PubH 7740

Leadership and Leading Change

Fall Semester 2017

Credits:	2
Meeting Days:	September 13-16, 2017 In-person; Online Oct 10 – Dec 5
On-line Meeting Time:	Varies
Meeting Place:	Coffman Student Union/Online
Instructor:	Katie M. White, EdD, MBA
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Teaching Assistant**:**	TBD

I.   Course Description

PubH 7740, Leadership and Leading Change, is designed for E-PHAP students who aspire to be effective leaders and effective change agents in multi-sectoral contexts. The health care sector organizations discussed will include a variety of public health settings, care delivery organizations and others including government, private and public organizations across multiple sectors.

Students explore the core concepts of leadership theory and the principles of change in organizational, community, political, social, and global settings. 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 personal leadership development plan. The readings are books and articles from the general leadership literature, from the change management literature, and from public health teaching cases.

In this hybrid course, the face-to-face portion includes small group discussions, guest speakers, exercises and class discussions that focus on applying concepts from the readings to a variety of settings. Students participate in small discussion groups; eachsmall group will have an opportunity

1

to lead a class discussion on assigned reading materials and their application to leadership in health care settings today. The on-line portion of the course focuses on principles of change and change strategies for public health leaders. Students post reflection notes and engage in discussion with colleagues on course content to critique, comment on relationships between concepts, and to provide personal reflections on the material as the course progresses through the on-line weeks. The in-person portion of the course ends with an assigned paper, the personal leadership development plan. Finally, students choose one of two options for their final course paper: (1) a critique of a change project and leadership from the field, or (2) a personal project plan that demonstrates application of change and leadership strategies.

II.   Course Prerequisites

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

III. Course Goals and 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 the 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 alternate models, methodologies, tools of change practices and change evaluation in use and how these might 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) critically analyze organizational change practices and leadership in cases from the field.

IV. Methods of Instruction and Work Expectations

Sessions will consist of lectures and class discussions led by the instructor and one presentation

and class discussions led by student groups. 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: Moodle for students.)

Students are expected to attend the on-campus classes and be active on-line throughout the off-campus on-line section of the course, complete the reading assignments prior to class, and participate actively in class discussions.

Students will be required to: complete a leadership development paper assignment, complete five reflection notes and weekly postings to the Moodle site, participate in a small group class discussion, lead one class discussion during on-campus portion of course, and complete one final written assignment. Students are expected to turn in the written assignments on time.

Students are expected to complete pre-readings before the first class on-campus and to come prepared to discuss the readings.

V.   Course Text and Readings

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

1) Kouzes, JM, & Posner BZ. *The Leadership Challenge.* 5th ed. San Francisco: Jossey-Bass, 2012. ISBN 978-0-470-65172.
2) 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.

NOTE: Students willreceive an e-mail notice about the book assignment approximately 4 weeks before class is scheduled to begin; come to campus ready to read!

In addition, a selection of the following articles or book chapters will be required reading (these are accessible via link to the UMN library resources CoursePack. Please note that because some of these articles (particularly Harvard Business School publications) are not considered Fair Use resources, the copyright holders require a nominal royalty fee. Upon first accessing these materials the UMN library will collect the aggregate fees for the course materials. Please refer to the Moodle course site for the relevant readings for each week.

1. Ancona, D, Malone, TW, Orlikowski, WJ, & Senge PM. In praise of the incomplete leader. Harvard Business Review. 2007 Feb; 85(2):92-100.
2. 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.
3. 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.
4. Collins, J. Level 5 leadership: the triumph of humility and fierce resolve. *Harvard Business Review*. 2005 Jul-Aug; 83(7/8):136-46.
5. Dodgson, R., Lee, K., & Drager, N. (2002, Feb). Global health governance: A conceptual

review. White paper of Centre on Global Change & Health, London School of Hygiene & Tropical Health, and the Dept. of Health & Development, World Health Organization.

6. Garrett, L. (2007). The challenge of global health. *Foreign Affairs.* 86(1):14-38.

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

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

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

10. Hanleybrown, F., Kania, J., & Kramer, M. (2012). Channeling change: Making collective impact work. *Stanford Social Innovation Review.*

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

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

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

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

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

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

17. McMichael, AJ, & Beaglehole, R. (2000). The changing global context of public health. *Lancet, 356: 495-99.*

18. McCreary, L. Kaiser Permanente's innovation on the front lines. *Harvard Business Review.* 2010 Sept; 88(9): 92-97.

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

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

Select chapters or sections from texts:

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

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

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

24. 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.

25. Lefebvre, R.C. (2011). *On social marketing & social change: Selected readings 2005-2009*. Createspace Publishers. ISBN: 9781449561932.
26. Lefkowitz, B. (2007). *Community Health Centers: A Movement and the People Who Made It Happen.* Piscataway, N.J.: Rutgers University Press.
27. 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.

Optional readings:
1. Brandon, R, & Seldman, M. Survival of the Savvy. New York: Simon & Schuster, 2004. ISBN 978-0-7432-6254-5.
2. Center for Disease Control and Prevention (2011, 2nd ed.) Principles of Community Engagement. Public Health Practice Program Office: Atlanta, Georgia. (http://www.cdc.gov/phppo/pce/).
3. 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.
4. 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.
5. Dye, CF. Chapter 7: servant leadership. In: Leadership in Healthcare, 2nd ed. Chicago: Health Administration Press, 2010. Pp. 79-90.
6. Ford, JD, & Ford, LW. (1995). The role of conversations in producing intentional change in organizations. *Academy of Management Review, 20(3),* 541-570.
7. Gabarro, JJ, & Kotter, JP. Managing your boss. Harvard Business Review. 2005 Jan; 83(1):92-99.
8. Hackman, J. R., & Wageman, R. (1997). Asking the right questions about leadership. *American Psychologist,* 62(1) 43-47.
9. Hill, LA. Becoming the BOSS. Harvard Business Review. 2007 Jan; 85(1):49-56.
10. Jackson, B, & Parry, K. (2011) A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership. ISBN: 978-1-84929-0-738-6.
11. 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.
12. Kramer, RM. The great intimidators. Harvard Business Review. 2006 Feb; 84(2):88-96.
13. 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.
14. 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.
15. 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.

16. Lefebvre, R.C. Social Inoculation, Social Marketing and Childhood Immunizations. Retrieved from: http://www.typepad.com/services/trackback/6a00d8341c595f53ef01538f2900e6970 b on June 17, 2011.

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

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

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

20. Vroom, VH, & Jago, AG. The role of situation in leadership. American Psychologist. January, 2007; 62(1): 17-24.

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

VI. Course Outline/Weekly Schedule

1) **Reading: Students should come prepared to read and discuss the book:** Kouzes, JM, & Posner BZ. *The Leadership Challenge.* **5th ed.** San Francisco: Jossey-Bass, 2012. ISBN 978-0-470-65172.

Part I: On-Campus Sessions:

Session 1, September 13: Leadership I – An Introduction to Leadership (10 am – Noon)

Reading: Course reading - see above: *The Leadership* Challenge text by Kouzes & Posner
The Hot Spotters by Atul Gawande, an article from The New Yorker

Content: 1) Introductions/ overview of course and assignments
2) Foundational issues: leadership as art and science, leadership vs. management
3) Lecture & class discussion from Why Studying Leadership Matters (1st chapter, Jackson & Parry) and *The Leadership* Challenge (Kouzes & Posner, 5th ed)
4) Small group assignments and readings for class facilitated discussion (Sept. 15 afternoon)
5) Reading assignments for small group class facilitations (2 articles each): Group 1: Articles by Heifetz & Laurie and Kaplan & Kaiser
Group 2: Articles by Goleman and Ancona Group 3: Articles by George and Collins
Note: Preparation time and instructions will be provided in class

Session 2, September 14: Leadership II – Personal leadership (8:30 am – noon)

Reading: Read the two assigned papers for your small group (see above)

Content: 1) Completion of the Leadership Practices Inventory (in class)
2) Lecture & class discussion from Kouzes & Posner, *The Leadership Challenge*

3) Teaching Case distributed; instructions for case discussion groups

Session 3, September 15: Leadership III - More Leadership Theories (Guest lecturer) (8:30 am – Noon)

Reading: Scan the four assigned papers of the other two small groups (not your own)
Content: 1) Leadership Practices Inventory Feedback Reports distributed
2) Small group discussions of results of the Leadership Practices Inventory
3) Guest lecture – guest TBA
4) Prep time for small group work

Session 4, September 15: Studying Leadership and Complementary and Contrasting Accounts of Leadership (1:30 – 5 pm)

Reading: Same as above; read teaching case for Sept 19 discussion

Content: 1) Assignment: group prep time for small group class discussion facilitations
2) Guest speaker: Jan Malcolm VP of Public Affairs, Allina Health
3) Discussions and comparison and contrast of articles with Kouzes & Posner *Leadership Challenge* content

Session 5, September 16: - Complementary and Contrasting Accounts of Leadership cont'd and Intro to Leading Change (8:30 am – Noon)

Reading: Article by Kramer; Teaching case –

Content: 1) Facilitated teaching cases and discussion (30 mins each)
2) Teaching Case: Some Skin in the Game and Negotiation role play
3) Introduction to leading change
4) Wrap-up

Assignment: Reflection notes #1 due Monday September 18th.

Weeks of September 18 and September 25 and October 2: - No readings or On-line discussion sessions. This time should be devoted to obtaining your observer LPI assessment and then completing your personal Leadership Development Plan paper assignment, due Sunday October 10th.

Assignment: Individual paper on your Leadership Practices Inventory results and leadership development plan. Due: **Sunday October 8th, by 11:59 pm.** Submit to the course Moodle assignment site.

Part II: Course On-Line Sessions – Topic: Leading Change

On-line Week 1, October 9: Leading Change in Multiple contexts I

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

Content: 1) Lecture posted on Moodle
              2) Discussion questions posted on-line.

Assignment: **Reflection notes #2 due by Monday October 16th**

On-line Week 2, Oct 16th: Leading Change in Multiple contexts II – Organizational Contexts (guest lecturer):

Reading: Hickman, Introduction and Conceptual Perspectives on Leading Change in Organizational Contexts (pp. 33-118), and articles: Kouzes & Posner (2003), Kouzes & Posner (2005),

Content: 1) Lecture posted on Moodle
              2) Discussion questions posted on-line.

Assignment: Plan for final course paper – post 1 page description of what you plan to do for the final paper (see options)

On-line Week 3 Oct 23th: Leading Change in Multiple Contexts – Community and Organizational III

Reading: Hickman, Leading Community and Organizational Change (pp. 119-160), and articles: Pascale & Sternin (2005), Meyerson (2001), Hanleybrown, Kania & Kramer (2012).

Content: 1) Lecture posted on Moodle
              2) Discussion questions posted on-line

Assignment: **Reflection notes #3 due by Monday October 30st**

On-line Week 4, Oct 30th: Leading Change in Multiple Contexts – Political and Social IV

Reading: Hickman, Leading Political and social Change (pp. 161-228), and articles: Krattenmaker (2001), McCreary (2010)

Content: 1) Lecture posted on Moodle
              2) Discussion questions posted on-line.

On-line Week 5, Nov 6th: Leading Change in Multiple Contexts - Global V

Reading: Hickman, Leading Global Change and Epilogue (pp. 229-304), and articles: Garrett, L. (2007) and Beaglehole et al. (2004). Also scan: Dodgson, Lee, & Drager (2002), McMichael & Beaglehole (2000)

Content: 1) Lecture posted on Moodle
                 2) Discussion questions posted on-line.

               Assignment: Reflection notes #4 due by Monday November 13th

On-line Week 6, Nov 13th: Ethics & Political Skills for Organizational Life and Final Notes

Reading: None / Ethics and Organizational Politics; final leadership and change discussion

Content: 1) Lecture posted on Moodle
           2) Discussion questions posted on-line.

Assignment: Final course Reflection notes #5 due by Monday December 4th

Assignment: Final Paper Assignment. Final paper from one of the two options: (1) a critique of a change project and leadership from the field, or (2) a personal project plan that demonstrates application of change and leadership strategies. **Due: Sunday December 3rd**. Submit to the course Moodle website.

VII. Evaluation and Grading

Basis for Grading
Students will be expected to complete four assignments. Assignment 1 is a written analysis of one's own leadership style and plan for personal leadership development based on the individualized LPI assessment. Assignment 2 is a small group facilitated discussion of assigned readings. Assignment 3 is the final paper (chosen from one of two options). Assignment 4 is series of five reflection notes. The instructor will assign students to small groups to carry out Assignment 2. Finally, online discussions are graded. See the appendix for detailed instructions for assignments and how they will be evaluated.

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 on assignments.

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

Assignment 1: Leadership development plan paper (45 points)   25%

Assignment 2: Small group class facilitation (25 points)   10%

Assignment 3: Final paper (55 points)   35%

Assignment 4: Reflection notes (5 @2 points each, 10 points)   10%

Assignment 5: Discussion Questions (5 @3 points each, 15 points)   20%

Total (150 points)   100%

Grade	Points	Interpretation
A	92-100	Achievement that is outstanding relative to the level necessary to meet course requirements
A-	88-91	
B+	85- 87	
B	80-84	Achievement that is significantly above the level necessary to meet course requirements
B-	76-79	
C+	73-75	
C	69-72	Achievement that meets the course requirements in every respect
C-	65-68	
D	60-64	Achievement that is worthy of credit even though it fails to meet fully the course requirements
F	<60	Student has not met any of the objectives of the course and needs to repeat it to

The final paper option 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 you are 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.
A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A- 3.667
B+ 3.333
B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B- 2.667
C+ 2.333
C 2.000 - Represents achievement that meets the course requirements in every respect
C- 1.667
D+ 1.333
D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Appendix to Syllabus
INSTRUCTIONS FOR ASSIGNMENTS

Instructions for Assignment 1: Individual Paper on your Leadership Practices Inventory (LPI) results and 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 other leadership assessments 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 leadership 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 will do to improve in the leadership practices you chose above (with 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 the ideal mentor who could 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 this assignment is 12 double-spaced pages (in counting pages, you may disregard appendices, if there are any). **Please submit your paper as a <u>Word</u> <u>document.</u>** Submit to course website.

<u>Instructions for Assignment 2</u>: Small Group Class Facilitation and Discussion

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

You will be assigned a small group as your class discussion and facilitation group. The intent of the small 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 public health leadership context). Each group should read the assigned article(s) and be

prepared to lead the class in an informal, group-led discussion within a total of 30 minutes. Please leave 5 minutes at the end for Q&A. You will be given time during the on-campus session to work with your small group to prepare this exercise. 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 the class will help assess your group's facilitation.

Instructions for Assignment 3: Final Paper

Two Options:

A. Field Project Assessment of Change Management and Leadership OR

B. Personal Project Plan That Demonstrates Application of Change and Leadership Strategies

Option A: Field Project Assessment of Change Management and Leadership

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 information for analysis of the change process. 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 framework 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 the process. Critique (1) the process and (2) the leadership, and present recommendations for improvement of the process and the leadership using what you learn from your inquiries and what you have learned from course. 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.

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

Refer to at least three books or articles among the course readings within your paper citing those readings explicitly. Use a reference list and add appendices as needed. 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.

In your paper be sure to describe the organization and situation thoroughly and describe the method you used to gather the information used for your analysis.

Option B: Personal Project Plan That Demonstrates Application of Change and Leadership Strategies

For this paper option, describe a project and develop a plan for change that utilizes content from the course to help you implement change strategies and simultaneously focus on your personal leadership development. You are free to choose something you are currently working on or a new project where you foresee the need for change. As a framework 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.

Clearly describe why change is necessary, what expected outcomes you wish to achieve, and what relevant conceptual frameworks you find in the literature that may be useful. Develop a plan for achieving the change goals that includes a stakeholder analysis, contingency plan, outcomes and performance metrics. Describe the plan change process in detail and leadership requirements. Support your plan through relevant references. 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 useful to the change process you expect to use.

The page limit for this assignment is 12 double-spaced pages. (In counting pages, you may disregard cover page, tables and appendices.)

Instructions for Assignment 4: Reflection Notes

In the class Moodle site, you will find a discussion forum at an interval of approximately every other week for reflection notes due as indicated as we progress through the term.

There are five sets of reflection notes with the last one due after the final paper is submitted in the course. Each unit of the class covers new materials on leadership and leadership theories, leading change and organizational politics. For every assigned unit of the class, you must submit reflection notes. In aggregate, these reflection notes represent a written paper assignment for the course.

Reflection notes should be 200-400 words (approx. ½ to ¾ of a typed page) in length and should **not be summaries** of the readings. Use these reflection notes 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 discussions. All notes submitted to the forum will be available to other participants in the course, and you are encouraged to use the forum to respond to one another's ideas and questions. The instructor 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 readings and cases. 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 and document your personal learning journey throughout the course.

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

- 2.0 - Excellent work. Student clearly completed all assigned materials, reacted to them astutely, and made innovative connections 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 - Assignment was not submitted.

Assignment 5 Instructions: **Discussion Questions**

In each week of the online portion of this course there is a discussion forum (6 total – weeks 1-5 are graded, week 6 is not).

These questions provide an opportunity to explore the application of the concepts in the readings to real world practice. Your initial responses to the questions and responses to your classmates' posts should be substantive and contribute to the dialogue by asking questions, respectfully debating positions, presenting supporting information from course readings or other sources relevant to the topic, and lending personal perspective and insight from your relevant professional experience. Respond to the post of at least one of your fellow students.

Scoring of discussion questions: Each submission is graded on a scale of 0 to 3, using the following rubric:

- 3.0 - Excellent work. Demonstrates mastery of course concepts and application to professional practice. Engages peers in dialogue. Completed on time.

- 2.0 - Good work. Demonstrates mastery of course concepts. Minimal engagement of peers. Completed on time.

- 1.0 - Acceptable work. Demonstrates basic comprehension of course concepts. Completed late.

- 0.0 - Assignment was not submitted.

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 you are 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. Disability Services (DS) 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 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 not 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.

* Language adapted from the American Association of University Professors "Joint Statement on

Rights and Freedoms of Students".