, CF. Chapter 7: servant leadership. In: Leadership in Healthcare, 2nd ed. Chicago: Health Administration Press, 2010. Pp. 79-90.

Gawande, A. The hot spotters. New Yorker, 0028792X, 1/24/2011, Vol. 86, Issue 45.

George, B, Sims, P, McLean, AN, & Mayer, D. Discovering your authentic leadership. Harvard Business Review. 2007 Feb; 85(2):129-138.

Goleman, D. What makes a leader? Harvard Business Review. 1998 Nov-Dec; 76(6):93-102.

Havens, DS, Wood, SO, & Leeman, J. Improving nursing practice and patient care: building capacity with appreciative inquiry. The Journal of Nursing Administration. October 2006; 36(10):463-470.

Heifetz, RA, & Laurie, DL. The work of leadership. Harvard Business Review. 1997 Jan-Feb; 75(1):124-134.

Kaplan, RE, & Kaiser, RB. Developing versatile leadership. MIT Sloan Management Review. 2003 Summer; 44(4):19-26.

Kramer, RM. The great intimidators. Harvard Business Review. 2006 Feb; 84(2):88-96.

Krattenmaker, T. Change through appreciative inquiry. Harvard Management Communication Letter. 2001 Oct; 4(10):5-6.

Lasker, R.D., & Weiss, E. (2003). Broadening participation in community problem solving: A multidisciplinary model to support collaborative practice and research. *Journal of Urban Health,* 80(1), 14-47.

McCreary, L. Kaiser Permanente's Innovation on the Front Lines. Harvard Business Review. 2010 Sept; 88(9):92-97.

Meyerson, DE. Radical change, the quiet way. Harvard Business Review. 2001 Oct; 79(9):92-100.

Pascale, RT, & Sternin, J. Your company's secret change agents. Harvard Business Review. 2005 May; 83(5):72-81.

Optional related course readings:

Bornstein, D. (2007) *How to change the world: Social entrepreneurs and the power of new ideas.* New York: Oxford University Press. ISBN 978-0195334760.

Brandon, R, & Seldman, M. *Survival of the Savvy.* New York: Simon & Schuster, 2004. ISBN 978-0-7432-6254-5.

Caswey, T.F., Deszca, G., & Ingols, C. (2012). *Organizational change: An action-oriented toolkit.* Thousand Oaks, CA: Sage. ISBN 9781412982856.

Center for the Advancement of Collaborative Strategies in Health. (2004). Pathways to collaboration: Engaging the community in decision making. http://www.cacsh.org/index.html.

DeRue, DS, & Ashford, SJ. Who will lead and who will follow? A social process of leadership identity construction in organizations. Academy of Management. 2010; 35(4): 627-647.

Ford, JD, & Ford, LW. (1995). The role of conversations in producing intentional change in organizations. *Academy of Management Review, 20(3),* 541-570.

Gabarro, JJ, & Kotter, JP. Managing your boss. *Harvard Business Review.* 2005 Jan; 83(1):92-99. Hill, LA. Becoming the BOSS. Harvard Business Review. 2007 Jan; 85(1):49-56.

Jutte, D.P., LeWinn, K.J., Hutson, M., Dare, R., & Falk, J. (2011). Bringing researchers and community developers together to revitalize a public housing project and improve health. *Health Affairs,* 30(11), 2072-2078.

Kotter, J.P., & Cohen, D.S. (2003) *The heart of change: Real-life stories of how people change their organizations.* Boston, MA: Harvard Business School Press. ISBN: 1-57851-254-9.

Kouzes J., & Posner, B. (2003). Challenge is the Opportunity for Greatness. *Leader to Leader, 28.* pp. 16-23.

Kouzes J., & Posner, B. (2005). Leading in Cynical Times. *Journal of Management Inquiry, 14*(4), pp. 357-364.

Lasker, R.D., & Guidry, J.A. (2009). *Engaging the Community in Decision Making: Case Studies Tracking Participation, Voice and Influence.* Jefferson, NC: McFarland & Company, Inc. Publishers.

Lasker, R.D., & Weiss, E. (2003, June 1). Creating partnership synergy: The critical role of community stakeholders. *Journal of Health and Human Services Administration, 26(1),* 119-139.

Lefebvre, R.C. (2011). *On social marketing & social change: Selected readings 2005-2009.* Createspace Publishers. ISBN: 9781449561932.

Lefebvre, R.C. Social Inoculation, Social Marketing and Childhood Immunizations. Retrieved from: http://www.typepad.com/services/trackback/6a00d8341c595f53ef01538f2900e6970b on June 17, 2011.

Lefkowitz, B. (2007). *Community Health Centers: A Movement and the People Who Made It Happen.* Piscataway, N.J.: Rutgers University Press.

Palus, C. & Horth, D. (1996). Leading creatively: The art of making sense. *Journal of Aesthetic Education,* 30(4), 53-68.

Robinson, J.W. & Green, G.P. (eds.). *Introduction to community development: Theory, practice, and service-learning.* (2011). Thousand Oaks, CA: Sage. ISBN 978-1-4129-7462-2.

Senge, P.M. (2000, Fall). Lessons for change leaders. *Leader to Leader,* 18, 21-27.

Shortell, S. (2000). Community health improvement approaches: Accounting for the relative lack of impact. *Health Services Research,* 5(3), 555-560.

Weiner, B., Alexander, J. & Zuckerman, H. (2000). Strategies for effective management participation in community health partnerships. *Health Care Management Review,* 25(3), 48-66.

Optional readings (that will be covered in class by instructor):

Brandon, R, & Seldman, M. *Survival of the Savvy.* New York: Simon & Schuster, 2004. ISBN 978-0-7432-6254-5.

Hackman, J. R., & Wageman, R. (1997). Asking the right questions about leadership. *American Psychologist,* 62(1) 43-47.

Jackson, B, & Parry, K. (2011) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership*. ISBN: 978-1-84929-0-738-6.

Vroom, V.H., & Jago, A.G. The role of situation in leadership. *American Psychologist*. January, 2007; 62(1): 17-24.

VI.   Course Outline/Schedule

Session 1, January 23: Introduction

Reading: Kouzes & Posner, Leadership Challenge, 5th ed., introduction (pp. 1-40)

Content: 1)   Introductions/ overview of course/ assignments
2)   Foundational issues: leadership as art and science, leadership vs. management
3)   Lecture from Jackson and Parry, Studying Leadership: Why Studying Leadership Matters (pp. 1-24) and The Leadership Challenge (Kouzes & Posner, 5th ed)
4)   Project group assignments

Session 2, January 30: Leadership I

Reading: Kouzes & Posner, Model the Way and Inspire a Shared Vision (pp. 41-154)

Content: 1) Completion of the Leadership Practices Inventory (Assignment completed in class)
2) Lecture & Discussion of K&P material
3) Personal values identification exercise
4) Group time: Group name & sign up for class facilitation date

I.   Assignment: Reflection notes #1 due Sunday February 5

Session 3, February 6: Leadership II

Reading: Kouzes & Posner, Challenge the Process and Enable Others to Act (pp. 155-270)

Content: 1)   **Group #1 Class Facilitation**
2)   Leadership Practices Inventory Feedback Reports distributed
3)   Small group discussions of results of the Leadership Practices Inventory.

Session 4, February 13: Leadership III

Reading: Kouzes & Posner, Encourage the Heart and Leadership is Everyone's Business (pp. 271-346), and Article by Gawande (2011)

Content: 1)   Leadership Practices Inventory Feedback Reports distributed via email prior to class.
2)   Small group discussions of results of the Leadership Practices Inventory.
3)   Concluding comments on Kouzes & Posner

Session 5, February 20: - Complementary and Contrasting Accounts of Leadership I

Reading: Articles by Goleman (1998), Heifetz & Laurie (1997), Kramer (2006), Collins (2005), and How to Tell a Good Story (from https://hbr.org/2014/07/how-to-tell-a-great-story?cm_sp=Article-_-Links-_-)Top%20of%20Page%20Recirculation#

Content: 1) **Group #2 Class Facilitation**
2) Comparisons and contrasts of leadership theories
3) Group work
4) How to tell a good Story

Guest speaker: Anne Barry, SPH HPM Adjunct Assistant Professor

II. Assignment: Reflection notes #2 due Sunday February 26

Session 6, February 27: Complementary and Contrasting Accounts of Leadership II

Reading: Kotter, chpts 1-5, and Articles by by George, et al. (2007), Kaplan & Kaiser (2003), Ancona, et al. (2007), and chapter by Dye (2010)

Content: 1) **Group #3 Class Facilitation**
2) Group work

Group preparation for field project work for assignments 2 & 3:

Assignment: One-page field project preliminary plan due **March 5th**. One-page should include: group member names, possible (or defined) field site for project, and type of organizational change your group plans to examine.

Session 7, March 6; Complementary and Contrasting Accounts of Leadership III

Reading: Kotter, chpts 6-12, and articles by Pascale & Sternin (2005), Meyerson (2001), Havens, Wood & Leeman (2006), Krattenmaker (2001), and McCreary (2010)

Content: 1) Lightning Round: Each group will receive 3 min to present topic and 2 min for discussion
2) **Group #4 Class Facilitation**
3) Lecture & discussion
4) Comparisons and contrasts of leadership theories

Assignment 1:

Individual Leadership Development Plan paper based on your Leadership Practices Inventory results and other assessment of your choice (if desired). Due: **Sunday, March 12th**. Submit to the course Moodle assignment site.

Spring Break (Week of March 13) No Class

Session 8, March 20 Leading Change in Multiple contexts I - Introduction

Reading: Hickman, Introduction and Conceptual Perspectives on Leading Change (pp. 1-32), and article by Bornstein, D. (2011, July 28). Treating the cause, not the illness. *The New York Times* Fixes: Opinionator Online Commentary

Content: 1) Lecture & class discussion
2) Field Project group work

I. Assignment: Reflection notes #3 due Sunday March 26

Session 9, March 27: Leading Change in Multiple contexts II – Organizational Contexts

Reading: Hickman, Introduction and Conceptual Perspectives on Leading Change in Organizational
Contexts (pp. 33-118), and articles

Content: 1) Field project group work

Session 10, April 3: Leading Change in Multiple contexts III – Community and Organizational and Political
and Social Change

Reading: Hickman, Leading Community and Organizational Change (pp. 119-160), Leading Political and
Social Change (pp. 161-228), and article by Lasker & Weiss (2003), and scan website resource:
Center for Disease Control and Prevention (2011, 2nd ed.) Principles of Community Engagement.
Public Health Practice Program Office: Atlanta, Georgia.
(http://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_Chapter_1_SHEF.pdf).

Articles – see Moodle

Content: 1) Brief presentation by project groups (5 min each)
2) **Group #5 Class Facilitation**
3) Field project group work

Session 11, April 10: Field Project work with Group

Reading: None; Arrangements for this class session and group work will be announced in class prior to the
session.

Content: 1) Week devoted to: Field Project work

I.   Assignment: Reflection notes #4 due Sunday April 16

Session 12, April 17: Leading Change in Multiple contexts V - Global V
Reading: Hickman, Leading Global Change and Epilogue (pp. 229-304), and article by Beaglehole et al.
(2004)

Content: 1) **Group #6 Class Facilitation**
2) Field project group work
Guest speaker: John Finnegan, PhD, Dean, School of Public Health, UMN

Session 13, April 24: Ethics & Political Skills for Organizational Life

Reading: None / Ethics and Organizational Politics

Content: 1) Lecture & discussion of Brandon & Seldman (2002). *Survival of the Savvy* on Organizational
Politics and ethics
2) Course Wrap-up and final discussion

Session 14, May 1: Group Presentations

Assignment 2:

Oral presentations of **Assignment 2** (Group field project presentations on change management
and leadership)

II.   Assignment: Final course Reflection notes due Sunday May 7.

Assignment 3:

Final Assignment: Group Paper on a change management process due:

Monday, May 8th. Submit to the course website.

VII. Evaluation and Grading

Basis for Grading

Students will be expected to complete four assignments. Assignment 1 will be a written analysis of one's own leadership style and leadership development plan based on Kouzes & Posner LPI assessment. Assignment 2 will be a group presentation of a field project based on interviews with the leadership team of an organization undergoing change. Assignment 3 will be a group written report from the field project on the same organizational change project in an organization. Assignment 4 will be a facilitated class discussion by the project groups; each group will prepare and lead one class discussion on assigned readings. The instructor will assign students to small groups to carry out assignments two and three and small reading groups for the fourth assignment. See the appendix for details of how these three assignments will be evaluated. Finally, students submit reflection notes five times during the course at an interval of approximately every three weeks.

Preparing for class, contributing to class discussions, and leading discussions when requested are important to the course's success. Evaluation of class preparation and contribution will be negatively affected by a pattern of absences (especially if the instructor is not notified in advance), inattention in class, failure to do the readings in advance of class, domination of class discussions, or failure to prepare materials needed to lead or contribute to discussions. See the appendix for the further details.

The five components of the final grade and their weights are:

Assignment 1 Leadership Development Plan paper	20%
Assignment 2 Group Field Project presentation	20%
Assignment 3 Group Field Project paper	20%
Assignment 4 Small group class facilitation/discussion	20%
Assignment 5 Reflection notes	10%
Class preparation/contribution	10%
Total	100%

The final grade will be the weighted average of the four components.

The grading scale is: 94-100 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73= C-, 66-69 = D+, 64-66 = D, 60-63 = D-, <60 = F.

The change process studied for assignments 2 and 3 must be pre-approved by the instructor.
Written assignments turned in late without prior permission will be penalized up to one letter grade (10 grading scale points).
Students taking the course S-N (satisfactory-unsatisfactory) must earn a C- or higher in each of the four components listed above of the course to receive a grade of S.
For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks

after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which registered.

Incomplete Contracts
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy A link to the policy can be found at onestop.umn.edu.

VIII.   Other Course Information and Policies

Grade Option Change
(if applicable)For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.
Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:
http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.
The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, https://diversity.umn.edu/disability/

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.
Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.
For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: *for courses that do <u>not</u> involve students in research:*
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Appendix to Syllabus

PubH 6727 Health Leadership and Effecting Change

INSTRUCTIONS FOR ASSIGNMENTS AND CRITERIA FOR EVALUATION

Instructions for Group Facilitated Class Discussions

Questions to Consider for Group Facilitated Class Discussion on Assigned Text/Articles

You will be assigned a small group as your reading group and field project group. The intent of the reading group assignment is for groups to examine, comment on, and engage their peers in **discussions of the application of our readings to "real world" public health and health care scenarios** (in other words, **lead the class discussion** of how this material applies or doesn't apply in today's healthcare leadership/ change management context). Each group should read the assigned text material or article(s) and be prepared to lead the class in an informal, group-led discussion within a total of 30 minutes. Please leave 5-10 at the end for Q&A. Groups are encouraged to vary their teaching methods to include interactive learning or skill building activities (e.g. role playing, use of multimedia such as YouTube/Ted Talks, distributing "scenarios" for a small group discussion followed by class discussion format, etc.). Along with the professor, peers in this class will help assess your group's facilitation and presentation.

Instructions for Reflection Notes Assignment

In the class Moodle site, you will find a discussion forum at an interval of approximately every third week for reflection notes due the **Sunday before class by Noon** as we progress through the term. There are five sets of reflection notes with the last one due the same date as the final paper in the course. Each 3-week unit of the class covers new materials on leadership and leadership theories, organizational change or organizational politics. For every assigned unit of the class, you must submit reading and reflection notes. In aggregate, these reflection notes represent a written paper assignment for the course.

Reflection notes: Reflection notes should be 200-400 words in length and should not be summaries of the readings. Use them to share your reactions to the readings, such as critiques you have about them, relationships among concepts or readings or with prior course content, or questions you would like to address in the upcoming class meetings. All notes submitted to the forum will be available to other participants in the seminar, and you are encouraged to use the forum to respond to one another's ideas and questions. The instructors will review all submissions to prioritize areas for discussion or clarification during the following class session. In your reflections, you will want to integrate ideas that come in up discussion of concepts and readings, our analysis of cases, or our dialogues with the guest speakers. The point of this exercise is to integrate the conversation that we are having over the course of the semester with your own thinking and practice and leadership development work.

Scoring of reflection notes: Each submission is graded on a scale of 0 to 2, using the following rubric:

Score	Qualities
2.0	Excellent work. Student clearly completed all assigned materials, reacted to them astutely, and made innovative connections among them. Work done on time.
1.5	Good work. Student demonstrated either strong breadth or strong depth in the comments . Work was done on time.
1.0	Acceptable work. Student did not demonstrate having completed all of the assigned materials, did not do much beyond providing a summary, or work was submitted late.
0.5	Poor work. Work was poorly done and late.
0.0	Assignment was not submitted.

Instructions for Assignment 1

Individual Paper on your Leadership Practices Inventory (LPI) results

and a Personal Leadership Development Plan

Submit to course website.

Preparation: **Reflect on your LPI (and/or other leadership assessment) results** and your personal career goals. In this paper, which is intended to help you start to build a personal leadership development plan, you should report on the results of your Leadership Practices Inventory (LPI) (and/or other leadership assessment you have done) in light of the course concepts from readings and discussions, and your own background and experience. Consider the behavioral statements (numbered 1-30 in the LPI) on which you rated yourself very high or very low.

Your paper should address the following components:

Identify areas of strength and areas for development:
1. Describe in what areas you have strengths and why and how you believe you came to develop those strengths.
2. Describe why you think you engage so seldom in areas where you rated lower in leadership practices (patterns of action)?

Establish goals for development:
3. Identify the specific leadership practices in which you would like to improve. You should describe these practices in terms of your career goals and the leadership competencies you believe will be needed for exemplary leadership in your chosen career. Describe why have you chosen to focus on these practices.

Develop a plan for your development
4. Describe specifically what you plan to do to improve in these practices (specific action steps). Develop a detailed plan for improvement, including specific actions, resources you plan to use (or find), a timeline, and how you will measure your progress. You may wish to do this in a table format.
5. Describe your ideal mentor to assist you in achieving your plan (you may already have a person in mind for such a role. If so, describe that person. If not, what would that person be like? e.g., what strengths would they have? What would their personal style be?) Describe how you would like to be mentored. If you don't have one already, how will you go about finding a mentor?

The page limit maximum for the assignment is 10 double-spaced pages (in counting pages, you may disregard appendices, if there are any). An evaluation form for this written assignment is attached. Please review it and be guided by the details of the criteria for evaluation described in it. The criteria listed are the criteria the instructor will use in grading your paper. **Please submit your paper as a Word document AND attach the evaluation of assignment page so it is the final page (see the last 3 pages of this syllabus for the evaluation page). Please use your last name as the first word in the file label.**

Instructions for Assignment 2 Group Field Project Assessment of Change Management and Leadership

(Group PowerPoint presentation on change management)

Group Presentations will occur in the last one or two class sessions.

You will have 3-4 partners in doing this assignment. Identify an organization or organizational subunit that is undergoing or has recently undergone an important change process that you can study. The change should be one that affects all of the organization, a division, or a department. Examples of suitable change processes would be a change in governance, a merger, downsizing in the face of financial difficulty, reorganization of services, implementation of a new model of care, implementing an electronic health record (EHR) or integration with other EHR system, a change in the system for reporting to the state health department or other government agency, implementing patient centered medical home in a clinic, change in physician compensation system based on shared savings from performance contracts. This list of examples is not exhaustive. Other change processes may be chosen. Obtain approval from the instructor for your choice.

Obtain access to interview key leaders or participants in the process. Obtain and review pertinent documents. Prior to interviewing, construct an interview guide to use in the interviews, based on course materials and the particular change process you are analyzing. As a default guide for analyzing the change process, you may use Kotter's eight steps although some modification may be appropriate for the change process you are studying. You may use a different change leadership model if you wish. If you do, be sure to explain what it is.

Describe the change process and the leadership of it. An organization may use a sound process even though it is poorly led or executed. Also, effective leaders sometimes use a poor process for achieving change. Separate the two as you study the change process you have chosen.

Assess the strengths and weaknesses of (1) the change process itself and (2) the leadership of the process, using what you learn from your inquiries and what you have learned from course materials.

Make recommendations for improvements in the change process and or in its leadership. In other words, what recommendations do you have for how things should be done differently if the change process were to be pursued again?

You and your partners will make an oral presentation of approximately 20 minutes and have 10 minutes for questions and comments. In presenting your findings, use visual aids. Refer to at least three books or articles among the course readings within your presentation, identifying those readings explicitly in the slides, using references (footnotes) with page numbers. Additionally, refer to one relevant book or article not used in the course readings. Explain why the assertions or claims in those readings are confirmed or disputed by your observations of the change process you have studied.

An evaluation form for this group oral presentation is attached. Please review it and be guided by the details of the criteria for evaluation described in it. In particular, be sure to describe the organization and to present the method you used to gather the information included in your presentation. The criteria listed in the form are the criteria the instructor will use in grading your paper. All presenters for a given presentation will be given the same grade.

Instructions for Assignment 3 (group paper on a change management process)

Submit to course website.

As a group, write a report on the change process you investigated for assignment 2. As in the oral presentation, describe the change process and the leadership of the process, critique (1) the process and (2) the leadership, and present recommendations for improvement of the process and the leadership. In your paper, refer to at least three books or articles among the course readings, identifying those readings explicitly using citations in the body and a reference list at the end of the paper. Additionally, refer to one relevant book or article not used in the course readings. Explain why the claims of those readings are confirmed or disputed by your observations of the change process you have studied.

Each person in the group should take responsibility for writing a portion of the report. The group should take responsibility for assuring that the report is coherent and covers a variety of aspects of change management.

The page limit for the assignment is 10 double-spaced pages. (In counting pages, you may disregard cover page, tables and appendices.) An evaluation form for this written assignment is attached. Please review it and be guided by the details of the criteria for evaluation described in it. Don't neglect (1) to describe the organization, (2) to present the method(s) you used to gather the information included in your report, and (3) to cite references to the course readings and other literature you choose. Include a list of references at the end of the paper. The criteria listed in the evaluation form are the criteria the instructor will use in grading your paper. All authors for a given report will be given the same grade.

Please submit your paper as a Word document AND attach the evaluation of assignment page so it is the final page (see the last 3 pages of this syllabus for the evaluation page). Please use your group number as the file label.

EVALUATION OF ASSIGNMENT 1

(Individual paper on your Leadership Practices Inventory results)

Level of Achievement:

Elements of Evaluation	Low					High
1. The results of the student's Leadership Practices Inventory are clearly stated.	0	1	2	3	4	5
2. Practices with high ratings are identified, and the reasons for the high ratings are discussed.	0	1	2	3	4	5
3. Practices with low ratings are identified and the reasons for the low ratings are discussed.	0	1	2	3	4	5
4. Specific leadership practices are identified for improvement, and the rationales for choosing these practices are presented. (Credit for this item is weighted twice as high as for items 1-3 and 6-7.)	0	2	4	6	8	10
5. Specific plans are presented for improving the practices chosen for improvement. (Credit for this item is weighted twice as high as for items 1-3 and 6-7.)	0	2	4	6	8	10
6. Discussion of ideal mentor demonstrates rationale for mentor-mentee leadership style-fit.	0	1	2	3	4	5
7. The paper is well-planned, well-written, and logically organized.	0	1	2	3	4	5

EVALUATION OF ASSIGNMENT 2

(Group PowerPoint presentation on a change management process)

Elements of Evaluation	Level of Achievement:					
	Low					High
1. Preparation and planning were evident in the presentation.	0	1	2	3	4	5
2. The organization or subunit studied was clearly described.	0	1	2	3	4	5
3. The method of obtaining information for the presentation was clearly described.	0	1	2	3	4	5
4. The change process was well described.	0	1	2	3	4	5
5. Strengths and weaknesses of the change process were well described. (Credit for this item is weighted twice as high as for items 1-4 and 8-10.)	0	2	4	6	8	10
6. Strengths and weaknesses of the leadership of the process were well described. (Credit for this item is weighted twice as high as for items 1-3 and 8-10.)	0	2	4	6	8	10
7. Insightful recommendations for improvement were made and supported. (Credit for this item is weighted twice as high as for items 1-4 and 8-10.)	0	2	4	6	8	10
8. Visual aids supported the presentation well.	0	1	2	3	4	5
9. Explicit references to at least three of the course readings and one additional book or article were made in the slides, using footnotes with page numbers.	0	1	2	3	4	5
10. Questions were invited, and the answers were clear and responsive.	0	1	2	3	4	5

EVALUATION OF ASSIGNMENT 3
(Group paper on a change management process)

Level of Achievement:

Elements of Evaluation	Low					High
1. The organization or subunit studied is clearly described.	0	1	2	3	4	5
2. The method of obtaining information for the paper is clearly described.	0	1	2	3	4	5
3. The change process is well described.	0	1	2	3	4	5
4. Strengths and weaknesses of the change process itself are well described. (Credit for this item is weighted twice as high as for items 1-3 and 7-8.)	0	2	4	6	8	10
5. Strengths and weaknesses of the leadership of the process are well described. (Credit for this item is weighted twice as high as for items 1-3 and 7-8.)	0	2	4	6	8	10
6. Insightful recommendations for improvement are made and supported. (Credit for this item is weighted twice as high as for items 1-3 and 7-8.)	0	2	4	6	8	10
7. <u>At least three courses readings and one additional book or article</u> are cited in the paper, using page numbers; and the discussion shows either that the events in the change process conform to what is stated in the readings or that the events are not consistent with the readings.	0	1	2	3	4	5
8. The paper is well-planned, well-written, and logically organized.	0	1	2	3	4	5